

GEOGRAPHY OBJECTIVES (YEAR 1 and YEAR 2)		A1	A2	A3	B1	B2	B3
Locational Knowledge	Name and locate the world's seven continents						
	Name and locate the world's five oceans						
	Name and locate the four countries and capital cities of the UK						
	Identify characteristics of the four countries and capital cities of the United Kingdom [UK]						
	Name, locate and identify the UK surrounding seas						
Place Knowledge	Understand geographical similarities and differences through the study of places						
	Identify key topographical features [e.g. hills, mountains, coasts and rivers] of an area of the UK						
	Identify land-use patterns of an area of the UK						
	Understand how some topographical features have changed over time						
Human and Physical Geography	Identify seasonal weather patterns in the UK						
	Identify daily weather patterns in the UK						
	Identify seasonal weather patterns of hot and cold areas of the world in relation to the Equator						
	Identify daily weather patterns of hot and cold areas of the world in relation to the Equator						
	Identify seasonal and daily weather patterns in relation to the North and South Poles						
Skills	Directional Knowledge - Follow directions (Up, down, left/right, forwards/backwards and NSEW)						
	Drawing Maps – Communicate geographical information through a simple map						
	Representation - Begin to understand the need for a key. Use class agreed symbols to make a simple key.						
	Using Maps - Use a simple picture map (plan view) to move around the school and follow a route; Recognise that it is about a place. Use world maps, atlases and globes to identify the UK Use world maps, atlases and globes to identify the countries, continents and oceans studied						
	Scale and Distance - Use relative vocabulary (e.g. bigger/smaller, like/dislike) Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)						
	Questionnaires - Ask a familiar person prepared questions using a pro-forma and put ticks in boxes.						
	Observation and Field sketching - Draw an outline of simple features they observe. Join labels to correct features. Add colour, texture and detail to prepared field sketches.						
Fieldwork	Photography - Recognise a photo taken by an adult as a record of what they have seen. Use a camera in the field with help to record what they have seen. Label the photo with help.						
	Measurement - Use everyday language to describe features <i>e.g. bigger, smaller than</i> . Use every day non-standard units <i>E.g. hands for length</i> . Counts the number of. <i>E.g. children who come to school by car</i> .						

GEOGRAPHY OBJECTIVES (YEAR 3 and YEAR 4)		A1	A2	A3	B1	B2	B3
<i>Locational Knowledge</i>	Locate countries, using maps to focus on Europe [including Russia], identifying major cities						
	Name and locate cities of the UK and their identifying human characteristics						
	Name and locate counties of the UK and their identifying human characteristics						
<i>Place Knowledge</i>	Understand geographical similarities and differences through the study of places						
	Identify key topographical features [e.g. hills, mountains, coasts and rivers] of an area of the UK						
	Identify land-use patterns of an area of the UK						
<i>Human and Physical Geography</i>	Understand how some topographical features have changed over time						
	Identify human and physical geography of a region of the UK						
	Identify human and physical geography of a region of a European country						
	Understand key aspects of rivers and the water cycle						
	Describe and understand key aspects of human geography [types of settlement and land use]						
	Describe and understand key aspects of human geography [economic activity including trade links]						
<i>Skills</i>	Describe/understand key aspects of human geography [the distribution of natural resources: energy, food, minerals and water]						
	Directional Knowledge - Use 4 compass points to follow/give directions and begin to use 8 compass points. Use letter/no. co-ordinates to locate features on a map.						
	Drawing Maps – Of a short route experienced, with features in correct order. Make a simple scale drawing.						
	Representation - Know why a key is needed. Use standard symbols, while recognising symbols on an OS map.						
	Using Maps - Locate places on larger scale maps (Europe). Follow a route on a map with some accuracy. Use an atlas to locate places on a globe with increasing accuracy.						
	Scale and Distance - Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)						
<i>Fieldwork</i>	Questionnaires - Design and carry out a questionnaire, using appropriate geographical vocabulary, as part of an investigation. Gather findings from the questionnaire and present with the use of a database.						
	Observation and Field sketching - Pick out the key lines and features of a view in the field using a viewfinder to help. Draw a sketch of a simple feature from observation or photo and annotate with descriptive/explanatory labels. Add colour, texture and detail to own field sketches.						
	Photography - Point out useful views to photograph for their investigation. Suggest how photos provide useful evidence for their investigations. Use a camera independently Locate a photo on a map. Annotate the photo. Add titles and labels to photos giving date and location.						
	Measurement - Use every day standard and non-standard units. Use easy to read instruments Count and record different types at the same time using a tally. Begin to organise recordings (including the use of spreadsheets to aid analysis).						

GEOGRAPHY OBJECTIVES (YEAR 5 and YEAR 6)		A1	A2	A3	B1	B2	B3
Locational Knowledge	Locate countries, using maps to focus on North America, identifying major cities						
	Locate countries, using maps to focus on South America, identifying major cities						
	Identify the position/significance of Equator, Northern Hemisphere and Southern Hemisphere						
	Identify the position and significance of latitude and longitude						
	Identify the position/significance of the Prime/Greenwich Meridian & time zones [including day and night]						
Place Knowledge	Identify the position/significance the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle						
	Understand geographical similarities and differences through the study of places						
	Identify key topographical features [e.g. hills, mountains, coasts and rivers] of an area of the UK						
	Identify land-use patterns of an area of the UK						
Human and Physical Geography	Understand how some topographical features have changed over time						
	Identify human and physical geography of a region within North or South America						
	Understand key aspects of climate zones, biomes and vegetation belts						
	Understand key aspects of mountains, volcanoes and earthquakes						
	Describe and understand key aspects of human geography [types of settlement and land use]						
Skills	Describe and understand key aspects of human geography [economic activity including trade links]						
	Describe/understand key aspects of human geography [the distribution of natural resources: energy, food, minerals and water]						
	Directional Knowledge - Use 8 compass points To use 4 figure co-ordinates and 6 figure grid references to locate features on a map (UK/World). Use To use 6 figure grid refs; use latitude and longitude on atlas maps.						
	Drawing Maps – Begin to draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.						
	Representation - Draw a sketch map using symbols and a key; Use/recognise OS map symbols and atlas symbols.						
	Using Maps - Follow a short route on an OS map. Describe features shown on OS map Compare maps with aerial photographs. Select a map for a specific purpose. Accurately locate places on a world map. Begin to use atlases to find out about other features of places						
	Scale and Distance - Measure straight line distance on a plan. Find/recognise places on maps of different scales. Use a scale to measure distances. Draw/use maps and plans at a range of scales.						
Fieldwork	Questionnaires - Design and carry out a questionnaire, using appropriate geographical vocabulary, as part of an investigation. During the interview, ask questions which are responsive to the interviewee's views. Make brief notes during an interview to help them make a clear record of the main points. Evaluate the quality of the evidence. Gather findings from the questionnaire and present with the use of a database.						
	Observation and Field sketching - Pick out the key lines and features of a view in the field using a viewfinder to help. Draw a sketch of a simple feature from observation or photo and annotate with descriptive/explanatory labels. Add colour, texture and detail to own field sketches. Annotate sketches to describe and explain geographical processes. Use sketches as evidence in an investigation, evaluating their sketch against given criteria.						
	Photography - Select photography from a range of techniques as the most appropriate for the evidence they need. Make a judgement about the best angle or viewpoint. Evaluate usefulness of their photos. Use photos for their investigations.						
	Measurement - Use a range of measuring instruments when investigating.						

