



End points	By age 7	By age 9	By age 11
1.Contextual World Knowledge of locations, places and geographical features	Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.		
	Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.
2.Understanding of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.	<ul style="list-style-type: none"> • Extending from the familiar and concrete to the unfamiliar and abstract; • making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments; • working with more complex information about the world, including the relevance of people's attitudes, values and beliefs. 		
	Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.	Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences	Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. They show some understanding of the links between places, people and environments.
3. Competence in geographical enquiry , and the application of skills in	Increasing the range and accuracy of pupils' investigative skills, advancing their ability to select and apply these with increasing independence to geographical enquiry.		



<p>observing, collecting, analysing, evaluating and communicating geographical information.</p>	<p>Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.</p>	<p>Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.</p>	<p>Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.</p>
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