

**Loseley Fields Primary School**  
**Geography Curriculum - I can statements by year group and strand**

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| <b>EYFS</b>                                 | <b>Area: Understanding of the world</b>  |  |
|   | <b>Objectives covered over the year either as part of adult-led activities or child-initiated learning / enhanced provision</b>  |  |
|   | <b>ELG: The Natural World</b>  | <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</li> </ul> |
| <b>ELG: People, Culture and Communities</b> | <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</li> </ul> |  |

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| <b>Year One</b> |  | <b>Each topic should cover multiple strands, with enquiry and fieldwork skills in every topic. All statements should be covered over the year. Links to progression of skills.</b>   |
|                 | <b>Geographical enquiry</b>  | <ul style="list-style-type: none"> <li>• I can ask what a place is like and what it might be like to live there.</li> <li>• I can compare and contrast the features of two different places and begin to distinguish whether they are human or physical features.</li> <li>• I can tell others what I like or dislike about a place and use basic geographical vocabulary to explain why I think this.</li> </ul>  |
|                 | <b>Geographical skills and fieldwork</b>   | <ul style="list-style-type: none"> <li>• I can observe and record simple information about the local area, e.g. how many shops there are, where the park or the bus stops near the school are.</li> <li>• I can use aerial photographs to identify key features in my local area, e.g. the school, a row of shops, or a park.</li> <li>• I can look at a simple map of my local area and identify places I know and have seen.</li> <li>• I can make a simple map of a real or imaginary place, adding basic symbols to show information.</li> <li>• I can use a map to talk about everyday life e.g. where I live, or my journey to school.</li> <li>• I can use maps and globes to identify continents and oceans and understand that a world map and a globe show the same thing.</li> <li>• I can record my ideas using words, pictures (including photographs), maps and diagrams.</li> </ul> |
|                 | <b>Knowledge and understanding of places</b>   | <ul style="list-style-type: none"> <li>• I can identify the UK on a map.</li> <li>• I can identify continents and oceans on a map or a globe and name some of them.</li> <li>• I can use basic geographical vocabulary to identify key physical features: beach, coast, forest, mountain, sea, river.</li> <li>• I can use basic geographical vocabulary to identify key human features: city, town, village, factory, farm, house, shop.</li> <li>• I can talk about and write about similarities and differences between the features of two different places.</li> <li>• I can express my own views about a place, people or environment.</li> </ul>  |
|                 | <b>Knowledge and understanding of patterns and processes</b>                           | <ul style="list-style-type: none"> <li>• I can ask questions about the weather</li> <li>• I can collect temperature and rainfall information and record this throughout the year.</li> <li>• I can identify seasonal and daily weather patterns in the UK.</li> </ul>  |
|                 | <b>Knowledge and understanding of environmental change and sustainable development</b> | <ul style="list-style-type: none"> <li>• I can express an opinion on how people are affecting a particular locality (or habitat).</li> <li>• I can make a suggestion to how a locality can be improved.</li> </ul>   |

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| Year Two |  | <b>Each topic should cover multiple strands, with enquiry and fieldwork skills in every topic. All statements should be covered over the year. Links to progression of skills.</b>   |
|          | <b>Geographical enquiry</b>  | <ul style="list-style-type: none"> <li>• I can ask questions about the basic physical and human features of a place.</li> <li>• I can ask how a place might have changed.</li> <li>• I can compare and contrast the physical and human features of two different places using simple geographical vocabulary.</li> <li>• I can tell others what I like or dislike about a place and give detailed reasons why I think this using some specific geographical vocabulary.</li> </ul>   |
|          | <b>Geographical skills and fieldwork</b>   | <ul style="list-style-type: none"> <li>• I can use maps and aerial photographs to identify key human and physical features in my local area.</li> <li>• I can observe and record more detailed information about the local area, e.g. amount of traffic on different roads, or local habitats (woods, river, park etc) and use this to make comparisons.</li> <li>• I can create a map of a particular area (local or otherwise) and create a key showing the basic symbols.</li> <li>• I can use simple compass directions (N, S, E, W) and locational and directional language to describe where places are and how to get there.</li> <li>• I can use maps and globes to identify UK, continents, oceans, and the North and South poles.</li> <li>• I can mark the different places I have studied on a map.</li> <li>• I can record my ideas using labelled diagrams, clear sentences with simple geographical vocabulary, pictograms, Venn diagrams and bar charts.</li> </ul>                                  |
|          | <b>Knowledge and understanding of places</b>   | <ul style="list-style-type: none"> <li>• I can use maps and globes to identify the UK and its four countries.</li> <li>• I can explain the purpose of a capital city and label the capital cities of the UK.</li> <li>• I can use a map or a globe to identify the continent of Europe and some of the countries in Europe (Northern Europe in particular)</li> <li>• I can use basic geographical vocabulary to identify key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, soil, vegetation, season, weather.</li> <li>• I can use basic geographical vocabulary to identify key human features: city, town, office, village, factory, farm, house, shop, port, harbour.</li> <li>• I can use world maps and a globe to identify the 7 continents, the North and South poles, the equator and the coldest and the hottest places in the world.</li> <li>• I can express my own views about a place, people or environment and how it has changed over time.</li> </ul> |
|          | <b>Knowledge and understanding of patterns and processes</b>                           | <ul style="list-style-type: none"> <li>• I can explain the difference between weather and climate.</li> <li>• I can explain why the weather changes.</li> <li>• I can say why the climate varies across the UK.</li> <li>• I can begin to explain different land use - e.g. fertile land for farming.</li> </ul>   |
|          | <b>Knowledge and understanding of environmental change and sustainable development</b> | <ul style="list-style-type: none"> <li>• I can identify how a place has changed over time.</li> <li>• I can say how people are affecting a particular locality (or habitat) and express opinions about the impact of this.</li> <li>• I can suggest solutions to how a locality can be improved.</li> </ul>  |

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| <b>Year Three</b> |  | <b>Each topic should cover multiple strands, with enquiry and fieldwork skills in every topic. All statements should be covered over the year. Links to progression of skills.</b>   |
|                   | <b>Geographical enquiry</b>  | <ul style="list-style-type: none"> <li>• I can ask which physical and human features a particular locality has and begin to give reasons why these features are where they are.</li> <li>• I can ask questions about environmental issues affecting a particular locality.</li> <li>• I can find out about places and features of these places through both observation and using other information sources.</li> <li>• I can compare how a locality has changed over time and give reasons for this.</li> </ul>   |
|                   | <b>Geographical skills and fieldwork</b>   | <ul style="list-style-type: none"> <li>• I can use a key on a map to identify certain features of areas, e.g. different types of settlements, routes of rivers from source to sea, mountain ranges.</li> <li>• I can make detailed sketches of a location, labelling them with geographical vocabulary.</li> <li>• I can draw maps and plans of a small locality using 8 compass points, a simple scale and simple grid references.</li> <li>• I can use the scale bar on a map to estimate distance.</li> <li>• I can use and create maps using a digital mapping tool (digimaps)</li> <li>• I can carry out a weather survey, recording changes and observations using a method of my choice.</li> <li>• I can observe photos carefully to think where it may have been taken and give reasons why I think this.</li> <li>• I can use various techniques to communicate, record and present my observations, including writing, charts, graphs, tables and ICT.</li> </ul> |
|                   | <b>Knowledge and understanding of places</b>   | <ul style="list-style-type: none"> <li>• I can name and locate different countries in the European continent (particularly Western Europe) and the key features and landmarks (physical and human) of these countries.</li> <li>• I can use the terms “physical” and “human” accurately to describe different features of a place.</li> <li>• I can identify different types of settlements and where they are located, thinking why people may have chosen to settle in these places.</li> <li>• I can identify how key features (including climate) may affect a country/area and comment how this may have changed over time.</li> <li>• I can name and identify key rivers around the world and the various features of these, using specific geographical vocabulary to describe them.</li> <li>• I can use compass points (NSEW) when describing the position of places in relation to each other.</li> </ul>  |
|                   | <b>Knowledge and understanding of patterns and processes</b>                           | <ul style="list-style-type: none"> <li>• I can identify parts of a river and understand how land is used along a river’s course and the areas around it.</li> <li>• I can identify how particular settlements have changed over time and give reasons why this might have happened.</li> <li>• I can explain the physical process of the water-cycle using geographical vocabulary and relate this to my understanding of mountains, rivers and urban areas.</li> </ul>  |
|                   | <b>Knowledge and understanding of environmental change and sustainable development</b> | <ul style="list-style-type: none"> <li>• I can investigate and summarise my findings of an environmental issue in my local area and make suggestions on how to improve this.</li> <li>• I can explain the impact on urbanisation on rivers and the effect of flooding on urban areas.</li> <li>• I can discuss weather and climate around the world and the impact this has on various eco-systems.</li> </ul>   |

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| <b>Year Four</b>   |  | <b>Each topic should cover multiple strands, with enquiry and fieldwork skills in every topic. All statements should be covered over the year. Links to progression of skills.</b>   |
|  | <b>Geographical enquiry</b>  | <ul style="list-style-type: none"> <li>• I can ask which physical and human features a particular locality has and use observations and subject specific geographical vocabulary to explain these.</li> <li>• I can ask questions about environmental issues affecting a particular locality and what impact this is having on both people and place.</li> <li>• I can find out more detailed information about places and features of these places, through both observation and using other information sources.</li> <li>• I can compare how a locality has changed over time and give reasons for this, using both human and physical factors in my explanation.</li> </ul>  |
|  | <b>Geographical skills and fieldwork</b>   | <ul style="list-style-type: none"> <li>• I can use local area maps to identify specific features, e.g. land-use, areas of farming or industry, or areas of coastal erosion.</li> <li>• I can make increasingly detailed sketches of a location, labelling them with geographical vocabulary.</li> <li>• I can draw maps and plans of places I have studied, including a key, four figure grid references, a scale, a compass rose indicating North and some OS symbols.</li> <li>• I can follow a route and give instructions using 8 points of a compass (N, NE, E, SE, S, SW, W, NW).</li> <li>• I can use the scale bar on a map to estimate and begin to calculate distance.</li> <li>• I can create a map using a range of annotation tools (including adding photos) with a digital mapping tool (digimaps)</li> <li>• I can highlight a small area on a digital map and measure this using an area measurement tool.</li> <li>• I can carry out a focussed local area study, devising a questionnaire to find out local opinions on an issue.</li> <li>• I can observe photos carefully for details of location, change, natural resources etc.</li> <li>• I can use various techniques to communicate, record and present my observations, including writing, charts, graphs, tables and ICT.</li> </ul> |
|  | <b>Knowledge and understanding of places</b>   | <ul style="list-style-type: none"> <li>• I can name, locate and describe particular regions of the UK, including the surrounding seas (particularly London, South East, South West, Northern Ireland)</li> <li>• I can describe different types of land-use and natural resources in these areas, using the terms human and physical accurately in relation to this.</li> <li>• I can name and locate different countries in the European continent (particularly Eastern Europe, Russia and Mediterranean Europe) and the key features and landmarks (physical and human) of these countries.</li> <li>• I can identify different types of settlements, giving reasons why people would have settled here, thinking about the distribution of natural resources in my explanation.</li> <li>• I can identify, describe and compare key features of the landscape of Mediterranean and Eastern Europe, including the diversity of people and places.</li> <li>• I can use 8 points of a compass when describing the position of places in relation to each other.</li> </ul>   |
|  | <b>Knowledge and understanding of patterns and processes</b>   | <ul style="list-style-type: none"> <li>• I can explain the process of coastal erosion and how this can impact on people, giving precise observations from research about changes to human settlements.</li> <li>• I can identify how processes such as land-use, climate and availability of natural resources may have impacted on a country/area and comment how this may have changed over time.</li> </ul>   |
| <b>Knowledge and understanding of environmental change and sustainable development</b> | <ul style="list-style-type: none"> <li>• I can investigate a key environmental issue in my local area, including how the impact on local people and research possible solutions to this.</li> <li>• I can explain how human changes to land-use have impacted on our environment.</li> <li>• I can explain what sustainable farming is and how this can support both a community and the environment.</li> </ul> |  |

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| Year Five                                    |   | <b>Each topic should cover multiple strands, with enquiry and fieldwork skills in every topic. All statements should be covered over the year. Links to progression of skills.</b>   |
|  | <b>Geographical enquiry</b>   | <ul style="list-style-type: none"> <li>• I can ask which physical and human features a particular locality has now and use precise observations (data/research) and subject specific geographical vocabulary to explain this.</li> <li>• I can ask questions about what a locality might look like in the future.</li> <li>• I can ask questions about environmental issues affecting the various places I have studied and compare the impact on both people and place.</li> <li>• I can collect data about people and places to answer a particular question and use this to make comparisons.</li> <li>• I can use both primary and secondary sources of information to find out about a locality.</li> <li>• I can understand and evaluate how the physical features of a place can affect human activity and suggest examples of this (e.g. farming, tourism in mountainous areas, land usage by rivers and in valleys etc).</li> </ul>   |
|  | <b>Geographical skills and fieldwork</b>  | <ul style="list-style-type: none"> <li>• I can make detailed field sketches of a location and combine these with digital images, labelling them with appropriate geographical vocabulary.</li> <li>• I can draw maps of areas I have studied. My maps include keys, four figure grid references, a scale, a compass rose indicating North and a range of OS symbols.</li> <li>• I can describe height and slope using maps and models.</li> <li>• I can make careful measurements (e.g. distance, rainfall, temperature, etc) and record these in an appropriate way, including using ICT.</li> <li>• I understand different scales on maps and can use these to calculate distance.</li> <li>• I can annotate my digital maps (digimaps) with a range of information, including measurements from the linear and area tools.</li> <li>• I can use maps to identify longitude and latitude.</li> <li>• I can use aerial photographs (including online e.g. Google Earth) to identify patterns (e.g. ribbon development of industry around rivers, ports etc.)</li> <li>• I can find out about places and use an appropriate recording method of my choice to communicate my findings, including maths and ICT (e.g. mapping land-use, charts for population growth etc)</li> </ul> |
| <b>Knowledge and understanding of places</b> | <ul style="list-style-type: none"> <li>• I can use globes and maps confidently to locate and describe places I have studied and the various regions, physical features, settlements or other localities within these places.</li> <li>• I can name, locate and describe particular regions of the UK and the surrounding seas and describe where they are in relation to each other (particularly East England, the Midlands, Yorkshire and Humberside)</li> <li>• I can describe human, physical and economic characteristics of these areas, such as different types of land-use, natural resources, trade, industry and farming.</li> <li>• I can name and locate different regions and localities in Australia, New Zealand and the islands of the South Pacific and understand the diversity of the people and places of these regions.</li> <li>• I can describe places I have studied in terms of their economic development as well as their physical and human characteristics.</li> <li>• I can make comparisons between the various places I have studied using my knowledge of continents, countries, climate, temperature and economy.</li> <li>• I can give some reasons for similarities and differences between places, using geographical vocabulary and what I know about relationships between places.</li> <li>• I can name, locate and identify key mountain ranges around the world and describe some of their characteristics.</li> <li>• I can name and locate key volcanoes around the world.</li> </ul> |  |

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|  | <b>Knowledge and understanding of patterns and processes</b>                           | <ul style="list-style-type: none"> <li>• I can identify where processes such as land-use, economic development, climate and availability of natural resources have impacted on a country and the people within it.</li> <li>• I can explain how different mountain ranges have been formed and how some of the features of a mountain range have been shaped over time.</li> <li>• I can describe the weather and climate in a mountainous region and the impact of this on human and economic activity in these areas.</li> <li>• I can explain physical processes such as volcanoes and earthquakes and describe the impact these have on people and places.</li> </ul> |
|  | <b>Knowledge and understanding of environmental change and sustainable development</b> | <ul style="list-style-type: none"> <li>• I can explain how human changes to land-use have impacted on our environment, giving specific examples of this and what can be done to address this.</li> <li>• I can summarise a key environmental issue in the UK, such as use of natural resources or renewable energy, describing the physical, human and/or economic impact of this, giving possible causes and solutions to this problem.</li> <li>• I can explain what climate change is and give specific examples of how we can contribute to reducing the impact of this.</li> </ul>   |

**Loseley Fields Primary School**  
**Geography Curriculum - I can statements by year group and strand**

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| <b>Year Six</b>                              |   | <b>Each topic should cover multiple strands, with enquiry and fieldwork skills in every topic. All statements should be covered over the year. Links to progression of skills.</b>  |
|  | <b>Geographical enquiry</b>   | <ul style="list-style-type: none"> <li>• I can ask which physical and human features a particular locality has now and use precise observations (data/research) and subject specific geographical vocabulary to explain this.</li> <li>• I can ask questions about what a locality might look like in the future, describing different possibilities, giving reasons that I back up with evidence.</li> <li>• I can summarise different points of view about an environmental issue affecting a locality and give my opinion on the issue, with reasons to back this up.</li> <li>• I can collect data about people and places, devising my own criteria, and use this to make comparisons.</li> <li>• I can use both primary and secondary sources of information confidently to find out about a locality.</li> <li>• I can understand and evaluate how the physical features of a place can affect human and economic activity, giving specific examples of this.</li> </ul>   |
|  | <b>Geographical skills and fieldwork</b>  | <ul style="list-style-type: none"> <li>• I can make detailed field sketches of a location, showing layouts and patterns or movement and combine these with digital images, labelling them with appropriate geographical vocabulary.</li> <li>• I can draw maps of areas I have studied, using colour-coding to show patterns that are apparent. My maps include keys, six figure grid references, a scale, a compass rose indicating North and a range of OS symbols.</li> <li>• I can use both thematic and topographic maps for specific purposes (e.g. to look at population density or evaluate contour lines).</li> <li>• I can make careful measurements and record these in an appropriate way, including using ICT.</li> <li>• I can use and compare different map scales and can use these to calculate distance.</li> <li>• I can use digital mapping confidently (digimaps), adding a range of information, and using linear and area measurement tools accurately.</li> <li>• I can use longitude and latitude accurately in an atlas or on a globe.</li> <li>• I can explain what the meridian is and locate this and different time-zones on a map and a globe.</li> <li>• I can use time-zones to work out journey times around the world.</li> <li>• I can use aerial photographs (including online e.g. Google Earth) to identify patterns and evidence of change over time (e.g. ribbon development of industry around rivers, ports etc.)</li> <li>• I can compare various place I have studied and use an appropriate recording method of my choice to communicate these comparisons, including maths and ICT.</li> </ul> |
| <b>Knowledge and understanding of places</b> | <ul style="list-style-type: none"> <li>• I can use globes and maps confidently to locate, describe and compare places I have studied and the various regions, physical features, settlements or other localities within these places.</li> <li>• I can name, locate and describe particular regions of the UK and the surrounding seas and describe where they are in relation to each other (particularly North East and North West, Scotland and Wales)</li> <li>• I can describe and compare the human, physical and economic characteristics of these areas (including the Scottish islands) and how these areas may have changed over time.</li> <li>• I can name and locate different regions and localities in North and South America and understand the diversity of the people and places of these regions.</li> <li>• I can name and locate the Panama Canal and key rivers and mountain ranges within North and South America and explain the geographical significance of them.</li> <li>• I can describe and compare places I have studied in terms of their economic development as well as their physical and human characteristics.</li> </ul> |   |



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**Geography Curriculum - I can statements by year group and strand**

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|  |  | <ul style="list-style-type: none"> <li>• I can compare and contrast the various places I have studied using my knowledge of continents, countries, climate, temperature and economy.</li> <li>• I can give reasons for similarities and differences between places, using specific geographical vocabulary and applying what I know about relationships between places.</li> <li>• I can explain the climates of different countries in the world and relate this to my knowledge of hemispheres, the Equator and the Tropics.</li> </ul>  |
|  | <b>Knowledge and understanding of patterns and processes</b>                           | <ul style="list-style-type: none"> <li>• I can identify where and how settlements have changed over time and give reasons for this using my knowledge of different types of land-use, economic development and distributions of natural resources.</li> <li>• I can explain how the landscape and the natural resources of a locality impacts on different processes such as population growth, economic development, trade links, etc.</li> <li>• I can compare and contrast locations of settlements and give reasons for similarities and differences using my knowledge of physical, human and economic processes.</li> </ul>  |
|  | <b>Knowledge and understanding of environmental change and sustainable development</b> | <ul style="list-style-type: none"> <li>• I can explain how economic activity and human changes to land-use have impacted on our environment, giving specific examples of this and what can be done to address this.</li> <li>• I can summarise ways that people are trying to manage a particular environment.</li> <li>• I can investigate a key environmental issue in a place I have studied (e.g. deforestation or mining of resources) and describe the physical, human and/or economic impact of this, giving possible causes and solutions to this problem.</li> <li>• I can explain what climate change is, how it is impacting the places I have studied and give examples of how we can contribute to reducing this impact.</li> </ul> |