

| Year 4                                   | Entering   | Developing   | Secure  |
|--|--|--|---|
| <b>Locational Knowledge</b>              | <ul style="list-style-type: none"> <li>Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map</li> <li>Pupils can, with increasing accuracy, locate cities of the United Kingdom</li> <li>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils can locate countries in Europe, North and South America on a map</li> <li>Pupils can locate cities of the United Kingdom</li> <li>Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils can confidently locate countries in Europe, North and South America on a map</li> <li>Pupils can locate cities of the United Kingdom and are beginning to identify counties</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> </ul>  |
| <b>Place Knowledge</b>                   | <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 for the difference 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 for the difference between the three in physical 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 at least one similarity and difference 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 at least one similarity and difference 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 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>   |
| <b>Human and Physical Geography</b>      | <ul style="list-style-type: none"> <li>Pupils can describe some aspects of physical geography</li> <li>Pupils can describe some aspects of human geography</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils can describe aspects of physical geography</li> <li>Pupils can describe aspects of human geography</li> </ul>  | <ul style="list-style-type: none"> <li>Pupils can describe an increased range of aspects of physical geography</li> <li>Pupils can describe an increased range of aspects of human geography</li> </ul>   |
| <b>Geographical Skills and Fieldwork</b> | <ul style="list-style-type: none"> <li>Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently</li> <li>Pupils are using four figure grid references more accurately and are becoming increasingly accurate 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 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 are becoming more confident with 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 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 are beginning to use 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> |