

# Geography Subject objectives



## Year 1

### **Geographical skills and fieldwork**

Do they know what they like about their school?

Do they know how sort the things they like and don't like about their school?

Do they know how to use different resources, such as books, the internet, atlases, aerial photographs and plan perspectives to answer questions?

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

Can they answer questions about the weather?

Do they know how to keep a weather chart?

Do they know how to use world maps, atlases and globes to identify the countries and areas studied?

Do they know how to 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?

Do they know 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?

Do they know how to 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?

Do they know some of the main towns and cities in the United Kingdom?

Do they know where the equator, North Pole and South Pole are on a globe or atlas?

# Geography Subject objectives



## Year 2

### Geographical skills and fieldwork

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

Do they know how to find out about their locality by using different sources of evidence?

Do they know how to find out about a locality by asking questions to someone else?

Do they know what they like and don't like about their locality and another locality like the seaside?

Do they know how to use world maps, atlases and globes to identify countries, continents and oceans studied?

Do they know how to 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

Are they knowledgeable of 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?

Do they know some of the key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house', 'factory', 'office'?

Do they know some physical features of their own locality and a county in Africa?

Can they explain what makes a locality special?

Have they got some descriptive knowledge of places which are not near the school?

Have they got some descriptive knowledge of a place outside Europe using geographical words?

Do they have some knowledge of the features associated with an island? Saint Michael's Mount/ Lundy Island or Cape Verde/ Madagascar

Do they have some knowledge of the key features of a place, using words like, 'beach', 'coast', 'forest', 'hill', 'mountain', 'ocean', 'valley', 'port', 'harbour'?

### Locational knowledge

Do they know the continents of the world and find them in an atlas?

Do they know 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?

Do they know where they live and find it on a map of the UK?

Do they know their address?

# Geography Subject objectives



## Year 3

### **Geographical skills and fieldwork**

- Do they know the 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?
- Do they know how to use 4 figure grid references?
- Do they know how to accurately plot NSEW on a map?
- Do they know how to use some basic OS map symbols?
- Can they make accurate measurement of distances within 100km?

### **Human and physical geography**

- Are they aware how volcanoes have an impact on people's lives?
- Do they know the physical features in a locality enough to confidently describe them?
- 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?
- Do they know how volcanoes are created?
- Do they know how earthquakes are created?
- Do they know the physical features in a locality enough to confidently describe them?
- Do they know how to use maps and atlases appropriately by using contents and indexes?
- Do they know how to locate the Mediterranean and explain why it is a popular holiday destination?
- Do they know the 8 points of the compass (N, NW, W, SW, SE, E, NE)?

### **Locational knowledge**

- Do they know some of the counties in the Northern Hemisphere?
- Do they know some of the world's most famous volcanoes and locate them?
- Do they know some well-known European countries and locate them?
- Do they know the capital cities of neighbouring European countries and locate them?
- Have they got the knowledge of the different weather in Europe and other parts of the world?

### **Place knowledge**

- Do they have some geographical knowledge of the similarities and differences, through the study of human and physical geography, of a region of the United Kingdom, a European country, and within North or South America?

# Geography Subject objectives



## Year 4

### **Geographical skills and fieldwork**

Do they know how to carry out a survey to discover features of cities and villages?

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

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

Do they have the knowledge to plan a journey to a place in England?

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

### **Human and physical geography**

Do they know why people are attracted to live in cities?

Do they know why people choose to live in a village rather than a city?

Do they know how a locality has changed over time with reference to human features?

Do they know about the different views about an environmental issue? What is their view?

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

Do they know the main features of a well-known city?

Do they know the main features of a village?

Do they know the main physical differences between cities and villages?

Do they know how to use appropriate symbols to represent different physical features on a map?

### **Locational knowledge**

Do they know how to 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?

Do they know up to six cities in the UK and locate them on a map?

Do they know some of the main islands that surround the UK and locate them?

Do they have some knowledge of the areas of origin of the main ethnic groups in the UK and in their school?

### **Place knowledge**

Do they have some geographical knowledge of the similarities and differences, through the study of human and physical geography, of a region of the United Kingdom, a European country, and within North or South America?

# Geography Subject objectives



## Year 5

### **Geographical skills and fieldwork**

Do they know how to collect information about a place and use it in a report?

Do they know how to map land use?

Do they know how to find possible answers to their own geographical questions?

Do they know how to make detailed sketches and plans; improving their accuracy later?

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

### **Human and physical geography**

Do they know how to explain why people are attracted to live by rivers?

Do they have knowledge of how a location fits into its wider geographical location; with reference to human and economical features?

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

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

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

Do they explain how the water cycle works?

Do they explain why water is such a valuable commodity?

### **Locational knowledge**

Do they know many of the world's major rivers on a map and locate them?

Do they know many of the world's most famous mountain regions on maps and locate them?

Do they know where the USA and Canada are on a world map and atlas?

Do they know the name of the main countries in South America and locate them on a world map and atlas?

### **Place knowledge**

Do they have some geographical knowledge of the similarities and differences, through the study of human and physical geography, of a region of the United Kingdom, a European country, and within North or South America?

# Geography Subject objectives



## Year 6

### **Geographical skills and fieldwork**

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

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

Do they know how to make careful measurements and use the data?

Do they know how to use OS maps to answer questions?

Do they know how to 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?

Do they know how to map land use with their own criteria?

Do they know 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?

Do they know 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**

Do they know key symbols used on ordnance survey maps?

Do they know 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?

Do they know how time zones work?

### **Place knowledge**

Do they have some geographical knowledge of the similarities and differences, through the study of human and physical geography, of a region of the United Kingdom, a European country, and within North or South America?