

Year 5	Below	Just below	Inline
<p><b>Locational Knowledge</b> The UK and local area The world and continents</p>	<ul style="list-style-type: none"> <li>Pupils can locate some countries of the world on a map</li> <li>Pupils are becoming more accurate in locating counties and cities of the United Kingdom.</li> <li>Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones.</li> <li>Pupils are beginning to study aspects of the physical and human geography that have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are becoming more accurate in locating countries of the world on a map.</li> <li>Pupils are becoming more accurate in locating counties and cities of the United Kingdom.</li> <li>Pupils can identify at least 5 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones.</li> <li>Pupils are beginning to identify aspects of the physical and human geography that have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can, mostly, locate countries of the world on a map</li> <li>Pupils can, mostly, locate counties and cities of the United Kingdom.</li> <li>Pupils can identify most for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones.</li> <li>Pupils can identify aspects of the physical and human geography that have changed over time.</li> </ul>
<p><b>Place Knowledge</b> Understanding places and connections</p>	<ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography.</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in physical geography.</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify some similarities and differences between the three in human geography.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography.</li> <li>Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography.</li> </ul>
<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>Pupils can describe a variety of aspects of physical geography.</li> <li>Pupils can describe a variety of aspects of human geography.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can describe and understand some key aspects of physical geography.</li> <li>Pupils can describe and understand some key aspects of human geography.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can describe and understand an increasing variety of key aspects of physical geography.</li> <li>Pupils can describe and understand an increasing variety of key aspects of human geography.</li> </ul>
<p><b>Geographical Skills and Fieldwork</b> Field work and investigation Map and atlas work</p>	<ul style="list-style-type: none"> <li>Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>Pupils can use some of the eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps).</li> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>Pupils can use some of the eight points of a compass, begin to use four figure grid references and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps).</li> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using at least one of these methods: sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps).</li> <li>Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies.</li> </ul>

Year 5	Greater depth
<p><i>Locational Knowledge</i> The UK and local area The world and continents</p>	<ul style="list-style-type: none"> <li>• Pupils can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</li> <li>• Pupils can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</li> <li>• Pupils can recognise broad land-use patterns of the UK. (E.g. Use a blank map to create a 'Highest, longest, biggest' challenge - locate the longest river and highest point of each country of the UK, as well as other categories Pupilsren develop on their own, e.g. waterfall, lake, city population.)</li> <li>• Pupils can locate cities, countries and regions of Europe and North and South America on physical and political maps.</li> <li>• Pupils can describe key physical and human characteristics and environmental <b>regions</b> of Europe and North and South America. (E.g. Use physical and political maps of Europe to create a junk model of the Alps. Draw the borders of the countries, and label main cities and mountains.)</li> <li>• Pupils can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, <b>latitude and longitude</b>, and relate this to their time zone, climate, seasons and vegetation. (E.g. Produce a world fruit map based around a world map locating the origin of several fruits and relate this to latitude, longitude, the Equator, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and climate zone.)</li> </ul>
<p><i>Place Knowledge</i> Understanding places and connections</p>	<ul style="list-style-type: none"> <li>• Pupils can understand how a <b>region</b> has changed and how it is different from another region of the UK. (E.g. Produce a presentation showing how the site of the London Olympic and Paralympic Games has changed, including the views of local people.)</li> <li>• Pupils can know information about a <b>region</b> of Europe and North or South America, its physical environment and climate, and economic activity. (E.g. Design an app/webpage/leaflet for tourists to the Alps, selecting a range of information about the physical and human environment.)</li> <li>• Pupils can explain some ways <b>biomes</b> (including the oceans) are valuable, why they are under threat and how they can be protected.</li> <li>• Pupils can understand how human activity is influenced by climate and weather.</li> <li>• Pupils can understand hazards from physical environments and their management, such as avalanches in mountain <b>regions</b>.</li> <li>• Pupils can explain several threats to wildlife/habitats. (E.g. Make an animation to show why the Amazon rainforest is valuable and under threat, and why it should be protected.)</li> </ul>
<p><i>Human and Physical Geography</i></p>	<ul style="list-style-type: none"> <li>• Pupils can understand how climate and vegetation are connected in <b>biomes</b>, e.g. the tropical rainforest and the desert.</li> <li>• Pupils can describe what the climate of a region is like and how plants and animals are adapted to it.</li> <li>• Pupils can understand how food production is influenced by climate. (E.g. Produce a world fruit map showing where the fruit we eat is grown and the key aspects of the climate in these locations.)</li> <li>• Pupils can describe and understand a range of key physical <b>processes</b> and the resulting landscape features.</li> <li>• Pupils can understand how a mountain <b>region</b> was formed. (E.g. Make a playdough model to show the formation of fold mountains of the Alps in Europe and annotate it with simple explanations of what it shows.)</li> <li>• Pupils can know and understand what life is like in cities and in villages and in a range of <b>settlement</b> sizes.</li> <li>• Pupils can understand that products we use are imported as well as locally produced.</li> <li>• Pupils can explain how the types of industry in the area have changed over time.</li> <li>• Pupils can understand where our energy and natural resources come from. (E.g. Prepare a presentation for a decision-making exercise selecting an energy source to generate power for nearby houses.)</li> </ul>
<p><i>Geographical Skills and Fieldwork</i> Field work and investigation Map and atlas work</p>	<ul style="list-style-type: none"> <li>• Pupils can use physical and political maps to describe key physical and human characteristics of regions of Europe or North and South America.</li> <li>• Pupils can use globes and atlases to locate places studied in relation to the Equator, <b>latitude and longitude</b> and time zones.</li> <li>• Pupils can use thematic maps for specific purposes. (E.g. Use physical and political maps to identify the Alps, its countries, cities and topography.)</li> <li>• Pupils can use four-figure, and find six figure, grid references.</li> <li>• Pupils can describe height and slope from a map.</li> <li>• Pupils can read and compare map scales. (E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue.)</li> <li>• Pupils can make sketch maps of areas using symbols, a key and a scale.</li> <li>• Pupils can use digital maps to investigate features of an area.</li> <li>• Pupils can present information gathered in <b>fieldwork</b> using a range of graphs. (E.g. Research into how the local area is changing, using a range of digital sources including historical maps, images and newspapers.)</li> <li>• Pupils can plan and carry out a <b>fieldwork</b> investigation in an urban area and/or a rural area using appropriate techniques. (E.g. Plan and carry out an enquiry to investigate how sustainable one aspect of the school's work is. Collect evidence from surveys, photographs and interviews, and present findings to the head teacher and school council.)</li> </ul>