

Geography objectives - non-negotiables (evidence required)

EYFS
<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Visiting museums, or sites with historical importance and letting children have hands on experiences • Show images of familiar situations in the past, sorting images into now and before, or 'this country, not this country' activities. Chronological opportunities where children organise images of themselves or staff through their lives. • Invite members of the community from different backgrounds, religions and occupations to talk to the children and share their experiences • Additional resources, maps, holiday brochures, simple artefacts and cultural items from across the world Non fiction books and stories from different cultures Role play areas structured around different countries and travel. Teacher led story times, nursery rhymes and different cultural poems/rhymes

Year 1	Year 2
<u>Local area</u> <ul style="list-style-type: none"> • Identify land use around the school • Identify seasonal/daily weather patterns in the UK. 	<u>Oceans and continents</u> <ul style="list-style-type: none"> • Name and locate the world's continents and oceans

- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

The UK

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- 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.

Human/Physical features

- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- key human features, including: city, town, village, factory, farm, house, office and shop
- key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather

- key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather
- 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.

China/Australia

- 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.
- 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?).

Map skills

- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)
- Use aerial images and plan perspectives to recognise landmarks and basic physical features
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

Year 3	Year 4
<p><u>The UK</u></p> <ul style="list-style-type: none"> • human geography, including: settlements and land use • 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. • 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 <p><u>Natural disasters</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. <p><u>Human/Physical features</u></p> <ul style="list-style-type: none"> • Name and locate the countries of Europe and identify their main physical and human characteristics. • Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time 	<p><u>Our local areas</u></p> <ul style="list-style-type: none"> • Explain own views about locations, giving reasons • Describe how the locality of the school has changed over time. • 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. <p><u>Italy & Water cycle</u></p> <ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Use a range of resources to identify the key physical and human features of a location. <p><u>Map skills</u></p> <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. • 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 • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time

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Year 5

North America

- Collect and analyse statistics and other information in order to draw clear conclusions about locations
- Name and locate the countries of North and South America and identify their main physical and human characteristics.
- Understand some of the reasons for geographical similarities and differences between countries.
- Identify and describe how the physical features affect the human activity within a location
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location

Mountains

- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and

Year 6

Extreme Earth

- Understand some of the reasons for geographical similarities and differences between countries.
- Describe geographical diversity across the world
- Describe how countries and geographical regions are interconnected and interdependent.

South America

- 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).
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)

Our World in the Future

- Describe how locations around the world are changing and explain some of the reasons for change.

understand how some of these aspects have changed over time.

- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

Rivers

- Name and locate some of the countries and cities of the world and their 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
- human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies

- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways
- 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).