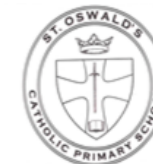


Key Skills Assessment Criteria 2025-2026



Subject: Geography

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Nursery	<p>Throughout nursery the children will cover these objectives:</p> <ul style="list-style-type: none"> • Learns new words very rapidly and is able to use them in communicating. • Uses talk to connect ideas, explain what is happening. • Questions why things happen and gives explanations. • Builds up vocabulary that reflects the breadth of their experiences. • Extends vocabulary, exploring the meaning of new words. • Notices detailed features of objects in their environment. • Shows interest in different occupations and ways of life. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Shows care and concern for living things and the environment. • Looks closely at similarities, differences, patterns and change. 			
Reception	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Looks closely at similarities, differences, patterns and change Children know about similarities and differences in relation to places They talk about the features of their own immediate environment and how environments might vary from one another</p>			
Year 1	<p>Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p>	<p>Know about the local area and name key landmarks (e.g. the nearest local green space)</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p>To use basic geographical vocabulary to refer to key physical features and human features of the surrounding area</p> <p>To identify seasonal and daily weather patterns in the United Kingdom. Show awareness that the weather may vary in different parts of the UK</p>	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Use simple directional language, such as near and far, up and down, left and right, forwards and backwards</p> <p>Use a world map to identify the UK in its position in the world. Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features</p>
Key Questions	<p>Can you plan a route around school for a visitor? Where is Liverpool / Old Swan in the UK? How do seasons change in the UK?</p>			
Year 2	<p>Name and locate the world's seven continents and five oceans</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p>	<p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Show an awareness that the weather varies in different parts of the world.</p>	<p>Use world maps, atlases and globes to identify the UK, its countries and capital cities, as well as the world's continents and oceans studied.</p> <p>Use simple compass points (North, South, East, West)</p> <p>Use aerial photographs to recognize landmarks and basic human and physical features</p> <p>Draw or make a map of a real or imaginary place Use and construct basic symbols in a key.</p>

Key Questions	What would we see as we go around the world? Can you describe how life is different in Egypt? What is the weather like around the world?			
Year 3 Opening Worlds	locate the world's countries, using maps to focus on Europe (including the location of Russia) Locate and recognize the significance of the Equator, Northern and Southern hemispheres.	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	Recognise that there are physical and human differences within countries and continents Describe human geography, land use, economic activity including trade links (food), climate and physical aspects Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains Understand that our food is grown in many countries because of their climate Begin to understand how people affect the environment	Use maps, atlases, globes, aerial photographs and digital/computer mapping (Google Earth) to locate countries and describe features studied Expand map skills to include non-UK countries (Europe) Locate places using a range of maps including OS and digital Use four figure compasses and letter/ number coordinates to identify features on a map Locate the local area on a variety of different scale maps Try to make a map of a short route, with features in current order
Key Questions Opening Worlds	What are the similarities and differences between the Rivers Severn and the River Indus? How do mountains interact with what is around them? How are settlements similar and different? How are we connected to farmers? How do volcanoes affect a place? How does the climate affect the way people live?			
Year 4 Opening Worlds	Locate the worlds countries, using maps and labelling the countries the River Rhine runs through. Name and locate countries and cities of the United Kingdom and their identifying key topographical features (rivers, coasts)	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 key human features of the River Rhine, types of settlement and land use. Describe the impact of living near a tectonic fault line including the features of human and physical geography.	Use maps, atlases, globes, aerial photographs and digital/computer mapping (Google Earth) to locate countries and describe features studied Expand map skills to include non-UK countries (Europe) Locate places (Wales, New Zealand, California, Sahara) using a range of maps including OS and digital Use four figure compasses and letter/ number coordinates to identify features on a map
Key Questions Opening Worlds	How are different parts of the Rhine and the Mediterranean used by people? How and why does population distribution vary across Great Britain? How does the location of West Wales affect its coast? How do tourists interact with a place? What are the pros and cons of living near a tectonic fault line? Why are deserts located where they are?			
Year 5 Opening Worlds	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 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)	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America	Describe key human and physical features of a megacity Describe the land use and economic activity of the Amazon	Interpreting a range of thematic maps Interpreting world and thematic maps Asking questions, eight-point compass 4-figure references Flow diagrams, interpreting satellite photos Interpreting and drawing bar graphs, simple enquiry process, questionnaire

<div>Key Questions</div> <div>Opening Worlds</div>	<p>How have the actions of people affected the drought in California?</p> <p>How can oceans affect human behaviour and settlements?</p> <p>Why do people migrate?</p> <p>What are the pros and cons of living in a megacity?</p> <p>In what ways does the geography of South America affect life in the Amazon?</p> <p>How does agriculture in the Amazon interact with other parts of the world?</p>			
<div>Year 6</div> <div>Opening Worlds</div>	<p>Identify the position and significance of latitude and longitude, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a Europe</p>	<p>Understand about links and relationships between different places and that make places dependent on each other</p>	<p>Describe and understand key aspects of natural disasters</p> <p>Describe how some physical processes can cause hazards to people</p> <p>Recognise that there are advantages and disadvantages of living in certain environments</p> <p>Describe and explain a range of physical and human processes and recognise that these processes / patterns interact to produce distinctive characteristics of places</p>	<p>Use eight figure compass and six figure grid reference accurately</p> <p>Use lines of longitude and latitude on maps</p> <p>Locate the world's countries on a variety of maps, including the areas studied throughout the key stages</p> <p>Use atlases to find out data about other places</p> <p>Draw plans of increasing complexity</p> <p>Begin to use and recognize atlas symbols</p>
<div>Key Questions</div> <div>Opening Worlds</div>	<p>How do local actions in the UK affect global climate?</p> <p>How do global changes affect local places in Ethiopia?</p> <p>How much did Birmingham change between 1750 and the present day?</p> <p>What is a preferable future for Jamaica's tourist industry?</p> <p>Local area enquiry</p>			