Year 6	Entering	Developing	Secure
Locational Knowledge	• Pupils can, with increasing accuracy, locate countries of the world on a map • Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom • Pupils can, for the majority, identify 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	• Pupils can, with increasing accuracy, locate countries of the world on a map • Pupils can, with increasing accuracy, locate counties and cities of the United Kingdom • Pupils can, for the majority, identify 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 how aspects of the physical and human geography have changed over time	• Pupils can confidently locate countries of the world on a map • Pupils can confidently locate counties and cities of the United Kingdom • Pupils can identify 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 confidently identify how aspects of the physical and human geography have changed over time
Place Knowledge	• 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 understand 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 understand similarities and differences between the three in human 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 able to understand 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 able to understand similarities and differences between the three in human 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 able to understand 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 able to understand similarities and differences between the three in human geography
Human and Physical Geography	• Pupils can describe and understand an increased variety of key aspects of physical geography • Pupils can describe and understand an increased variety of key aspects of human geography • Pupils can describe some features of volcanos	• Pupils can describe and understand a range of key aspects of physical geography • Pupils can describe and understand a range of key aspects of human geography • Pupils can describe some features of volcanos using subject specific language	• Pupils can describe and understand a wide range of key aspects of physical geography • Pupils can describe and understand a wide range of key aspects of human geography • Pupils can describe some features of volcanos using subject specific language
Geographical Skills and Fieldwork	• Pupils can use 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 and six figure grid references, 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 • Pupils are beginning to use latitude and longitudes	• Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can use the eight points of a compass, four and six figure grid references, 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 most of these methods: sketch maps, plans and graphs, and digital technologies • Pupils are able to use latitude and longitudes confidently	• Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • Pupils can confidently use the eight points of a compass, four and six figure grid references, 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 a range of methods, including sketch maps, plans and graphs, and digital technologies • Pupils are able to use latitude and longitudes confidently