**Geography Objectives – Progression - Skills and Depth MTP**

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|  | Year 1 and Year 2 | | Year 3 and Year 4 | | Year 5 and Year 6 | |
| Cycle A  Cycle B | Spring Unit:  (Locational knowledge – UKs 4 countries, capital cities and surrounding seas)  Objectives:  To name and locate the four countries and capital cities of the UK and its surrounding seas using atlases & globes.  (Human and Physical Geography- key physical features and key human features)  To use basic geographical vocabulary to refer to:  •key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  •key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  **Summer Unit:**  Locational Knowledge - To name and locate the world’s seven continents and five oceans.  Human and Physical Geography  (Human and Physical Geography – Seasonal daily weather pattern)  Objectives:  To 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. | Spring Unit:  Geographical skills and fieldwork  SPECIFICALLY, compass directions etc, locational language etc and aerial photographs etc. and devising a simple map etc.)  To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  To use aerial photographs and maps to recognise landmarks  and basic human and physical features.  To devise a simple map and use and construct basic symbols in a key.  **Summer Unit:**  Place Knowledge  Objectives:  To compare the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-  European country.  AND  (Geographical skills and fieldwork  – SPECIFICALLY use simple fieldwork and observational skills to study the geography of their school and its grounds etc.)  Objectives:  To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | **Spring Unit:**  Locational Knowledge  To locate the world’s countries, using maps to focus on Europe and Americas key physical and human features, their countries and major cities.  **Summer Unit:**  Locational Knowledge  Objectives:  To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | Autumn Unit:  Locational Knowledge  Objectives:  To name and locate counties and cities of the UK and identify human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers), land-use patterns and understand how some of these aspects have changed over time  **Spring Unit:**  Place Knowledge  Objectives:  To compare the human and physical geography of a region in the UK, a region in a European country and a region within North or South America  . | **Spring Unit**:  Geographical Skills and Fieldwork  Objectives:  To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) **to build their knowledge of the United Kingdom and the wider world;**  **Summer Unit:**  Geographical skills and fieldwork  To use maps, atlases, globes and digital/computer mapping to **locate countries and describe features compared to UK.**  **To use fieldwork to observe, measure, record and present the human and physical features in the local area** using a range of methods, including sketch maps, plans and graphs, and digital technologies. | **Spring Unit:**  Physical Geography  Objectives:   physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle   human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  **Summer Unit:**  Human Geography  Build on previous terms objectives:  **To compare current physical and human geography in the UK with the Mayan Civilization** by describing and understanding:   human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |
| **FS GEOGRAPHY** |
| Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. |
| Skills  Depth  Teach – Practice - Repeat | To interpret globes, atlases, maps and aerial photographs and communicates their findings.  To observe their surroundings (fieldwork) and gather information. | To interpret globes, atlases, maps and aerial photographs and communicate their findings.  To observe their surroundings (fieldwork) and gather information. | To use the correct vocabulary when identifying positions on a globe.  To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)  To use fieldwork to observe, measure and record.  To use a map with accuracy. | To use the correct vocabulary when identifying positions on a globe.  To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)  To use a map with accuracy.  To use a map with accuracy during fieldwork.  To use fieldwork to observe, measure and record. | To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)  To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.  To collect, analyse and communicate with a range of data gathered through experiences of fieldwork.  To use a map with accuracy during fieldwork. | To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)  To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.  To collect, analyse and communicate with a range of data gathered through experiences of fieldwork.  To use a map with accuracy during fieldwork. |
| INTENT  Depth  Teach – Practice - Repeat | * In every key stage, we aim for our pupils to develop a deeper understanding of places and where they are and to recognise their own responsibilities for their locality, their country and the global community. * We aim for our pupils to have an in depth understanding of the following - Where are we in the world? Where are others in the world? What is it like here/there? How is it different here/there? How can we help here/there/the world? * In every key stage, we aim to give children opportunities to **repeat their use of geographical skills** such as the use of maps, atlases, globes and digital computer mapping. * We aim to ensure there are clear steps in place to make sure ALL children of differing needs can access the geography curriculum.   SMSC LINK:  Pupils demonstrate respect for other peoples’ countries, cities, towns, villages, beliefs, attitudes and values compared to their own.  MORAL:   * Pupils have a good understanding of the consequences of their behaviour and actions.   CULTURAL:   * Pupils have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities. | | | | | |