



Note initials of children WB, WT, EXP and GD.

Strand	Objective	Working Below	Working towards	EXP	Greater Depth
Locational Knowledge	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.				
	On world map, locate some countries in Europe.				
	Learn about environmental regions in the UK, study key physical and human characteristics, countries, and major cities.				
	Identify the position of and begin to understand the significance of Northern Hemisphere, Southern Hemisphere.				
	<b>Vocabulary: Location, land use, human and physical features. Hamlet, village, town, city, settlement north, south, east, west, route, scale, distance, direction, key, symbol, homes, shops, roads, services, factory, buildings, transport, land use environment, repair, damage, pollution, slopes, valleys, streams.</b>				
Human and Physical Geography	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.				
	Describe and understand key aspects of physical geography, including rivers and volcanoes, mountains and earthquakes.				
	Describe and understand key aspects of human geography, including types of settlement and land use.				
	<b>Vocabulary: island, sea, ocean, beach, mountain, farm, field, tractor, fishing, boats, weather, post office, shop, show, tide, croft, pier, storm, peat, hillside, mainland, bay</b>				
Geographical Skills and Fieldwork	Use the eight points of the compass and four figure grid references.				
	Use maps and atlases, globes to locate countries and describe features.				

	Create maps e.g. - Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key.				
	Make an aerial plan/map of the school and local area. Classify local buildings.				
	Use recognised symbols to mark out local areas of interest on own maps.				
	Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement.				
	Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way using keys to make data clear. Draw conclusions from the data.				
	<b>Vocabulary:</b> compass, direction, features, routes, atlas north, south, east, west, environment, issues, environmental quality, community, air pollution, vehicles, waste, recycling, compost, litter, derelict, planning, land use, conserve, sustain, urban, rural.				

Attitude To Learning	Note initials of children's attitude to Learning