ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

Playing our part in God's plan as we journey together to achieve the best for ourselves and others'

Geography Age Related Expectations Document

Contextual world knowledge of locations, places and geographical features

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Have used maps and images to have basic locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have begun to make simple links with world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have begun to make connections from patterns of knowledge of the world, including globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.

Understanding of the conditions, processes and interactions that explain features, distribution patterns and changes over time and space

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and	Interpret their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human	Understand simply what a number of places are like, how and why they are similar and different, and how and why they are changing. They know simple spatial patterns in	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some

differences and simple patterns in the environment.	simple patterns in the environment.	and physical features and patterns, how places change and some links between people and environments. They begin to compare places, and understand simple reasons for similarities and differences.	and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.	physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show simple understanding of the links between places, people and environments.	spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.

Competence in **geographical enquiry**, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

By the end of Year 1	By the end of Year 2	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Be able to investigate places and environments with adult modelling by asking and answering basic questions, making simple observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.	Be able to investigate places and environments by asking and responding to simple geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to investigate places and environments independently by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.	Be able to carry out investigations using different geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and simply explain their opinions, and recognise why others may have different points of view.	Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions with evidence, and recognise and explain why others may have different points of view.