



St James' Church of England Primary

EYFS:

	Emerging	Expected
Reception:	I can draw my family.	I can tell you what my family
	I can tell you about them from my	likes and dislikes.
	drawing.	I can tell you what they do when
	I can share a family photo that is	I'm at school.
	a happy memory.	I can share something from home
	I know who I can ask to help me	to tell you more about my family.
	in school.	I can answer questions about my
	I know the name of the head	family life.
	teacher what they do. I know the school secretary and	I can tell three members of staff from the school and their roles.
	what they do.	I can tell you what people in our
	I can tell you 'this is old'.	community do to help us.
	I can tell you if a character in a story is old.	I can explore old artifacts and tell you why they are old.
	I can tell you if this story is	I can tell you about the present.
	about the past.	I can tell you a story from the past.
	I am beginning to learn tradi-	'
	tional stories from the past. Guy Fawkes, Christmas story, Easter	I can tell you a fairy tale.
	story story	I can tell you the theme from the tale.
	I can show you a map.	I can tell you about the charac-
	I can explore a simple map.	ters.
	I can make a treasure map with X marking the treasure spot.	I can tell you a traditional tale from another culture.
	I can tell the building is a church.	I can explore a google map of
	I can go to assembly to worship.	our school.
	I can listen to people from differ-	I can show you features.
	ent religions and cultures with interest.	I can look at a local street or rail- way map and explore our area.
	I can tell you I live in a town. I can tell you the nearest city.	I can tell you it's a church, syna- gogue, Mosque, Gurudwara.
		I can tell you characteristics of other religions and cultures.
		I can tell you what places of worship are near our school.
		I can ask a visitor question about different religions and cultures.
		I can tell you where I live and
		describe its features.
		I can tell you about the country- side and why it is different to where I live.
		I can tell you it is natural.
		I can tell you it is manmade.





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Year I and 2:

	Emerging	Expected	Exceeding
Locational Knowledge	Locational Knowledge:	Locational Knowledge:	Locational Knowledge:
-	Show their emerging	Show their developing	Show their developing
	knowledge and under-	knowledge and under-	knowledge and
	standing of the world	standing of the world	understanding of the
	by showing an aware-	by beginning to name	world by naming and
	ness of; the seven conti-	and locate; the seven	locating; the seven
	nents and five oceans,	continents and five	continents and five
	the four UK coun-	oceans, the four UK	oceans, the four UK
	tries/capital cities and	countries/capital cities	countries/capital cities
	its surrounding seas.	and its surrounding	and its surrounding
		seas.	seas with increasing
			accuracy.
Place Knowledge	Place Knowledge: Show	Place Knowledge: Show	Place Knowledge: Show
Ç	some place knowledge	their growing place	their growing
	of a small area of the	knowledge of a small	knowledge of a small
	United Kingdom and that	area of the United	area of the United
	of a non-European	Kingdom and that of a	Kingdom and that of a
	country.	non-European country.	non-European country,
			making links and
			comparisons.
Human and Physical	Human and Physical	Human and Physical	Human and Physical
o o	Geography: Show their	Geography: Show their	Geography: Show their
Geography	emerging knowledge of	growing knowledge of	growing knowledge of
	seasonal and daily	seasonal and daily	seasonal and daily
	weather patterns and	weather patterns and	weather patterns and
	some knowledge of the	some knowledge of the	some knowledge of the
	Equator and the North	Equator and the North	Equator and the North
	and South Poles. Use	and South Poles. Use	and South Poles. Use
	some basic	growing basic	basic geographical
	geographical	geographical	vocabulary accurately
		vocabulary (as per the	(as per the national
	vocabulary (as per the national curriculum)	national curriculum)	curriculum)
	•	1	· · · · · · · · · · · · · · · · · · ·
	understanding some of	incorporating some of	incorporating a wariety
	the topic's 'Vital	the topic's 'Vital	of the topic's 'Vital
	Vocabulary'.	Vocabulary',	Vocabulary',
		communicating with	communicating with
		increased clarity.	increasing articulacy throughout.
CI - II	CI-II D · L I	CI:II D : L I	
Skills	Skills: Begin to develop	Skills: Begin to develop	Skills: Begin to
	some basic	and utilise a variety of	independently utilise a
	geographical skills,	basic geographical	widening variety of
	from the strands of	skills, with increased	geographical skills to
	mapping, fieldwork,	independence, from the	accurately answer
	enquiry/investigation,	strands of mapping,	simple questions, from
	communication and use	fieldwork,	the strands of mapping,
	of ICT/technology	enquiry/investigation,	fieldwork,
		communication and use	enquiry/investigation,
		of ICT/technology.	communication and use
Shills (Manning	Manaina (Rasinaina +-	Manning (Roginus - +-	of ICT/technology.
<u>Skills (Mapping.</u>	Mapping (Beginning to	Mapping (Beginning to	Mapping (Showing an
Fieldwork, Enquiry and	recognise, and use some	recognise, draw, use,	increasing
Investigation,	information on maps,	plot and locate	understanding of how
Communication, Use of	while beginning to	information on maps,	to recognise, draw, use,
ICT/technology].	understand their key	while beginning to	plot and locate
	features).	understand their key	information on maps,
	Fieldwork (Beginning to	features).	understanding their key
	use simple fieldwork	Fieldwork (Beginning to	features, confidently
	techniques to study the	use simple fieldwork	and independently to
	school and surrounding	techniques and	apply to different maps).
	area).	equipment to study the school and surrounding	Fieldwork (Using simple fieldwork techniques

Enquiry and Investigation (Beginning to ask simple geographical questions to investigate using observations). Communication (Beginning to communicate geographical ideas and communicate these with some accuracy). Use of ICT/Technology (Beginning to use simple technology and software to support geographical understanding and record some geographical features).

area, with increasing accuracy). Enquiry and Investigation (Beginning to ask simple geographical questions to investigate using observations and descriptions). Communication (Beginning to communicate geographical ideas and communicate these with some accuracy, using basic Vital Vocabulary). Use of ICT/Technology (Beginning to use simple technology and software to support geographical understanding and record geographical features, describing and labelling what is produced).

and equipment to study the school and surrounding area, with accurate geographical language). Enquiry and Investigation (Asking simple, relevant geographical questions to investigate using observations and descriptions, recognising differences between other peoples' lives). Communication (Beginning to communicate geographical ideas and communicate these with increasing accuracy, using developing Vital Vocabulary to make comparisons). Use of ICT/Technology (Beginning to use simple technology and software with increasing confidence to support geographical understanding and record geographical features, describing and labelling what is produced accurately).





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Year 3 and Year 4:

	Emerging	Expected	Exceeding
Locational Knowledge	Locational Knowledge:	Locational Knowledge:	Locational Knowledge:
	Show their emerging	Show their developing	Show their secure
	knowledge and	knowledge and	knowledge and
	understanding of the	understanding of the	understanding of the
	world by showing an		world by accurately
	U U	world by naming and	
	awareness of; some	beginning to locate; a	naming and locating; a
	world countries and	variety of world	variety of world
	some UK counties, cities	countries and a variety	countries and a variety
	and rivers. (In addition	of UK counties, cities	of UK counties, cities
	to an emerging	and rivers. (In addition	and rivers. (In addition
	knowledge of previous	to an almost secure	to a secure knowledge
	year groups non-	knowledge of previous	of previous year groups
	negotiables).	year groups non-	non-negotiables).
	,	negotiables).	,
Place Knowledge	Place Knowledge: Show	Place Knowledge: Show	Place Knowledge: Show
	some place knowledge	their secure place	their secure place
	of a region of the United	knowledge of a region	knowledge of a region
	Kingdom and a region of	of the United Kingdom	of the United Kingdom
	a European country.	and a region of a	and a region of a
	a caropean country.	European country.	European country,
		Laropean country.	
			making links and
			comparisons.
Human and Physical	Human and Physical	Human and Physical	Human and Physical
Geography	Geography: Show their	Geography: Show their	Geography: Show their
	emerging knowledge of	developing knowledge	developing knowledge
	the difference between	of the difference	of the difference
	physical and human	between physical and	between physical and
	geography, describing	human geography,	human geography,
	some basic features by	describing and	describing and
		, v	Ü
	utilising some of the	understanding key	understanding key
	topic's 'Vital	aspects of their	aspects of their
	Vocabulary'.	features by utilising the	features by utilising the
		topic's 'Vital	topic's 'Vital
		Vocabulary', with	Vocabulary', with
		geographical accuracy.	geographical accuracy.
			Also showing an
			understanding how
			these features may
			change and develop
			over time.
Skills	Skills: To continue to	Skilla: To begin to	Skilla: To independently
SALALA	develop and utilise	utilise a widening	utilise a widening
	The state of the s	Ü	Ü
	some geographical	variety of geographical	variety of geographical
	skills, to answer simple	skills, with increased	skills, to accurately
	questions, from the	independence, to	answer more complex
	strands of mapping,	accurately answer more	questions and start to
	fieldwork,	complex questions, from	be geographically aware
	enquiry/investigation,	the strands of mapping,	of the world around
	communication and use	fieldwork,	them, from the strands
	of ICT/technology.	enquiry/investigation,	of mapping, fieldwork,
		communication and use	enquiry/investigation,
		of ICT/technology.	communication and use
		00	of ICT/technology.
Skills (Mapping.	Mapping (Continuing to	Mapping (Being able to	Mapping (Being able to
Fieldwork, Enquiry and	recognise, draw, use,	recognise, draw, use,	recognise, draw, use,
Investigation.	plot and locate some	plot and locate	plot and locate
Communication. Use of	information on a wide	information on a wide	information across a
ICT/technology].		l '=	
i ivillechnologiil	range of maps,	variety of maps,	wide variety of maps,

continuing to understand their key features). Fieldwork (Beginning to use simple fieldwork techniques, including the 8 points of a compass to study the local area). Enquiry and Investigation (Beginning to ask simple geographical questions to investigate using observations). Communication (Beginning to communicate geographical ideas and communicate these with some accuracy, considering own beliefs). Use of ICT/Technology (Developing the use of simple technology and software to support geographical understanding and record some geographical features from different sources).

understanding most of the key features, with increasing confidence). Fieldwork (Beginning to use simple fieldwork techniques, including the 8 points of a compass to observe, measure and record geographical features in the local area, with increasing accuracy). Enquiry and Investigation (Beginning to ask more searching geographical questions to investigate comparisons in their own lives, to those of others). Communication (Beginning to communicate geographical ideas and opinions through a range of methods, communicating these concepts using developing Vital Vocabulary). Use of ICT/Technology (Developing the use of technology and software to support geographical understanding and record geographical features through a variety of mediums, describing and labelling what is produced).

understanding all of the key features, with confidence and geographical accuracy). Fieldwork (Show their secure knowledge and application of simple fieldwork techniques, including the 8 points of a compass to observe, accurately measure and record geographical features in the local area, making links between observations). Enquiry and Investigation (Regularly asking more searching geographical questions to compare their own lives and empathise in relation to differences of others). Communication (Accurately communicating geographical ideas and opinions through a range of methods, communicating these concepts using secure Vital Vocabulary, while also expressing opinions and personal views). Use of ICT/Technology (Accurately using technology and software to support geographical understanding and record geographical features through a variety of mediums, describing and labelling what is produced, while being aware of the importance of Geographical technology within the wider world).





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Year 5 and Year 6:

	I Empaging	Fun satad	Funnadia -
	Emerging	Expected	Exceeding
<u>Locational Knowledge</u>	Locational Knowledge:	Locational Knowledge:	Locational Knowledge:
	Show their emerging	Show their secure	Show their secure
	knowledge and	knowledge and	knowledge and
	understanding of the	understanding of the	understanding of the
	world by showing an	world by understanding;	world by understanding;
	awareness of; some	the location of some	the location of a variety
	world countries, the	world countries	of world countries
	geography of the UK and	including North and	including North and
	aspects of the globe's	South America, the	South America, the
	divisions (such as the	geography of the UK and	geography of the UK and
	tropics, equator and	the position of most	the position and
	hemispheres). (In	aspects of the globe's	significance of features
	addition to emerging	divisions (such as the	of the globe's division
	knowledge of previous	tropics, equator and	(such as the tropics,
	year groups non-	hemispheres). (In	equator and
	negotiables).	addition to an almost	hemispheres). (In
		secure knowledge of	addition to an almost
		previous year groups	secure knowledge of
		non-negotiables).	previous year groups
DI V I I	DI V I I SI	DI V I I SI	non-negotiables).
Place Knowledge	Place Knowledge: Show	Place Knowledge: Show	Place Knowledge: Show
	some place knowledge	their secure place knowledge of a region	their secure place
	of a region of the United Kingdom, a region of a		knowledge of a region of the United Kingdom, a
		of the United Kingdom, a region of a European	· ·
	European country and a region of North/South	country and a region of	region of a European country and a region of
	America.	North/South America.	0 0
	America.	Norin/South America.	North/South America,
			making significant links
			and comparisons.
<u>Human and Physical</u>	Human and Physical	Human and Physical	Human and Physical
Geography	Geography: Show their	Geography: Show their	Geography: Show their
	developing knowledge	increasingly secure	secure knowledge of the
	of the difference	knowledge of physical	difference between most
	between physical and	and human geography,	aspects of human and
	human geography,	describing and	physical geography,
	describing their	understanding most key	describing and
	features by utilising	aspects of their	understanding key
	some of the topic's	features by utilising the	aspects of their
	'Vital Vocabulary', with	topic's 'Vital	features by utilising the
	some geographical	Vocabulary', with	topic's 'Vital
	accuracy.	geographical accuracy.	Vocabulary', with
			geographical accuracy,
			in a variety of contexts.
			Understanding how
			these features change
			over time.
Skills	Skilla: To utiliae a	Skilla: To securely	over time. Skills: To securely
Skills	widening range of	utilise a range of	over time. Skilla: To securely utilise a wide range of
Skills	widening range of geographical skills, to	utilise a range of geographical skills,	over time. Skills: To securely utilise a wide range of geographical skills and
Skills	widening range of geographical skills, to continue to answer	utilise a range of geographical skills, with increased	over time. Skills: To securely utilise a wide range of geographical skills and accurately answer
Skilla	widening range of geographical skills, to continue to answer simple questions,	utilise a range of geographical skills, with increased independence, to	over time. Skills: To securely utilise a wide range of geographical skills and accurately answer complex questions,
Skills	widening range of geographical skills, to continue to answer simple questions, from the strands of	utilise a range of geographical skills, with increased independence, to accurately answer	over time. Skills: To securely utilise a wide range of geographical skills and accurately answer complex questions, being geographically
Skills	widening range of geographical skills, to continue to answer simple questions,	utilise a range of geographical skills, with increased independence, to accurately answer complex questions,	over time. Skills: To securely utilise a wide range of geographical skills and accurately answer complex questions, being geographically aware of the world
Skills	widening range of geographical skills, to continue to answer simple questions, from the strands of	utilise a range of geographical skills, with increased independence, to accurately answer complex questions, from the strands of	over time. Skills: To securely utilise a wide range of geographical skills and accurately answer complex questions, being geographically aware of the world around them, from the
Skills	widening range of geographical skills, to continue to answer simple questions, from the strands of mapping, fieldwork, enquiry/investigation, communication and use	utilise a range of geographical skills, with increased independence, to accurately answer complex questions, from the strands of mapping, fieldwork,	over time. Skills: To securely utilise a wide range of geographical skills and accurately answer complex questions, being geographically aware of the world around them, from the strands of mapping,
Skills	widening range of geographical skills, to continue to answer simple questions, from the strands of mapping, fieldwork, enquiry/investigation,	utilise a range of geographical skills, with increased independence, to accurately answer complex questions, from the strands of mapping, fieldwork, enquiry/investigation,	over time. Skills: To securely utilise a wide range of geographical skills and accurately answer complex questions, being geographically aware of the world around them, from the strands of mapping, fieldwork,
Skills	widening range of geographical skills, to continue to answer simple questions, from the strands of mapping, fieldwork, enquiry/investigation, communication and use	utilise a range of geographical skills, with increased independence, to accurately answer complex questions, from the strands of mapping, fieldwork,	over time. Skills: To securely utilise a wide range of geographical skills and accurately answer complex questions, being geographically aware of the world around them, from the strands of mapping,
Skills	widening range of geographical skills, to continue to answer simple questions, from the strands of mapping, fieldwork, enquiry/investigation, communication and use	utilise a range of geographical skills, with increased independence, to accurately answer complex questions, from the strands of mapping, fieldwork, enquiry/investigation,	over time. Skills: To securely utilise a wide range of geographical skills and accurately answer complex questions, being geographically aware of the world around them, from the strands of mapping, fieldwork,

Skills (Mapping.
Fieldwork Enquiry and
Investigation.
Communication. Use of
ICT/technology].

Mapping (Beginning to use and interpret maps appropriately to locate countries and features that are being studied). Fieldwork (Beginning to use more complex fieldwork techniques, to observe, measure and record human and physical features, with some accuracy). Enquiry and Investigation (Beginning to ask general geographical questions to investigate using observations). Communication (Beginning to communicate more complex geographical ideas and communicate these with some accuracy, in a variety of ways using some Vital Vocabulary). Use of ICT/Technology (Beginning to use a widening range of technology and software to support geographical understanding and communicate some geographical information electronically).

Mapping (Being able to select, use and interpret maps appropriately to locate countries and features that are being studied, with increasing confidence). Fieldwork (Beginning to use more complex fieldwork techniques, to observe, measure, record and interpret human and physical features). Enquiry and Investigation (Asking general geographical questions to investigate using observations and make predictions). Communication (Communicating more complex geographical ideas and communicating these in a variety of ways, using some secure application of Vital Vocabulary, while critically evaluating content). Use of ICT/Technology (Using an increasingly widening range of technology and software to support geographical understanding and communicate some geographical information electronically, with accuracy).

Mapping (Being able to confidently and accurately select, use and interpret appropriate maps to locate countries and features that are being studied.

Fieldwork (Beginning to use more complex fieldwork techniques, to accurately observe, measure, record and interpret human and physical features, making links between observations). Enquiry and Investigation (Asking general geographical questions to investigate using observations, make predictions and test simple hypotheses). Communication (Accurately communicating more complex geographical ideas and communicating these in a variety of ways while critically evaluating content, using precise geographical language and Vital Vocabulary). Use of ICT/Technology (Accurately using a wide range of technology and software to support geographical understanding and communicate geographical information electronically, with accuracy. Also, being aware of the importance of Geographical technology within the wider world).