

Year 5	Entering	Developing	Secure
Locational Knowledge	<ul style="list-style-type: none"> • Pupils can locate some countries of the world on a map • Pupils are becoming more accurate in locating counties and cities of the United Kingdom • 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 • Pupils are beginning to study aspects of the physical and human geography that have changed over time 	<ul style="list-style-type: none"> • Pupils are becoming more accurate in locating countries of the world on a map • Pupils are becoming more accurate in locating counties and cities of the United Kingdom • 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 • Pupils are beginning to identify aspects of the physical and human geography that have changed over time 	<ul style="list-style-type: none"> • Pupils can, mostly, locate countries of the world on a map • Pupils can, mostly, locate counties and cities of the United Kingdom • 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 • Pupils can identify aspects of the physical and human geography that have changed over time
Place Knowledge	<ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • 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 • 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
Human and Physical Geography	<ul style="list-style-type: none"> • Pupils can describe a variety of aspects of physical geography • Pupils can describe a variety of aspects of human geography • Pupils can describe some features of volcanos 	<ul style="list-style-type: none"> • Pupils can describe and understand some key aspects of physical geography • Pupils can describe and understand some key aspects of human geography over time • Pupils can describe some features of volcanos using subject specific language 	<ul style="list-style-type: none"> • Pupils can describe and understand an increasing variety of key aspects of physical geography • Pupils can describe and understand an increasing variety of key aspects of human geography over time • Pupils can describe some features of volcanos using subject specific language
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> • Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • 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) • 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 	<ul style="list-style-type: none"> • Pupils can use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use some of the eight points of a compass, four figure grid references and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) • 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 	<ul style="list-style-type: none"> • Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • 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) • 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