



KS2 Geography

Age Related Expectations

All children are assessed against the targets within the different curriculum subjects. The targets are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

Pupils should be taught:	Targets that need to be covered:	How children are achieving <u>ARE</u>
<p>Locational knowledge</p>	<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • 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 • 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 (including day and night) 	<p>By the end of year 3, a child will achieve this target by developing their atlas skills when studying weather around the world in the Autumn term. A child will look for places they have been on holiday using an atlas and develop further by studying what continent the country is in.</p> <p>By the end of year 5, a child will have achieved this target through their study of Rainforests. A child will need to identify the position and understand the significance of key areas such as the Equator and two Tropics in relation to rainforests located across the world.</p>
<p>Place knowledge</p>	<ul style="list-style-type: none"> • 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, and a region in North or South America 	<p>By the end of Year 6, a child will have achieved this target through extension on their learning of Volcanoes and Earthquakes. A child will focus on comparing places to each other and explain why they are similar or different from other places in the same country and elsewhere in the world, make observations about patterns within an area and identify similarities/differences between places and understand links between them.</p>

<p>Human and physical geography</p>	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>By the end of Year 4, a child will have achieved this target through the introductory study of Volcanoes. A child will focus on the structure and the inside of a volcano, know the effects of a volcanic eruption on the environment and understand what the Earth is made of.</p> <p>By the end of year 5, a child will have achieved this target through their study of Rainforests. A child will describe the key features of a river system with a focus on the physical geography and understand human geography of rainforest climates, including manmade threats to the environment, e.g. the impact of deforestation.</p> <p>By the end of Year 6, a child will have achieved this target through extension on their learning of Volcanoes and Earthquakes. A child will focus on environmental issues in a locality and how this could be saved, offer explanation for physical and human features and how they got there and understand and describe how human and physical features define a place's character.</p>
<p>Geographical skills and fieldwork</p>	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • 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. 	<p>By the end of KS2, a child will have achieved these targets throughout the different topics studied at Glebe. In year 3, a child will have studied different areas of the world in an atlas based on the weather. A child will then use the information to compare to the local area (Ickenham) using a weather graph to monitor rainfall in the local area and that of a chosen country.</p> <p>In year 6, a child will have undertaken simple mapping tasks as directed using the compass points extended from</p>

		their learning in KS1, use map skills to undertake own investigations based on one area and used secondary sources of information to learn about a locality.
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