

GEOGRAPHY LEARNER PROFILE

	To investigate places (IPL)	To investigate patterns (IPT)	To communicate geographically (CG)
ELG	a.I can respond to simple questions about places and people.	a.I can use resources given to me.	a.I can show some understanding of environmental awareness and how it relates to my own life.
	b. I can make observations about people and places.	b.I can recognise the physical/natural and human/made features of places.	b.I can express my views on features of the environment which I find attractive or unattractive.
	c.I use simple geographical language to communicate my ideas about various locations, functions and roles		
Y1 KS1	d.I ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).	c.I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	c.I describe what I like and dislike about a place or environment.
	e.I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	d.I can identify land use around the school.	d.I talk about ways to improve the locality.
	f.I use world maps, atlases and globes to identify the United Kingdom and its capitals, as well as the countries, continents and oceans studied.		e.I use basic geographical vocabulary to refer to: Key physical features , including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
	g.I use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.		f.I use basic geographical vocabulary to refer to: Key human features , including: city, town, village, factory, farm, house, office and shop.
	h.I use aerial images and plan perspectives to recognise landmarks and basic physical features.	e.I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	g.I can use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
Y2 KS1	i.I can name, locate and identify characteristics of the four countries and capital cities of the united Kingdom and its surrounding seas.		h.I can devise a simple map; and use and construct basic symbols in a key using simple grid references.
	j.I can name and locate the world's continents and oceans.		i.I give my views on an environment or locality.
	k.I ask and answer geographical questions about the physical and human characteristics of a location.	f.I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. I can describe some of the characteristics of these geographical areas.	j.I can describe key aspects of: physical geography , including: rivers, mountains, volcanoes and earthquakes and the water cycle.
Y3/4 KS2	l.I can explain my own views about locations, giving reasons.	g.I can describe geographical similarities and differences between countries.	k.I can describe key aspects of: human geography , including settlements and land use.
	m.I use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	h.I can describe how the locality of the school has changed over time.	l.I can use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
	n.I use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.		m.I recognise that people seek to improve and sustain environments.
	o.I use a range of resources to identify the key physical and human features of a location.		
	p.I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.		
	q.I can name and locate the countries of Europe and identify their main physical and human characteristics.		
	r.I use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. I record the results in a range of ways.	i.I understand some of the reasons for geographical similarities and differences between countries.	n.I can describe and understand key aspects of: physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
Y5/6 KS2	s.I can identify and describe how the physical features affect the human activity within a location.	j.I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	o.I can describe and understand key aspects of: human geography , including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.
	t.I use a range of geographical resource to give detailed descriptions and opinions of the characteristics features of a location.		p.I can use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard OS symbols) to communicate knowledge of the United Kingdom and the world.
	u.I collect and analyse statistics and other information in order to draw clear conclusions about locations		q.I offer reasons for my own views about environmental change and I recognise that other people may hold different views.
	v.I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).	k.I can describe how locations around the world are changing and explain some of the reasons for change.	r.I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
Challenge	w.I can name and locate the countries of North and South America and identify their main physical and human characteristics.	l.I can describe geographical diversity across the world.	s.I show an awareness of the idea of sustainable development.
	x.I can name and locate some of the countries and cities of the world and identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	m.I can describe how countries and geographical regions are interconnected and interdependent.	t.I recognise the range of views people hold about environmental interaction and change.

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ESSENTIAL CHARACTERISTICS OF GEOGRAPHERS

- An excellent knowledge of where places are and what they look like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

The sources, specialist techniques and vocabulary referred to in the key skills include:

SOURCES	SPECIALIST TECHNIQUES	VOCABULARY
Maps Fieldwork Internet Data Reading about places and environments. Stories Experience or visiting locations. Video	Drawing maps (including grid references, symbols and keys). Compass rose Literacy, numeracy and ICT skills. Drama (including role play)	Human features Buildings: houses, shops (retail), offices Streets/roads/paths/tracks Leisure facilities Transport stations Urban, city, village Physical features Hill, valley, landscape Rivers (with names and parts of the river). Coastal Erosion and deposition Rural Environmental Fossil fuels Carbon Emissions Temperatures Conservation Energy Renewable Recyclable Sustainable

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