

KS1-KS2 Geography Objective Overview



Purpose of study:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Overarching aims:

- The national curriculum for geography aims to ensure that all pupils:
 - develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
 - understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. 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

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Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	<u>Brunei (our local area and school)</u> <u>Where we come from</u>	<u>Location and place knowledge, Human and physical geography</u>		<u>Physical geography</u> <u>Locate countries</u> <u>Use symbols</u>	<u>Knowledge and understanding of South America. Differences between UK and SA country - Brazil.</u>	<u>Arctic environments</u> <u>Locate the establish an understanding of the continents and oceans of the world; read maps and atlases to locate and learn various characteristics of different European and Asian countries</u>
	<u>Wonderful Weather</u>	<u>Location and place knowledge,</u> <u>Geographical skills and fieldwork</u> <u>Geography - Naming continents and oceans</u>		<u>Human geography</u>	<u>Physical geography, climate zones, human geography.</u>	
2			<u>Locational knowledge and mapping skills</u>	<u>Physical and human geography</u>		<u>Locations and physical Geography of China.</u> <u>Human Geography focus looking at ancient China civilisations eg. Shang Dynasty.</u>
3	<u>Maps</u>	<u>Locations and place knowledge, human and physical geography and Geographical skills and fieldwork</u>	<u>Map human and physical features of the UK.</u>	<u>Locate countries</u> <u>Use symbols</u> <u>Describe features</u>	<u>Locational knowledge</u> <u>Mapwork, longitude, latitude, 6 figure grid references</u>	<u>Physical Geography: focus on water cycle, coasts and rivers, mountains, volcanoes. Earthquakes, climate zones and biomes.</u> <u>Transition work, looking at pupil's next locations.</u>
			<u>Compare and contrast geographic features of the UK with Nepal</u>	<u>Grid references and compass points</u> <u>Latitude longitude</u>		

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Progression of Skills in Geography – 2022-23

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>Can I name and locate the four countries making up the British Isles, with their capital cities?</p> <p>Can I name the surrounding seas of the United Kingdom?</p> <p>Can I talk about the main features of each of the four countries that make up the United Kingdom?</p>	<p>Can I locate and name the continents on a World Map?</p> <p>Can I locate and label the five oceans?</p> <p>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?</p>	<p>Can I locate and name the continents on a World Map?</p> <p>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?</p> <p>Can I name and locate counties and cities of the United Kingdom?</p> <p>Can I locate 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> <p>Can I name and locate some countries of Europe?</p> <p>Can I share my own views about locations?</p>	<p>Can I explain my own views about locations, giving reasons?</p> <p>Can I name and locate counties and cities of the United Kingdom?</p> <p>Can I locate 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> <p>Can I name and locate the countries of Europe?</p> <p>Can I name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?</p>	<p>Can I 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?</p> <p>Can I name and locate the countries of South and Central America?</p> <p>Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?</p>	<p>Can I 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?</p> <p>Can I name and locate the countries of North America?</p> <p>Can I 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)?</p>
End of Key Stage Expectations	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 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)			
Place knowledge	<p>Can I recognise similarities and differences of geographical features in my own immediate environment?</p> <p>Can I talk about people and places within my local environment?</p> <p>Can I compare Tipton with a contrasting place in the UK?</p> <p>Can I talk about people and places beyond my local environment?</p> <p>Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?</p>	<p>Can I compare a local City/town in England with a contrasting city in a different country? E.g. Birmingham/Accra</p> <p>Can I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area?</p>	<p>Can I compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use? Can I identify the main physical and human characteristics of the countries of Europe?</p> <p>Can I describe geographical similarities and differences between a region in the United Kingdom and one in a European country?</p> <p>Can I describe how the locality of the school has changed over time?</p>	<p>Can I compare 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> <p>Can I identify the main physical and human characteristics of the countries of Europe?</p> <p>Can I describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones?</p> <p>Can I describe geographical similarities and differences between countries?</p> <p>Can I describe how the locality of the school has changed over time?</p>	<p>Can I understand some of the reasons for geographical similarities and differences between countries?</p> <p>Can I explain how locations around the world are changing and explain some of the reasons for change?</p> <p>Am I beginning to understand and explain geographical diversity across the world?</p>	<p>Can I explain and discuss a range of reasons for geographical similarities and differences between countries?</p> <p>Can I explain how locations around the world are changing and explain some of the reasons for change?</p> <p>Can I describe geographical diversity across the world?</p>
End of Key Stage Expectations	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		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			
Human and Physical Geography	<p>Can I compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality? Comparing and Contrasting a farm with the seaside.</p> <p>Can I talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis?</p> <p>Can I identify land use around the school?</p> <p>Can I use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied?</p>	<p>Can I 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?</p> <p>Can I talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles?</p> <p>Can I compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences?</p> <p>Can I use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied?</p>	<p>Can I ask and answer geographical questions about the physical and human characteristics of a location? Can I describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in a European country?</p> <p>Can I describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country?</p>	<p>Can I ask and answer geographical questions about the physical and human characteristics of a location?</p> <p>Can I describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle?</p> <p>Can I describe key aspects of human geography including settlements and land use?</p>	<p>Am I beginning to collect and analyse statistics and other information in order to draw clear conclusions about locations?</p> <p>Am I beginning to identify and describe how the physical features affect the human activity within a location?</p> <p>Can I identify and describe the main human and physical characteristics of South and Central America?</p> <p>Am I beginning to understand and explain how countries and geographical regions are interconnected and interdependent? Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time?</p> <p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle?</p> <p>Can I describe and understand key aspects of 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?</p>	<p>Can I collect and analyse statistics and other information in order to draw clear conclusions about locations?</p> <p>Can I identify and describe how the physical features affect the human activity within a location?</p> <p>Can I identify and describe the main human and physical characteristics of North and South America?</p> <p>Can I explain how countries and geographical regions are interconnected and interdependent? Can I name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time?</p> <p>Can I describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle?</p> <p>Can I describe and understand key aspects of 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?</p>

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End of Key Stage Expectations	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 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		Describe and understand key aspects of: 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			
Geographical skills and fieldwork	Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities? Can I use aerial images to recognise landmarks and basic physical features? Can I use simple fieldwork to observe, measure and record the human and physical features in the local area? Can I use a simple key to recognise physical or human features on a map? Can I create a simple map of my local environment?	Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied? Can I learn and use the four points of a compass to describe the location of features on a map? Can I use locational and directional language such as: near, far, left, right to describe the location of features on a map? Can I use aerial images and plan perspectives to recognise landmarks and basic physical features? Can I devise a simple map, and use and construct basic symbols in a key? Can I use simple grid references? (A1, B1) Can I use fieldwork to observe, measure and record the human and physical features in the local area?	Can I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied? Can I use locational and directional language such as: near, far, left, right to describe the location of features on a map? Can I use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies? Can I use a wider range of resources to identify the key physical and human features of a location? Can I use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world? Can I create maps of locations identifying some features using a key?	Can I use maps, atlases and digital/computer mapping to locate countries and describe features? Can I use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies? Can I use a range of resources to identify the key physical and human features of a location? Can I use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world? Can I create maps of locations identifying some features using a key?	Can I use a few geographical resources to give descriptions and opinions of the characteristic features of a location? Can I use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area? Can I record the results in different ways? Can I talk about 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) Can I use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world? Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?	Can I use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location? Can I use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area? Can I record the results in a range of ways? Can I 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) Can I 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 my knowledge of the United Kingdom and the wider world? Can I create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land?
End of Key Stage Expectations	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 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		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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.			
Enquiry and investigation	Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment eg ‘What is it like to live in this place?’ Investigate through observation and description. Recognise differences between their own and others’ lives		Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and Processes Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences.		Ask and answer questions that are more causal eg Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? Make predictions and test simple hypotheses about people and places.	
Communication	Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. Use maps and other images to talk about everyday life eg where we live, journey to school etc.		Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes detailed in the PoS eg tributary and source when learning about rivers. Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. Express opinions and personal views about what they like and don’t like about specific geographical features and situations eg a proposed local wind farm.		Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Use more precise geographical language relating to the physical and human processes detailed in the PoS eg tundra, coniferous/deciduous forest when learning about biomes. Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news eg for/against arguments relating to the proposed wind farm.	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Use of ICT/Technology</p>	<ul style="list-style-type: none"> • Use simple electronic globes/maps • Do simple searches within specific geographic software • Use a postcode to find a place on a digital Map • Add simple labels to a digital map • Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen • Use programmable toys or sprites to move around a course/screen following simple directional instructions • Use cameras and audio equipment to record geographical features, changes, differences eg weather/seasons, vegetation, buildings etc. • Describe and label electronic images produced 	<ul style="list-style-type: none"> • Use the zoom facility on digital maps to locate places at different scales • Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen • Use programmable toys or sprites to move around a course/screen following simple directional instructions • Use cameras and audio equipment to record geographical features, changes, differences eg weather/seasons, vegetation, buildings etc. • Describe and label electronic images produced 	<ul style="list-style-type: none"> • Use appropriate search facilities when locating places on digital/online maps and websites • Use wider range of labels and measuring tools on digital maps • Start to explain satellite imagery • Use and interpret live data eg weather patterns, location and timing of earthquakes/volcanoes etc • Collect and present data electronically eg through the use of electronic questionnaires/surveys • Communicate geographical information electronically eg multimedia software, webpage, blog, poster or app • Investigate electronic links with schools/children in other places eg email/video communication
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