



Year 3 and Year 4 End of Year Geography Expectations

2017 to 2018 Second Cycle

Working at the Expected Standard (EXP):

Pupil(s) are confidently and independently able to apply their knowledge:

- To indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. (E.g. Prepare a report, using maps and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in terms of climate and biome, and what it eats.)
- To locate some countries in Europe and North and South America on a map or atlas.
- To be able to relate continent, country, state, city. Identify states in North America using a map. (E.g. Using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA. Describe the route.)
- To indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. (E.g. Prepare a report, using maps and photographs, about an animal they have chosen. This should contain details of the animal, where it lives in terms of climate and biome, and what it eats.)
- To use simple geographical vocabulary to describe significant physical features and talk about how they change.
- To be able to identify and sequence a range of settlement sizes from a village to a city.
- To describe the characteristics of settlements with different functions, e.g. coastal towns.
- To use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar.)

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- To describe and compare similarities and differences between some regions in Europe and North or South America.
 - To understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special. (E.g. Using photos, information sheets and Google Earth, record information about one city in North America and one in South America and their surrounding areas. Compare these cities, drawing out human and physical characteristics. Identify differences and similarities.)
 - To understand how physical processes can cause hazards to people.
 - To describe some advantages and disadvantages of living in hazard-prone areas. (E.g. Investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research.)
 - To use a map or atlas to locate some countries and cities in Europe or North and South America.
 - To use a map to locate some states of the USA.
 - To use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. (E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.)
 - To make a map of a short route with features in the correct order and in the correct places.
 - To make a simple scale plan of a room.
 - To present information gathered in fieldwork using simple graphs.
 - To use the zoom function of a digital map to locate places. (E.g. Using Google Earth – starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map.)
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Year 3 and Year 4 End of Year Geography Expectations

2018 to 2019 First Cycle

Working at the Expected Standard (EXP):

Pupil(s) are confidently and independently able to apply their knowledge:

- To describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties.
 - To locate and describe some human and physical characteristics of the UK. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers.)
 - To locate some countries in Europe and can relate continent, country, city.
 - To identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. (E.g. In a group or individually, make a locational map game, quiz or puzzle for other children in their class to test knowledge and understanding of latitude and longitude.)
 - To describe a river and mountain environment in the UK, using appropriate geographical vocabulary.
 - To can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. (E.g. Make a working model of a volcano. Label it with the features of a volcano and explain what happens when it erupts.)
 - To understand the physical and human geography of the UK and its contrasting human and physical environments.
 - To explain why some regions are different from others. (E.g. Research a coastal locality and make a travel agent style presentation to a group of people to promote the human and physical characteristics of the area and how they combine to form a unique environment.)
 - To describe and compare similarities and differences between some regions in Europe.
 - To understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special. (E.g. Using photos, information sheets and Google Earth, record information
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about two different cities and their surrounding areas. Compare these cities, drawing out human and physical characteristics. Identify differences and similarities.)

- To understand how physical processes can cause hazards to people.
 - To describe some advantages and disadvantages of living in hazard-prone areas. (E.g. Investigate the causes and impacts of the 2011 Japanese earthquake using images and internet research.)
 - To be able to use a map or atlas to locate some countries and cities in Europe or North and South America.
 - To use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK. (E.g. Use an atlas to locate places using latitude and longitude and be able to describe the location of the place using a nested hierarchy.)
 - To use four-figure grid references.
 - To give direction instructions up to eight compass points.
 - To adeptly use large-scale maps outside. (E.g. Follow a local river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references.)
 - To be able to, in a group, carry out fieldwork in the local area selecting appropriate techniques. (E.g. Create a river in the playground using natural materials. Use a watering can to form the river. Observe and record what happens to the water over different materials. Take photographs and label with key river features and processes.)
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