

	All Saints CE Primary School & Nursery		Foundation Subject Overview
	Subject:	<b>GEOGRAPHY</b> Kapow	
HOW DOES THIS SUBJECT FIT IN?			
What this looks like in EYFS			
In EYFS Geographical knowledge and skills are taught as part of Understanding of the World. The past and present strand shows direct parallels to the National Curriculum but the other strands also help build historical skills of observation and comparison. This includes: <ul style="list-style-type: none"><li>• Pupils understanding the world around them.</li><li>• Being able to recognise changes over time in the world around them (seasons).</li><li>• Begin to make sense of their own life story.</li><li>• Exploring the natural world.</li><li>• Looking at maps of the local environment.</li><li>• Sharing knowledge of different countries.</li><li>• Explaining observations.</li><li>• Begin to ask and answer questions.</li></ul>			
KS1 National Curriculum:	KS2 National Curriculum:		
<ul style="list-style-type: none"><li>• Investigate the world’s continents and oceans.</li><li>• Investigate the countries and capitals of the United Kingdom.</li><li>• Compare and contrast a small area of the United Kingdom with that of a non-European country.</li><li>• Explore weather and climate in the United Kingdom and around the world. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</li><li>• Use world maps, atlases and globes.</li><li>• Use simple compass directions.</li><li>• Use aerial photographs.</li></ul>	<ul style="list-style-type: none"><li>• Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils.</li><li>• Locate the world’s countries, with focus on North and South America and countries of particular interest to pupils.</li><li>• Identify key geographical features of the countries of the United Kingdom and show an understanding of how some of these aspects have changed over time.</li><li>• Locate the geographic zones of the world.</li><li>• Understand the significance of the geographic zones of the world.</li><li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from KS1), a European Country, and North or South America.</li><li>• Describe and understand key aspects of:<ul style="list-style-type: none"><li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li><li>• human geography, including -settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</li></ul></li><li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li><li>• Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.</li><li>• Use a wide range of geographical sources in order to investigate places and patterns.</li></ul>		

<ul style="list-style-type: none"> <li>• Use fieldwork and observational skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use fieldwork to observe, measure 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.</li> </ul>
<p align="center"><b>Characteristics of Geography (from National Curriculum):</b></p> <ul style="list-style-type: none"> <li>• An excellent knowledge of where places are and what they are like.</li> <li>• An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.</li> <li>• An extensive base of geographical knowledge and vocabulary.</li> <li>• Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.</li> <li>• The ability to reach clear conclusions and develop a reasoned argument to explain findings.</li> <li>• Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.</li> <li>• Highly developed and frequently utilised fieldwork and other geographical skills and techniques.</li> <li>• A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.</li> <li>• The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.</li> </ul>	
<p align="center"><b>What this looks like in <u>KS1</u>:</b></p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality (Y1). They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	
<p align="center"><b>What this looks like in <u>KS2</u>:</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom (Y5) and Europe (Y6), North (Y3) and South America (Y4). This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	

<p><b>EYFS Objectives:</b></p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Can understand simple questions about 'who', 'what' and 'where'</li> <li>• Enjoy listening to longer stories and can remember much of what happens (books from other countries?)</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Can talk about 'My day'</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that</li> <li>• Understand position through words alone, eg. My bag is under the table.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story</li> <li>• Talks about the world around and the people are places that are familiar.</li> <li>• Notice similarities and differences between people, reflecting on differences positively.</li> <li>• Know that they may come from a different country from other children and understand that these are different places.</li> </ul>
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- Explores the natural world and talk about out the things that are noticed.
- Recognises change and can describe what is happening (seasons).
- Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.
- Share their experiences of local features of our community, e.g. Parsonage playground, Snowley Parade, town centre etc.
- Discuss change in seasons from summer > autumn, and then autumn > winter. Refer to changes to the natural world, weather and our habits.
- Has a wider understanding of the wider world and draws comparisons between own local environment and other places.
- Looks at, and makes maps, of local environment.
- Describes a journey within the local environment.
- Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. "There are no lions in England but there are in Africa" or "In Spain, the weather is warmer than here".
- ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
- ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants.
- ELG - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- GD - Share their knowledge of cultural events they have experienced in detail, showing deeper levels of fascination and understanding.
- Make comparisons that are more thorough between different countries, linking them to their own interests, e.g. wild animals, ocean creatures, volcanoes

## Year Group overview

	Autumn	Spring	Summer
Year 1	Weather and Climate 2025/26- What is it like here?	What is it like here? 2025/26- What is the weather like in the UK?	What is it like to live in Shanghai?
Year 2	Continents and Oceans 2025/26- Would you prefer to live in a hot or cold place?	Would you prefer to live in a hot or a cold place? 2025/26- Why is our world wonderful?	What is it like to live by the coast?
Year 3	Climate Zones 2025/26- Why do people live near Volcanoes?	Why do people live near volcanoes? 2025/26- Who lives in Antarctica?	Are all settlements the same?
Year 4	Rainforest 2025/26- Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Year 5	Mountains 2025/26- What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
Year 6	2024/25- History 2025/26- Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?

**Year 1  
Knowledge:**

**Locational knowledge**

- Locating two of the world's seven continents on a world map.
- Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.
- Showing on a map which continent they live in.
- Locating the four countries of the United Kingdom (UK) on a map of this area.
- Showing on a map which country they live in and locating its capital city.

**Place knowledge**

- Naming some key similarities between their local area and a small area of a contrasting non-European country. Place knowledge
- Naming some key differences between their local area and a small area of a contrasting non-European country.

**Human and physical geography**

- Describing how the weather changes with each season in the UK.
- Describing the daily weather patterns in their locality.
- Confidently using the vocabulary 'season' and 'weather'.
- Recognising some physical features in their locality.
- Recognising some human features in their locality

**Geographical skills and fieldwork**

- Using an atlas to locate the UK. Geographical skills and fieldwork
- Using an atlas to locate the four countries in the UK.
- Using a world map and globe to locate four of the world's seven continents (Europe and Asia)
- Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.
- Using directional language to describe the location of objects in the classroom and playground.
- Using directional language to describe features on a map in relation to other features (real or imaginary).
- Responding to instructions using directional language to follow routes.
- Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.
- Recognising local landmarks on aerial photographs.
- Recognising basic human features on aerial photographs.
- Recognising basic physical features on aerial photographs .
- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.

	<ul style="list-style-type: none"> <li>• Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.</li> <li>• Adding labels to sketch maps.</li> <li>• Using simple picture maps and plans to move around the school.</li> <li>• Asking questions about the world around them.</li> <li>• Commenting on the features they see in their school and school grounds on a walk around the respective places.</li> <li>• Asking and answering simple questions about the features of their school and school grounds.</li> <li>• Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</li> <li>• Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</li> </ul>
<b>Year 2 Knowledge:</b>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Locating all the world's seven continents on a world map.</li> <li>• Locating the world's five oceans on a world map.</li> <li>• Showing on a map the oceans nearest the continent they live in.</li> <li>• Locating the surrounding seas and oceans of the UK on a map of this area.</li> <li>• Confidently locating the capital cities of the four countries of the UK on a map of this area.</li> <li>• Identifying characteristics (both human and physical) of the four capital cities of the UK.</li> <li>• Showing on a map the city, town or village where they live in relation to their capital city</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.</li> <li>• Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.</li> <li>• Describing what physical features may occur in a hot place in comparison to a cold place</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Locating some hot and cold areas of the world on a world map. Human and physical geography</li> <li>• Locating the Equator and North and South Poles on a world map.</li> <li>• Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</li> <li>• Describing the key physical features of a coast using subject specific vocabulary.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describing and understanding the differences between a city, town and village.</li> <li>• Describing the key human features of a coastal town using subject specific vocabulary.</li> </ul>
	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Recognising why maps need a title.</li> <li>• Using an atlas to locate the four capital cities of the UK.</li> <li>• Using a world map, globe and atlas to locate all the world's seven continents on a world map.</li> <li>• Using a world map, globe and atlas to locate the world's five oceans.</li> <li>• Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>• Using locational language and the compass points (N, S, E, W) to describe the route on a map.</li> <li>• Using a map to follow a prepared route.</li> <li>• Recognising landmarks of a city studied on aerial photographs and plan perspectives.</li> <li>• Recognising human features on aerial photographs and plan perspectives.</li> <li>• Recognising physical features on aerial photographs and plan perspectives.</li> <li>• Drawing a map and using class agreed symbols to make a simple key.</li> <li>• Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</li> <li>• Finding a given OS symbol on a map with support.</li> <li>• Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</li> <li>• Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</li> <li>• Recognising there are different ways to answer a question.</li> <li>• Discussing the features they see in the area surrounding their school when on a walk. Geographical skills and fieldwork</li> <li>• Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li> <li>• Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.</li> <li>• Classifying the features they notice into human and physical with teacher support.</li> <li>• Taking digital photographs of geographical features in the locality.</li> <li>• Making digital audio recordings when interviewing someone.</li> <li>• Presenting data in simple tally charts or pictograms and commenting on what the data shows.</li> <li>• Asking and answering simple questions about data</li> </ul>
<b>Lower Key Stage 2 Knowledge:</b>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Locating some countries in Europe and North and South America using maps. Locational knowledge</li> <li>• Locating some major cities of the countries studied.</li> </ul>

- Locating key physical features in countries studied including significant environmental regions.
- Locating some key human features in countries studied.
- Locating the world's most significant mountain ranges on a map and identifying any patterns.
- Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.
- Locating some of the world's most significant rivers and identifying any patterns.
- Locating some counties in the UK (local to your school).
- Locating some cities in the UK (local to your school).
- Beginning to locate the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.
- Identifying how topographical features studied have changed over time using examples.
- Describing how a locality has changed over time, giving examples of both physical and human features.
- Finding the position of the Equator and describing how this impacts our environmental regions.
- Finding lines of latitude and longitude on a globe and explaining why these are important.
- Identifying the position of the Tropics of Cancer and Capricorn and their significance.
- Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.
- Identifying the position and significance of both the Arctic and Antarctic Circle.

#### **Place knowledge**

- Describing and beginning to explain similarities between two regions studied.
- Describing and beginning to explain differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Discussing climates and their impact on trade, land use and settlement.
- Explaining what measures humans have taken in order to adapt to survive in cold places.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK

#### **Human and physical geography**

- Mapping and labelling the six biomes on a world map.
- Understanding some of the causes of climate change.
- Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.
- Describing where volcanoes, earthquakes and mountains are located globally.



- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- Describing how humans use water in a variety of ways.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Explaining why different locations have different human features.
- Explaining why people might prefer to live in an urban or rural place.
- Describing how humans can impact the environment both positively and negatively, using examples.

#### **Geographical skills and fieldwork**

- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.
- Using the scale bar on a map to estimate distances.
- Finding countries and features of countries in an atlas using contents and index.
- Zooming in and out of a digital map.
- Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using 4-figure grid references to locate features on a map in regions studied.
- Beginning to locate features using the 8 points of a compass.
- Using a simple key on their own map to show an example of both physical and human features.
- Following a route on a map with some accuracy.
- Saying which directions are N, S, E, W on an OS map.
- Making and using a simple route on a map.
- Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.
- Beginning to choose the best approach to answer an enquiry question.
- Mapping land use in a small local area using maps and plans.
- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.
- Asking and answering one-step and two-step geographical questions.
- Observing, recording, and naming geographical features in their local environments.
- Using simple sampling techniques appropriately.

	<ul style="list-style-type: none"> <li>• Making digital audio recordings for a specific purpose.</li> <li>• Designing a questionnaire/interview to collect qualitative fieldwork data.</li> <li>• Taking digital photos and labelling or captioning them.</li> <li>• Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</li> <li>• Beginning to use a simplified Likert Scale to record their judgements of environmental quality.</li> <li>• Collecting quantitative data in charts and graphs.</li> <li>• Using a questionnaire/interview to collect qualitative fieldwork data.</li> <li>• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</li> <li>• Suggesting different ways that a locality could be changed and improved.</li> <li>• Finding answers to geographical questions through data collection.</li> </ul>
<b>Upper Key Stage 2 Knowledge:</b>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Locating more countries in Europe and North and South America using maps.</li> <li>• Locating major cities of the countries studied.</li> <li>• Locating some key physical features in countries studied on a map.</li> <li>• Locating key human features in countries studied.</li> <li>• Identifying significant environmental regions on a map.</li> <li>• Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.</li> <li>• Locating counties in the UK.</li> <li>• Locating many cities in the UK.</li> <li>• Identifying key physical and human characteristics of the geographical regions in the UK.</li> <li>• Understanding how land use has changed over time using examples.</li> <li>• Explaining why a locality has changed over time, giving examples of both physical and human features.</li> <li>• Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.</li> <li>• Using longitude and latitude when referencing location in an atlas or on a globe.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Describing and explaining similarities between two environmental regions studied.</li> <li>• Describing and explaining differences between two environmental regions studied.</li> <li>• Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</li> <li>• Understanding how climates impact on trade, land use and settlement.</li> </ul>

- Explaining how humans have used desert environments.
- Using maps to explore wider global trading routes.

#### **Human and physical geography**

- Describing and understanding the key aspects of the six biomes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links.
- Suggesting reasons why the global population has grown significantly in the last 70 years.
- Describing the 'push' and 'pull' factors that people may consider when migrating.
- Understanding the distribution of natural resources both globally and within a specific region or country studied.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples

#### **Geographical skills and fieldwork**

- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).
- Using the scale bar on a map to calculate distances.
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
- Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
- Beginning to use thematic maps to recognise and describe human and physical features studied.
- Using models and maps to talk about contours and slopes.
- Selecting a map for a specific purpose.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.

- Accurately using four and six-figure grid references to locate features on a map in regions studied.
- Confidently locating features using the 8 points of a compass.
- Following a short pre-prepared route on an OS map.
- Identifying the eight compass points on an OS map.
- Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.
- Developing their own enquiry questions.
- Choosing the best approach to answering an enquiry question.
- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
- Designing interviews/questionnaires to collect qualitative data.
- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Using a simplified Likert Scale to record their judgements of environmental quality.
- Conducting interviews/questionnaires to collect qualitative data.
- Interpreting and using real-time/live data.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Evaluating evidence collected and suggesting ways to improve this.
- Analysing quantitative data in pie charts, line graphs and graphs with two variables

## **Objectives by unit**

### **Year 1 Objectives**

#### **What is it like here?**

- I can locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.
- I can make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.
- I can recognise four features in the school grounds using a map.
- I can explain how I feel about three areas of the playground and find out how others feel by looking at the results of a survey.
- I can draw a design to improve three areas of the playground using the results from the survey.

#### **What is the weather like in the UK?**

- I can name and locate the four countries on a map of the UK.
- I can identify the country they live in.
- I can identify the four seasons.
- I can describe some seasonal changes.
- I can identify the four compass directions.
- I can use the compass directions to describe the location of features.
- I can observe and describe daily weather patterns.
- I can begin to locate the four capital cities of the UK.
- I can explain what the weather is like during each season in the UK.
- I can suggest appropriate clothing and activities for each season.

#### **What is it like to live in Shanghai?**

- I can give examples of human and physical features.
- I can identify features I see on a walk.
- I can explain the location of features using some directional language.
- I can use an aerial photograph to locate physical and human features.
- I can draw simple pictures or symbols on a sketch map.
- I can draw compass points.
- I can name the continent I live in.

	<ul style="list-style-type: none"> <li>• I can use an atlas to locate the UK and China on a world map.</li> <li>• I can use an atlas to locate Europe and Asia on a world map.</li> <li>• I can identify China's physical and human geography.</li> <li>• I can sort physical and human features using photographs.</li> <li>• I can identify physical and human features in images of Shanghai.</li> <li>• I can compare Shanghai to my locality.</li> <li>• I can identify similarities and differences between human and physical features.</li> </ul>
<b>Year 2 Objectives</b>	<p><b>Would you prefer to live in a hot or cold place?</b></p> <ul style="list-style-type: none"> <li>• I can name and locate the seven continents on a world map.</li> <li>• I can locate the North and the South Poles on a world map.</li> <li>• I can locate the Equator on a world map.</li> <li>• I can describe some similarities and differences between the UK and Kenya.</li> <li>• I can investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.</li> <li>• I can recognise the features of hot and cold places.</li> <li>• I can locate some countries with hot or cold climates on a world map.</li> </ul> <p><b>Why is our world wonderful?</b></p> <ul style="list-style-type: none"> <li>• I can identify and locate characteristics of the UK on a map.</li> <li>• I can identify human and physical features.</li> <li>• I can locate human and physical features on a world map.</li> <li>• I can explain the difference between oceans and seas.</li> <li>• I can name and locate the five oceans on a world map.</li> <li>• I can use an aerial photograph to draw a simple sketch map.</li> <li>• I can collect data by sketching findings on a map and completing a tally chart.</li> <li>• I can present my findings in a bar chart.</li> </ul> <p><b>What is it like to live by the coast?</b></p> <ul style="list-style-type: none"> <li>• I can name and locate the seas and oceans surrounding the UK in an atlas.</li> <li>• I can label these on a map of the UK.</li> <li>• I can describe the location of the seas and oceans surrounding the UK using compass points.</li> <li>• I can define what the coast is.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can locate coasts in the UK.</li> <li>• I can name some of the physical features of coasts.</li> <li>• I can explain the location of UK coasts using the four compass directions.</li> <li>• I can name features of coasts and label these on a photograph.</li> <li>• I can identify human features in a coastal town.</li> <li>• I can describe how people use the coast.</li> <li>• I can follow a prepared route on a map.</li> <li>• I can identify human features on the local coast.</li> <li>• I can record data using a tally chart.</li> <li>• I can represent data in a pictogram.</li> <li>• I can describe how the local coast has been used.</li> </ul>
<b>Year 3 Objectives</b>	<p><b>Why do people live near volcanoes?</b></p> <ul style="list-style-type: none"> <li>• I can name all four layers of the Earth in the correct order, stating one fact about each layer.</li> <li>• I can explain one or more ways a mountain can be formed.</li> <li>• I can give a correct example of a mountain range and its continent.</li> <li>• I can describe a tectonic plate and know that mountains occur along plate boundaries.</li> <li>• I can correctly label the features of shield and composite volcanoes and explain how they form.</li> <li>• I can name three ways in which volcanoes can be classified.</li> <li>• I can describe how volcanoes form at tectonic plate boundaries.</li> <li>• I can explain a mix of negative and positive consequences of living near a volcano.</li> <li>• I can state whether I would or would not want to live near a volcano.</li> <li>• I can state that an earthquake is caused when two plate boundaries move and shake the ground.</li> <li>• I can explain that earthquakes happen along plate boundaries.</li> <li>• I can list some negative effects that an earthquake can have on a community.</li> <li>• I can observe, digitally record and map different rocks using a symbol on a map.</li> <li>• I can identify rock types and their origins based on collected data.</li> </ul> <p><b>Who lives in Antarctica?</b></p> <ul style="list-style-type: none"> <li>• I can describe what lines of latitude and longitude are, giving an example.</li> <li>• I can understand that the Northern and Southern Hemispheres experience seasons at different times.</li> <li>• I can define what climate zones are.</li> </ul>

- I can understand Antarctica has a polar climate made up of ice sheets, snow and mountains.
- I can describe Antarctica's location in the far south of the globe.
- I can state that tourism and research are the two main reasons people visit Antarctica.
- I can describe equipment researchers might use and clothes they wear.
- I can list some of the research carried out in Antarctica.
- I can state the outcome of Shackleton's expedition.
- I can successfully plot four-figure grid references at the point where the vertical and horizontal line meet.
- I can describe a similarity and difference between life in the UK and life in Antarctica.
- I can confidently use the zoom function on a digital map.
- I can begin to recall the eight points of a compass, following at least four of them.
- I can recognise and describe features on my school grounds from an aerial map.
- I can draw a map of the route I take on an expedition.
- I can state one thing that went well on the expedition and one aspect that did not go as hoped.

#### **Are all settlements the same?**

- I can locate some cities in the UK.
- I can describe the difference between villages, towns and cities.
- I can identify features on an OS map using the legend.
- I can describe the different types of land use.
- I can follow a route on an OS map.
- I can discuss reasons for the location of human and physical features.
- I can locate some geographical regions in the UK.
- I can identify and begin to offer explanations about changes to features in the local area.
- I can describe the location of New Delhi.
- I can identify some human and physical features in New Delhi.
- I can state some similarities and differences between land use and features in New Delhi and the local area.



## **Year 4 Objectives**

### **Why are rainforests important to us?**

- I can describe a biome and give an example.
- I can state the location and some key features of the Amazon rainforest.
- I can name and describe the four layers of tropical rainforests.
- I can understand that trees and plants adapt to living in the rainforest and give an example.
- I can define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.
- I can name one way in which the Amazon is changing.
- I can articulate why the Amazon rainforest is important.
- I can give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.
- I can use a variety of data collection methods with support.
- I can summarise how the local woodland is used and suggest changes to improve the area.

### **Where does our food come from?**

- I can identify that different foods grow in different biomes and say why.
- I can explain which food has the most significant negative impact on the environment.
- I can consider a change people can make to reduce the negative impact of food production.
- I can describe the intentions around trading responsibly.
- I can explain that food imports can be both helpful and harmful.
- I can describe the journey of a cocoa bean.
- I can locate countries on a blank world map using an atlas.
- I can use a scale bar correctly to measure approximate distances.
- I can collect data through an interview process.
- I can analyse interview responses to answer an enquiry question.
- I can discuss any trends in data collected.

### **What are rivers and how are they used?**

- I can identify water stores and processes in the water cycle.
- I can describe the three courses of a river.
- I can name the physical features of a river.
- I can name some major rivers and their location.
- I can describe different ways a river is used.
- I can list some of the problems around rivers.

	<ul style="list-style-type: none"> <li>• I can describe human and physical features around a river.</li> <li>• I can identify the location of a river on an OS map.</li> <li>• I can make a judgement on the environmental quality in a river environment.</li> <li>• I can make suggestions on how a river environment could be improved.</li> </ul>
<b>Year 5 Objectives</b>	<p><b>What is life like in the Alps?</b></p> <ul style="list-style-type: none"> <li>• I can locate the Alps on a world map and identify and label the eight countries they spread through.</li> <li>• I can locate three physical and three human characteristics in the Alps.</li> <li>• I can research and describe the physical and human features of Innsbruck.</li> <li>• I can use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.</li> <li>• I can compare the human and physical geography of our local area and Innsbruck.</li> <li>• I can describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</li> </ul> <p><b>Why do oceans matter?</b></p> <ul style="list-style-type: none"> <li>• I can describe the water cycle.</li> <li>• I can describe how the ocean is used for human activity.</li> <li>• I can explain how the ocean helps to regulate the Earth's climate and temperature.</li> <li>• I can identify the Great Barrier Reef as part of Australia.</li> <li>• I can describe the benefits of the Great Barrier reef.</li> <li>• I can describe how humans impact the oceans and the consequences of this.</li> <li>• I can explain some actions that can be taken to help support healthy oceans.</li> <li>• I can explain which data collection method would be best for marine fieldwork and why.</li> <li>• I can collect data using a tally chart, photographs and a sketch map.</li> <li>• I can safely navigate the fieldwork environment.</li> <li>• I can make suggestions for how to improve a marine environment.</li> <li>• I can present data using a tally chart and pie chart.</li> </ul>

	<p><b>Would you like to live in the desert?</b></p> <ul style="list-style-type: none"> <li>• I can identify the lines of latitude where hot desert biomes are located.</li> <li>• I can describe the characteristics of a hot desert biome.</li> <li>• I can locate the largest deserts in each continent.</li> <li>• I can describe ways the Mojave Desert is used.</li> <li>• I can name and describe the physical features found in a desert.</li> <li>• I can identify how humans use the desert.</li> <li>• I can explain how human activity may contribute to the changing climate and landscape of a desert.</li> <li>• I can recognise that the Mojave Desert has a different time zone to the UK.</li> <li>• I can describe some of the threats to deserts.</li> <li>• I can give the benefits and drawbacks of living in a desert environment.</li> <li>• I can identify characteristics of two contrasting biomes and compare land use.</li> <li>• I can discuss if a desert environment is hospitable and why.</li> </ul>
<p><b>Year 6 Objectives</b></p>	<p><b>Why does population change?</b></p> <ul style="list-style-type: none"> <li>• I can identify the most densely and sparsely populated areas.</li> <li>• I can describe the increase in global population over time.</li> <li>• I can begin to describe what might influence the environments people live in.</li> <li>• I can define birth and death rates, suggesting what may influence them.</li> <li>• I can define migration, discussing push and pull factors.</li> <li>• I can explain why some people have no choice but to leave their homes.</li> <li>• I can describe the causes of climate change, explaining its impact on the global population.</li> <li>• I can suggest an action they can take to fight climate change.</li> <li>• I can calculate the length of a route to scale.</li> <li>• I can follow a selected route on an OS map.</li> <li>• I can use a variety of data collection methods, including using a Likert scale.</li> <li>• I can collect information from a member of the public.</li> <li>• I can create a digital map to plot and compare data collected from two locations.</li> <li>• I can suggest an idea to improve the environment.</li> </ul> <p><b>Where does our energy come from?</b></p> <ul style="list-style-type: none"> <li>• I can describe the significance of energy.</li> </ul>

- I can give examples of sources of energy and their trading routes.
- I can define renewable and non-renewable energy.
- I can discuss the benefits and drawbacks of different energy sources.
- I can describe the significance of the Prime Meridian.
- I can identify human features on a digital map.
- I can discuss how transport links have changed over time.
- I can locate UK cities on a map.
- I can use six-figure grid references to identify features on an OS map.
- I can consider and justify the location of energy sources.
- I can design and use interview questions.
- I can plot points on a sketch map.

**Can I carry out an independent fieldwork enquiry?**

- I can give examples of issues in the local area.
- I can identify questions to be asked to find the relevant data.
- I can justify which data collection method is most suitable.
- I can design an accurate data collection template.
- I can identify areas along a route that are best for data collection.
- I can discuss how to mediate potential risks.
- I can collect data at points located on an OS map.
- I can manage risks during a fieldwork trip.
- I can identify any outcomes from data collected.
- I can map data digitally.
- I can describe the enquiry process.