

## Geography Objectives

### Year 1

#### Geographical skills and fieldwork

Can they say what they like about their school?

Can they sort things they like and don't like about their school?

Can they answer some questions using different resources, such as books, the internet, atlases, aerial photographs and plan perspectives?

Can they think of a few relevant questions to ask about their school?

Can they answer questions about the weather?

Can they keep a weather chart?

Can they use world maps, atlases and globes to identify the countries and areas studied?

Can they devise a simple map of their school and use simple location and directional language (e.g. near, far, left, right) to describe the location of features?

Can they use observational skills to study the key human and physical features of their school?

#### Human and physical geography

Can they explain why they would wear different clothes at different times of the year?

Can they tell something about the people who live in hot and cold places?

Can they explain what they might wear if they lived in a very hot or a very cold place?

Can they explain the main features of a hot and cold place?

Can they describe their school using words and pictures?

Can they explain how the weather changes with each season?

#### Locational knowledge

Can they identify the four countries making up the United Kingdom?

Can they name some of the main towns and cities in the United Kingdom?

Can they point out where the equator, North Pole and South Pole are on a globe or atlas?

### Year 2

#### Geographical skills and field work

Can they label a diagram, aerial photograph or plan perspective to recognise landmarks and human and physical features?

Can they find out about their locality by using different sources of evidence?

Can they find out about a locality by asking questions to someone else?

Can they say what they like and don't like about their locality and another locality like the seaside?

Can they use world maps, atlases and globes to identify countries, continents and oceans studied?

Can they devise a map and use simple compass directions (N, S, E and W) to describe the locations of features and routes?

#### Human and physical geography

Can they describe some human features, (including the jobs people do) of their own locality and a country in Africa?

Do they think that people ever spoil the area? How?

Do they think that people try to make the area better? How?

Can they explain what facilities a town or village might need in their own locality and a country in Africa?



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Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house', 'factory', 'office'?

Can they describe some physical features of their own locality and a county in Africa?

Can they explain what makes a locality special?

Can they describe some places which are not near the school?

Can they describe a place outside Europe using geographical words?

Can they describe some of the features associated with an island?

Can they describe the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley', 'port', 'harbour'?

### Locational knowledge

Can they name the continents of the world and find them in an atlas?

Can they name the world's oceans and find them in an atlas?

Can they name, locate and identify characteristics of the four countries and capital cities of the UK?

Can they find where they live on a map of the UK?

Can they tell someone their address?

## Year 3

### Geographical skills and fieldwork

Do they use correct geographical words to describe a place and the events that happen there?

Can they identify key features of a locality by using a map?

Can they begin to use 4 figure grid references?

Can they accurately plot NSEW on a map?

Can they use some basic OS map symbols?

Can they make accurate measurement of distances within 100km?

### Human and physical geography

Can they describe how volcanoes have an impact on people's lives?

Can they confidently describe physical features in a locality?

Can they explain why a locality has certain human features?

Can they explain why a place is like it is?

Can they explain how the lives of people in the Mediterranean would be different from their own?

Can they describe how volcanoes are created?

Can they describe how earthquakes are created?

Can they confidently describe physical features in a locality?

Can they use maps and atlases appropriately by using contents and indexes?

Can they locate the Mediterranean and explain why it is a popular holiday destination?

Can they recognise the 8 points of the compass (N, NW, W, SW, SE, E, NE)?

### Locational knowledge

Can they name a number of counties in the Northern Hemisphere?

Can they locate and name some of the world's most famous volcanoes?

Can they name and locate some well-known European countries?

Can they name and locate the capital cities of neighbouring European countries?

Are they aware of different weather in different parts of the world, especially Europe?

### Place knowledge



## Geography Objectives

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

### Year 4

#### Geographical skills and fieldwork

Can they carry out a survey to discover features of cities and villages?

Can they find the same place on a globe and in an atlas?

Can they label the same features on an aerial photograph as on a map?

Can they plan a journey to a place in England?

Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc)?

#### Human and physical geography

Can they explain why people are attracted to live in cities?

Can they explain why people choose to live in a village rather than a city?

Can they explain how a locality has changed over time with reference to human features?

Can they find different views about an environmental issue? What is their view?

Can they suggest different ways that a locality could be changed and improved?

Can they describe the main features of a well-known city?

Can they describe the main features of a village?

Can they describe the main physical differences between cities and villages?

Can they use appropriate symbols to represent different physical features on a map?

#### Locational knowledge

Can they locate the Tropic of Cancer and the Tropic of Capricorn?

Do they know the difference between the British Isles, Great Britain and the UK?

Do they know the countries that make up the European Union?

Can they name up to six cities in the UK and locate them on a map?

Can they locate and name some of the main islands that surround the UK?

Can they name the areas of origin of the main ethnic groups in the UK and in their school?

#### Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.

### Year 5

#### Geographical skills and fieldwork

Can they collect information about a place and use it in a report?

Can they map land use?

Can they find possible answers to their own geographical questions?

Can they make detailed sketches and plans; improving their accuracy later?

Can they plan a journey to a place in another part of the world, taking account of distance and time?

#### Human and physical geography

Can they explain why people are attracted to live by rivers?



## Geography Objectives

Can they explain how a location fits into its wider geographical location; with reference to human and economical features?

Can they explain what a place might be like in the future, taking account of issues impacting on human features?

Can they explain why many cities of the world are situated by rivers?

Can they explain how a location fits into its wider geographical location; with reference to physical features?

Can they explain how the water cycle works?

Can they explain why water is such a valuable commodity?

### Locational knowledge

Can they name and locate many of the world's major rivers on a map?

Can they name and locate many of the world's most famous mountain regions on maps?

Can they locate the USA and Canada on a world map and atlas?

Can they locate and name the main countries in South America on a world map and atlas?

### Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

## Year 6

### Geographical skills and fieldwork

Can they confidently explain scale and use maps with a range of scales?

Can they choose the best way to collect information needed and decide the most appropriate units of measure?

Can they make careful measurements and use the data?

Can they use OS maps to answer questions?

Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?

### Human and physical geography

Can they give an extended description of the human features of different places around the world?

Can they map land use with their own criteria?

Can they describe how some places are similar and others are different in relation to their physical features?

Can they give extended descriptions of the physical features of different places around the world?

Can they describe how some places are similar and others are different in relation to their human features?

Can they accurately use a 4-figure grid reference?

Can they create sketch maps when carrying out a field study?

### Locational knowledge

Can they recognise key symbols used on ordnance survey maps?

Can they name the largest desert in the world?

Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?

Can they explain how time zones work?



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