

Geography Whole School Objectives

Year 3

National Curriculum Unit	Key Objectives for Year 3
Climate Zones (Polar and Desert)	<ol style="list-style-type: none">1- Learn the names of the continents and major oceans.2- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle.3- Use maps, atlases, globes, to locate countries and describe features4- Describe the key aspects of different climate zones5- Create maps of locations identifying patterns such as climate zones
Water, weather and climate (Reach)	Lesson foci: <ul style="list-style-type: none">- Where is the world's water?- What makes up the weather?- Why does it rain?- Why does the UK have wild weather?- What is the reason for the seasons?- Why is the world's weather changing?
Local Area Study (UK)	<ol style="list-style-type: none">1- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom2- Describe how the locality of the school has changed over time.3- 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 graphs4- 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.5- Ask and answer geographical questions about the physical and human characteristics of a location.6- Use 4 points of a compass and basic introduction to grid references (A, 4)

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Year 4

National Curriculum Unit	Key Objectives for Year 4
<p>Rivers (Reach)</p>	<p>Lesson foci:</p> <ul style="list-style-type: none"> - Where are the world's rivers? - How do rivers shape the land? - What landforms can a river create? - Why are rivers important to people? - What happens when a river floods?
<p>Europe (Spain/France)</p>	<ol style="list-style-type: none"> 1- Use 8 points of a compass, 4 figure grid references, symbols and keys (UK and wider world) 2- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 3- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. 4- Name and locate the countries of Europe and identify their main physical and human characteristics. 5- Describe geographical similarities and differences between countries. 6- Explain own views about locations, giving reasons. 7- To understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Spain/France) and compare these to my local area 8- Use given data to plot a graph to compare specific locations (e.g. temperature, rainfall)
<p>The New Forest (to include offsite visit)</p>	<ol style="list-style-type: none"> 1- Use Fieldwork to observe, measure, record and present the human and physical features in a local area using a range of methods. 2- Ask and answer geographical questions about the physical and human characteristics of a location. 3- Explain own views about locations, giving reasons. 4- Use 8 points of a compass, 4 figure grid references, symbols and keys (UK and wider world) 5- Use a range of resources to identify the key physical and human features of a location. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

Geography Whole School Objectives

Year 5

National Curriculum Unit	Key Objectives for Year 5
<p>Energy and Sustainability REACH</p>	<p>Key lesson foci:</p> <ul style="list-style-type: none"> - What is sustainability? - How do we produce energy? - What's special in Curitiba (Brazil)? – sustainability case study - What's special in Freiberg (Germany)? – case study - What does the future hold?
<p>North America and the Caribbean</p>	<ol style="list-style-type: none"> 1- 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). 2- Name and locate the countries of North America and identify their key environmental regions, key physical and human characteristics and major cities. 3- Use 6 figure grid references and symbols and keys on maps 4- Use a range of geographical resources (maps, atlases, Google Earth) to give detailed descriptions and opinions of the features of a location. 5- Describe the key human aspects of the area of study to include settlements and land use, economic activity including trade links 6- Describe how countries and geographical regions are interconnected and interdependent. 7- Identify the distribution of natural resources including energy, food minerals and water of a named region- create maps or graphs to show patterns. 8- Identify and describe how the physical features affect the human activity within a location. 9- Describe geographical diversity across the world.
<p>Volcanoes, Mountains and Earthquakes</p>	<p>Name and describe the key aspects of mountains:</p> <ul style="list-style-type: none"> - I can locate and name the major mountain ranges in the world - I know how fold mountains form <p>Describe the key aspects of volcanoes:</p> <ul style="list-style-type: none"> - I know what the earth is made of - I can explain how a volcano is formed and I know what happens when a volcano erupts - I can explain the impact a volcanic eruption has on the surrounding area (people and landscape) <p>Describe the key aspects of earthquakes:</p> <ul style="list-style-type: none"> - I know how an earthquake occurs - I can describe (and explain) what happens when an earthquake occurs and its impact on the people and landscape

Unit	Key Objectives for Year 6
South America	<ol style="list-style-type: none">1. Name and locate the countries of South America and identify their main physical and human characteristics.2. Study the similarities and differences in human and physical geography of a region of South America. Identify and describe how the physical features affect the human activity within this location and how they have changed over time.3. I can describe how countries and geographical regions are interconnected and interdependent4. Create maps of locations identifying patterns such as: land use, climate zones, population densities, height of land.5. Describe how locations around the world are changing and explain some of the reasons for change.6. Describe geographical diversity across the world.7. To describe the key human aspects of the area of study to include settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
Biomes (Reach)	<ol style="list-style-type: none">1- I can understand Biomes and vegetation belts: 6 lessons:<ul style="list-style-type: none">• What are the earth's biomes?• What affects an ecosystem?• What is the Tundra?• What is a Taiga?• What is the Savannah?• How are the earth's biomes being damaged?
Maps and Mapping skills	<ol style="list-style-type: none">1- Use 8 points of a compass, 6 figure grid references, symbols and keys (UK and wider world)2- Collect and analyse statistics and other information in order to draw clear conclusions about locations.3- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.4- Fieldwork to observe, measure, record and present the human and physical features in a local area using a range of methods.5- 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.