

# Progression of objectives, outcomes and skills - Geography



National Curriculum	Year 1/Year 2		Year 3/Year 4		Year 5/Year 6	
	Objective	Outcome	Objective	Outcome	Objective	Outcome
<b>Locational Knowledge</b> <b>Place knowledge</b> <b>Human and Physical Geography</b> <b>Fieldwork/Skills</b>	Locate continents and UK using atlas/globe	<p>Understand a blank paper map</p> <p>Understand a globe and atlas show the same thing (all the countries in the world and different human and physical features)</p> <p>Understand continents have multiple countries on them</p>	Locate countries of Europe, North and South America using atlases, globes and digital maps e.g. Google Earth	<p>Continue to develop knowledge of atlases and globes focusing on Europe and locate major economies of Europe</p> <p>Know that the EU is made up of 27 member states and doesn't match geographical Europe exactly</p> <p>Understand that Russia has played a significant role in world history and is politically different</p>	Locate the countries of Europe, including Russia, North and South America	<p>Identify the major economies of North and South America, including the USA and Brazil</p> <p>Understand the true size of countries by looking at map projection</p> <p>Know that parts of countries can be separated e.g. Alaska from USA and Falkland Islands from United Kingdom</p>
	Locate countries of the UK	Know that UK is made up of England, Northern Ireland, Scotland and Wales			Locate Wakefield and other major cities in UK and see how they have changed overtime	<p>Explore how land use has changed in Hall Green</p> <p>Demonstrate an understanding of the importance coal had on local economy</p>

## Progression of objectives, outcomes and skills - Geography



	Locate Oceans	Name the 5 major oceans of the world- N/S Atlantic, N/S Pacific, Indian Ocean				
	Identify different human and physical features of the UK and contrast with Australia and Kenya	<p>Name the 4 capital cities London, Cardiff, Belfast and Edinburgh</p> <p>Focus on Wakefield and Sydney, and draw how they are similar and different e.g. cities but different sizes, opera house vs theatre, located by the sea and one inland</p> <p>Understand Yorkshire is country and part of a region. Compare with safari area of Kenya</p> <p>Use pictures/photos to pick out evidence of features.</p> <p>Use basic geographical vocab to</p>	Identify the key physical and human characteristics, countries and major cities of Europe	<p>Name key rivers, mountains, capitals, landmarks.</p> <p>Use the different modes on Google Earth to explore terrains of Europe</p> <p>Use map keys effectively to identify mountainous areas and urban areas</p> <p>Study pictures of Europe and make reasoned judgements e.g. this picture was taken in France because it's of a mountain range and France has the Alps</p> <p>Match key landmarks to the different</p>	Identify largest urban areas in North America and the deserts/plains etc. Compare 2 different regions in USA, rural/urban.	<p>Locate the largest urban areas on a map of North America and highlight using appropriate geographical symbols</p> <p>Use different visual stimulus to identify different geographical aspects e.g. Facebook connections and the World at Night image</p> <p>Know the major cities in North and South America e.g. New York, Toronto, Rio de Jeniro</p> <p>Make sensible selection in order locate different features e.g. atlas to locate country and</p>

Progression of objectives, outcomes and skills - Geography



		<p>refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>subjects e.g. Colosseum to Rome, Eifel Tower to Paris</p> <p>Show an understanding of how these effect the decision to settle e.g. why did the Romans live here?</p>		<p>Google Earth to locate village</p>
	<p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p>	<p>Make sensible guess as to where the hottest and coldest parts of the planet might be</p> <p>Know some of the basic differences between these areas</p>	<p>Explore different environmental regions of Europe</p>	<p>Understand different areas are defined by their environmental conditions, such as climate, landforms, soil</p> <p>Know why humans choose to settle in certain regions e.g. link to Stone Age</p>	<p>Identify key topographical features</p>	<p>Compare how land use has changed over time in two regions could focus on how rivers and canals were once used for industry and ow are used for leisure</p> <p>Use pictures and maps from different periods to see how land use has changed</p>

Progression of objectives, outcomes and skills - Geography



	<p>Identify the Equator</p>	<p>Know the equator is an imaginary line and place on map</p>	<p>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.</p>	<p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</p>	<p>Understand the significance of latitude and longitude.</p>	<p>See how erosion etc has impacted on key topographical features</p> <p>Know how to locate using these references</p> <p>Identify the Prime/Greenwich Meridian</p> <p>Know that countries have different time zones and that these change based on their position being longitude rather than latitude</p> <p>Talk confidently about the difference of countries that fall between these different lines of longitude and latitude</p> <p>Make reasonable assumptions about a countries climate</p>
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# Progression of objectives, outcomes and skills - Geography



			<p>Understand climate zones, Northern and Southern Hemisphere</p>	<p>Identify climate zones and explain what is meant by climate zone</p> <p>See how climate has changed over time both locally and internationally</p> <p>See the impact climate has had the human and physical features of the landscape</p>	<p>Know about global warming and its impact</p>	<p>Talk about personal responsibility when it comes to impact on the environment</p> <p>Highlight the differences on localised maps of the impact of climate change e.g. the melting of polar ice caps/ the increase in costal erosion</p> <p>Show an understanding of how trade impacts on the environment</p>
			<p>Understand biomes</p>	<p>Use vocabulary surrounding the term confidently e.g. Tundra, Desert, Grassland, Tropical rainforest</p> <p>Locate using appropriate atlas pages the biomes that they think are present in a country and defend reasoning</p>	<p>Understand biomes</p>	<p>Use vocabulary surrounding the term confidently and use the geographical terminology surrounding topography in explaining</p> <p>Understand the human impact on biomes, focusing on Boreno</p>

Progression of objectives, outcomes and skills - Geography



				<p>Gain knowledge of the Amazon rainforest and its fundamental importance to the world</p> <p>Draw comparisons to living in these different areas</p> <p>Begin to spot that biomes are linked to the lines of longitude and latitude</p>		<p>Know the reasons why people may damage the environment such as for the economy And tourism</p>
			<p>Describe and understand volcanoes and the water cycle</p>	<p>Explore a volcanic region of Europe and see how they affect the surrounding area.</p> <p>Know how a volcano works and draw appropriate diagram to match</p> <p>Understand the effects that physical</p>	<p>Describe and explain earthquakes and their impact</p>	<p>Explore the Boxing Day tsunami how it occurred and its impact on the human population</p> <p>Look at how tourism was impacted</p>

Progression of objectives, outcomes and skills - Geography



	<p>Ask geographical questions</p> <p>Form opinions based on evidence</p> <p>Use basic compass directions</p>	<p>What's it like to live in there? How is it different to where I live? Why do we have capital cities? How is the weather different?</p> <p>Would they like to live there? Base answers on evidence - no it looks hot etc</p> <p>Write simple sentences based on compass directions e.g. Scotland is north of England.</p>	<p>Raise geographical questions using appropriate vocabulary</p> <p>Form opinions based on evidence</p> <p>Use compass points</p>	<p>features can have on people's lives</p> <p>Ask informed questions based on the content they have e.g. Is there a rainforest as it lies between the Equator and Tropic of Capricorn</p> <p>Use N, NE, E, SE, S, SW, W, NW to direct and locate</p>	<p>Raise geographical questions using appropriate vocabulary</p> <p>Justify arguments based on evidence</p> <p>Use 6 figure grid references</p>	<p>Link learning from previous years through to current Y5/6 topic e.g 'Rainforests' through to 'Its not to late'</p> <p>Talk confidently about topics such as global warming and why humans might continue to cause damage e.g. for the economy</p> <p>Locate a range of human and physical features in the world using 6 figure grid references</p>
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	Use simple fieldwork and observational skills	<p>Map the school assigning appropriate symbols to different areas</p> <p>Use locational language appropriately e.g. near far left right</p>	Use an OS map to navigate the local area	<p>Go out in local area and use the OS map with support</p> <p>Match pictures to key features and annotate</p> <p>Talk about the importance of navigation and location</p>	Undertake an in-depth study of the local area	<p>Use OS map to confidently talk about the local and compare to a different region of the UK</p> <p>Know the different aspects that make up the local economy</p> <p>Navigate a route around the woods using a map, locating key physical features</p>
	Locate features and routes on a map	<p>Place the key landmarks of London on a map</p> <p>Create a map for a safari</p> <p>Plan a trip around London</p>	Use symbols and keys appropriately on an OS map	Know the key symbols on an OS map and use them to describe the key human and physical features of our local area		



Progression of objectives, outcomes and skills - Geography



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