Geography – Year 1 Learning Objectives - Autumn

What is it like here?

Lesson 1: Where in the world are we?	Lesson 2: What can we see in our classroom?	Lesson 3: What can we find in our school grounds?	Lesson 4: Where are the different places in our school?	Lesson 5: How do we feel about our playground?	Lesson 6: Can we make our playground even better?
To locate the school on an aerial photograph.	To create a map of the classroom.	To locate key features of the playground.	To draw a simple map.	To investigate how we feel about our playground.	To create a design to improve our playground.

Intended outcome of the unit

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.

Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.

Recognise four features in the school grounds using a map.

Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.

Draw a design to improve three areas of the playground using the results from the survey.

Key Vocab

aerial photograph
aerial view
atlas
city
country
directional language
distance
features
globe
improve
key
land
locate
location

Geography – Year 1 Learning Objectives - Spring

What is the weather like in the UK?

Intended outcome of the unit

Name and locate the four countries on a map of the UK.

Identify the country they live in.

Identify the four seasons.

Describe some seasonal changes.

Identify the four compass directions.

Use the compass directions to describe the location of features.

Observe and describe daily weather patterns.

Begin to locate the four capital cities of the UK.

Explain what the weather is like during each season in the UK.

Suggest appropriate clothing and activities for each season.

Lesson 1: Where is the UK?	Lesson 2: What are the four seasons?	Lesson 3: What are the compass directions?	Lesson 4: What is the weather like today?	Lesson 5: Is the weather the same everywhere in the UK?	Lesson 6: How do people prepare for the weather?
To locate the four countries of the UK.	To identify seasonal changes in the UK.	To identify the four compass directions.	To investigate daily weather patterns.	To identify daily weather patterns in the UK.	To understand how the weather changes with each season.

Key Vocab

atlas	land
capital city	locate
climate	location
compass	map
continent	rain gauge
country	season
direction	temperature

Geography – Year 1 Learning Objectives - Summer

What is it like to live in the Shanghai?

Intended outcome of the unit
Give examples of human and physical features.
Identify features they see on a walk.
Explain the location of features using some directional language.
Use an aerial photograph to locate physical and human features.
Draw simple pictures or symbols on a sketch map.
Draw compass points.
Name the continent they live in.
Use an atlas to locate the UK and China on a world map.
Use an atlas to locate Europe and Asia on a world map.
Identify China's physical and human geography.
Sort physical and human features using photographs.
Identify physical and human features in images of Shanghai.
Compare Shanghai to their locality.
Identify similarities and differences between human and physical features.

Lesson 1: What can we see in our local area?	Lesson 2: Can we map our local area?	Lesson 3: Where in the world is China?	Lesson 4: What can you see in China?	Lesson 5: What is Shanghai like?	Lesson 6: How is Shanghai different from our local area?
To recognise physical and human features.	To draw a sketch map.	To name and locate some continents on a world map.	To identify physical and human features of a non-European country.	To describe what it is like in Shanghai.	To compare Shanghai to a small area of the UK.

Key Vocab	
continent country different directional language e.g. near, far, next to, behind, etc. key	human feature map physical feature similar symbol

Geography – Year 2 Learning Objectives – Autumn

Would you prefer to live in a hot place or cold place?

Lesson 1: Where are the continents?	Lesson 2: Where are the coldest places on Earth?	Lesson 3: Where is the Equator?	Lesson 4: What is life like in a hot place?	Lesson 5: Do we live in a hot or cold place?	Lesson 6: Would you prefer to live in a hot or cold place?
To name and locate the seven continents.	To locate the North and South Poles.	To locate the Equator on a world map.	To compare the UK and Kenya.	To investigate local weather conditions.	To identify key features of hot and cold places.

Intended outcome of the unit

Name and locate the seven continents on a world map.

Locate the North and the South Poles on a world map.

Locate the Equator on a world map.

Describe some similarities and differences between the UK and Kenya.

Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.

Recognise the features of hot and cold places.

Locate some countries with hot or cold climates on a world map.

Key Vocab

arid	globe
climate	grasslands
compass	human feature
continent	ice sheet
country	land
desert	locate
Equator	map

Geography – Year 2 Learning Objectives - Spring

Why is our world wonderful?

Intended outcome of the unit

Identify and locate characteristics of the UK on a map.

Identify human and physical features.

Locate human and physical features on a world map.

Explain the difference between oceans and seas.

Name and locate the five oceans on a world map.

Use an aerial photograph to draw a simple sketch map.

Collect data by sketching findings on a map and completing a tally chart.

Present their findings in a bar chart.

Lesson 1: What are some of the UK's amazing features and landmarks?	Lesson 2: Where are some of the world's most amazing places?	Lesson 3: Where are our oceans?	Lesson 4: What is amazing about our local area?	Lesson 5: Why are natural habitats special?	Lesson 6: How can we look after natural habitats?
To identify geographical characteristics of the UK.	To locate some of the world's most amazing places.	To know the names of the five oceans and locate them on a map.	To understand how to draw human and physical features on a sketch map.	To investigate local habitats and record findings.	To understand how to present findings in a bar chart.

Key Vocab

aerial photograph	key
capital city	lake
continent	land
country	landmark
data collection	locate
fieldwork	location
human feature	map

Geography – Year 2 Learning Objectives - Summer

What is it like to live by the coast?

Intended outcome of the unit
Name and locate the seas and oceans surrounding the UK in an atlas.
Label these on a map of the UK.
Describe the location of the seas and oceans surrounding the UK using compass points.
Define what the coast is.
Locate coasts in the UK.
Name some of the physical features of coasts.
Explain the location of UK coasts using the four compass directions.
Name features of coasts and label these on a photograph.
Identify human features in a coastal town.
Describe how people use the coast.
Follow a prepared route on a map.
Identify human features on the local coast.
Record data using a tally chart.
Represent data in a pictogram.
Describe how the local coast has been used.

Lesson 1: Where are the seas and oceans surrounding the UK?	Lesson 2: What is the coast?	Lesson 3: What are the features of the Jurassic Coast?	Lesson 4: How do people use Weymouth?	Lesson 5: How do people use our local coast? (Data collection)	Lesson 6: How do people use our local coast? (Findings)
To locate the seas and oceans surrounding the UK.	To explain what the coast is.	To identify the physical features of the coast.	To identify human features on the coast.	To investigate how people use the local coast.	To present findings on how people use the local coast.

Key Vocab	
arch	coastline
aquarium	country
bay	data collection
capital city	fieldwork
city	island
cliff	harbour
coast	human feature

Geography – Year 3 Learning Objectives - Autumn

Why do people live near volcanoes?

Intended outcome of the unit

Name all four layers of the Earth in the correct order, stating one fact about each layer.

Explain one or more ways a mountain can be formed.

Give a correct example of a mountain range and its continent.

Describe a tectonic plate and know that mountains occur along plate boundaries.

Correctly label the features of shield and composite volcanoes and explain how they form.

Name three ways in which volcanoes can be classified.

Describe how volcanoes form at tectonic plate boundaries.

Explain a mix of negative and positive consequences of living near a volcano.

State whether they would or would not want to live near a volcano.

State that an earthquake is caused when two plate boundaries move and shake the ground.

Explain that earthquakes happen along plate boundaries.

List some negative effects that an earthquake can have on a community.

Observe, digitally record and map different rocks using a symbol on a map.

Identify rock types and their origins based on collected data.

Lesson 1: How is the Earth constructed?	Lesson 2: Where are mountains found?	Lesson 3: Why and where do we get volcanoes?	Lesson 4: What are the effects of a volcanic eruption?	Lesson 5: What are earthquakes and where do we get them?	Lesson 6: Where have the rocks around school come from?
To name and describe the layers of the Earth.	To explain how and where mountains are formed.	To explain why volcanoes happen and where they occur.	To recognise the negative and positive effects of living near a volcano.	To explain what earthquakes are and where they occur.	To observe and record the location of rocks around the school grounds and discuss findings.

Key Vocab

active volcano	extinct volcano
climate change	fault line
composite volcano	fault-block mountain
crust	fertile soil
dormant volcano	fold mountain
earthquake	geothermal energy
epicentre	igneous rock

Geography – Year 3 Learning Objectives - Spring

Who lives in Antarctica?

Intended outcome of the unit

Describe what lines of latitude and longitude are, giving an example.

Understand that the Northern and Southern Hemispheres experience seasons at different times.

Define what climate zones are.

Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.

Describe Antarctica's location in the far south of the globe.

State that tourism and research are the two main reasons people visit Antarctica.

Describe equipment researchers might use and clothes they wear.

List some of the research carried out in Antarctica.

State the outcome of Shackleton's expedition.

Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.

Describe a similarity and difference between life in the UK and life in Antarctica.

Confidently use the zoom function on a digital map.

Begin to recall the eight points of a compass, following at least four of them.

Recognise and describe features on their school grounds from an aerial map.

Draw a map of the route they take on an expedition.

State one thing that went well on the expedition and one aspect that did not go as hoped.

Lesson 1: What is climate?	Lesson 2: Where is Antarctica?	Lesson 3: Who lives in Antarctica?	Lesson 4: Who was Shackleton?	Lesson 5: Can we plan an expedition around school?	Lesson 6: How did our expedition go?
To understand the position and significance of lines of latitude.	To describe the location and physical features of Antarctica.	To describe the human features of Antarctica.	To use four-figure grid references to plot Shackleton's route to Antarctica.	To plan a simple route on a map using compass points.	To follow instructions involving compass points and map a simple route.

Key Vocab

climate	ice sheet
climate zone	ice shelf
compass points	iceberg
direction	lines of latitude
drifting ice	lines of longitude
hemisphere	treaty

Geography – Year 3 Learning Objectives - Summer

Are all settlements the same?

Intended outcome of the unit

Locate some cities in the UK.

Describe the difference between villages, towns and cities.

Identify features on an OS map using the legend.

Describe the different types of land use.

Follow a route on an OS map.

Discuss reasons for the location of human and physical features.

Locate some geographical regions in the UK.

Identify and begin to offer explanations about changes to features in the local area.

Describe the location of New Delhi.

Identify some human and physical features in New Delhi.

State some similarities and differences between land use and features in New Delhi and the local area.

Lesson 1: What is a settlement?	Lesson 2: How is land used in my local area?	Lesson 3: Can I explain the location of features in my local area?	Lesson 4: How has my local area changed over time?	Lesson 5: How is land used in New Delhi?	Lesson 6: How does land use in New Delhi compare with my local area?
To describe different types of settlements.	To identify the human and physical features in the local area.	To discuss why physical and human features are in particular locations.	To describe how land use in the local area has changed.	To identify land use in New Delhi.	To compare land use in two different locations.

Key Vocab

agricultural land	facilities
capital city	land use
commercial land	legend
compare	linear
country border	local
county	memorial
dispersed	metro

Geography – Year 4 Learning Objectives - Autumn

Why are rainforests important to us?

Intended outcome of the unit
Describe a biome and give an example.
State the location and some key features of the Amazon rainforest.
Name and describe the four layers of tropical rainforests.
Understand that trees and plants adapt to living in the rainforest and give an example.
Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.
Name one way in which the Amazon is changing.
Articulate why the Amazon rainforest is important.
Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.
Use a variety of data collection methods with support.
Summarise how the local woodland is used and suggest changes to improve the area.

Lesson 1: Where in the world are tropical rainforests?	Lesson 2: What is the Amazon rainforest like?	Lesson 3: Who lives in the rainforest?	Lesson 4: How are rainforests changing?	Lesson 5: How is our local woodland used?: Data collection	Lesson 6: How is our local woodland used?: Findings
To describe and give examples of a biome and find the location and some features of the Amazon rainforest.	To describe the characteristics of each layer of a tropical rainforest.	To understand the lives of indigenous peoples living in the Amazon rainforest.	To describe why tropical rainforests are important and understand the threats to the Amazon.	To understand how local woodland is used using a variety of data collection methods.	To analyse and present findings on how local woodland is used.

Key Vocab	
analyse biome buttress roots canopy layer community data deforestation	drought emergent layer enquiry Equator forest floor global warming greenhouse gas

Geography – Year 4 Learning Objectives - Spring

Where does our food come from?

Intended outcome of the unit
Identify that different foods grow in different biomes and say why.
Explain which food has the most significant negative impact on the environment.
Consider a change people can make to reduce the negative impact of food production.
Describe the intentions around trading responsibly.
Explain that food imports can be both helpful and harmful.
Describe the journey of a cocoa bean.
Locate countries on a blank world map using an atlas.
Use a scale bar correctly to measure approximate distances.
Collect data through an interview process.
Analyse interview responses to answer an enquiry question.
Discuss any trends in data collected.

Lesson 1: How can our food choices impact the environment?	Lesson 2: What does it mean to trade responsibly?	Lesson 3: How do we get our chocolate?	Lesson 4: Where does our food come from?	Lesson 5: Are our school dinners locally sourced?	Lesson 6: Is it better to buy local or imported food?
To explain the impact of food choices on the environment.	To understand the importance of trading responsibly.	To describe the journey of a cocoa bean.	To map and calculate the distance food has travelled.	To design and use data collection methods to find where our food comes from.	To discuss the advantages and disadvantages of buying both locally and imported food.

Key Vocab	
air freight	food miles
carbon footprint	grant
consume	import
distribution	pesticides
export	produce
fertiliser	qualitative
food bank	quantitative

Geography – Year 4 Learning Objectives - Summer

What are rivers and how are they used?

Intended outcome of the unit
Identify water stores and processes in the water cycle.
Describe the three courses of a river.
Name the physical features of a river.
Name some major rivers and their location.
Describe different ways a river is used.
List some of the problems around rivers.
Describe human and physical features around a river.
Identify the location of a river on an OS map.
Make a judgement on the environmental quality in a river environment.
Make suggestions on how a river environment could be improved.

Lesson 1: What is the water cycle?	Lesson 2: How is a river formed?	Lesson 3: Where can we find rivers?	Lesson 4: How are rivers used?	Lesson 5: What can we find out about our local river?	Lesson 6: What features does our local river have?
To describe how the water cycle works.	To recognise the features and courses of a river.	To name and locate some of the world's longest rivers.	To describe how rivers are used.	To identify and locate human and physical features on a map.	To collect data on the features of a local river.

Key Vocab	
condensation	irrigation
delta	leisure
estuary	meander
evaporation	oxbow lake
flooding	percolation
floodplain	precipitation
groundwater	river mouth

Geography – Year 5 Learning Objectives - Autumn

What is like life in the Alps?

Lesson 1: Where are the Alps?	Lesson 2: What is it like in the Alps?	Lesson 3: Why do people visit the Alps?	Lesson 4: What is there to do in our local area?	Lesson 5: How are the Alps different from our local area?	Lesson 6: What is life like in the Alps?
To locate the Alps on a map.	To locate the key physical and human characteristics of the Alps.	To describe the physical and human features of an Alpine region.	To investigate what there is to do in the local area using data collection.	To understand similarities and differences between the local area and an Alpine area.	To understand the human and physical geography of the Alps.

Intended outcome of the unit

Locate the Alps on a world map and identify and label the eight countries they spread through.

Locate three physical and three human characteristics in the Alps.

Research and describe the physical and human features of Innsbruck.

Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.

Compare the human and physical geography of their local area and Innsbruck.

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?'

Key Vocab

atlas	fold mountain
climate	glacier
climate change	hemisphere
coniferous trees	human feature
data	land height
deciduous trees	latitude
enquiry	leisure

Geography – Year 5 Learning Objectives - Spring

Why do oceans matter?

Intended outcome of the unit

Describe the water cycle.

Describe how the ocean is used for human activity.

Explain how the ocean helps to regulate the Earth's climate and temperature.

Identify the Great Barrier Reef as part of Australia.

Describe the benefits of the Great Barrier reef.

Describe how humans impact the oceans and the consequences of this.

Explain some actions that can be taken to help support healthy oceans.

Explain which data collection method would be best for marine fieldwork and why.

Collect data using a tally chart, photographs and a sketch map.

Safely navigate the fieldwork environment.

Make suggestions for how to improve a marine environment.

Present data using a tally chart and pie chart.

Lesson 1: How do we use our oceans?	Lesson 2: What is the Great Barrier Reef?	Lesson 3: Why are our oceans suffering?	Lesson 4: What can we do to help our oceans?	Lesson 5: How littered is our marine environment? – Data collection	Lesson 6: How littered is our marine environment? – Findings
To explain the importance of our oceans.	To locate and describe the significance of the Great Barrier Reef.	To explain the impact humans have on coral reefs and oceans.	To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.	To collect data on the types of litter polluting a marine environment.	To present, analyse and evaluate data collected.

Key Vocab

atmosphere	disposable
biodegradable	ecology
buffer	ecosystem
coral bleaching	erosion
coral reef	geology
decompose	habitat
digital map	human footprint

Geography – Year 5 Learning Objectives - Summer

Would you like to live in the desert?

Intended outcome of the unit

Identify the lines of latitude where hot desert biomes are located.

Describe the characteristics of a hot desert biome.

Locate the largest deserts in each continent.

Describe ways the Mojave Desert is used.

Name and describe the physical features found in a desert.

Identify how humans use the desert.

Explain how human activity may contribute to the changing climate and landscape of a desert.

Recognise that the Mojave Desert has a different time zone to the UK.

Describe some of the threats to deserts.

Give the benefits and drawbacks of living in a desert environment.

Identify characteristics of two contrasting biomes and compare land use.

Discussing if a desert environment is hospitable and why.

Lesson 1: What is a hot desert biome?	Lesson 2: Where are deserts located?	Lesson 3: What physical features are found in a desert?	Lesson 4: How can people use deserts?	Lesson 5: What are the threats to deserts?	Lesson 6: Would you like to live in the desert?
To summarise the characteristics of a desert biome.	To locate and explore features of deserts.	To describe the physical features of a desert environment.	To explain the different ways humans can use deserts.	To describe some of the threats facing deserts.	To explore the similarities and differences between two physical environments.

Key Vocab

agriculture	desertification
airstrip	drought
arid	flash flood
barren	mesa
biome	mining
climate	mushroom rock
desert	national park

Geography – Year 6 Learning Objectives - Autumn

Why does population change?

Intended outcome of the unit

Identify the most densely and sparsely populated areas.

Describe the increase in global population over time.

Begin to describe what might influence the environments people live in.

Define birth and death rates, suggesting what may influence them.

Define migration, discussing push and pull factors.

Explain why some people have no choice but to leave their homes.

Describe the causes of climate change, explaining its impact on the global population.

Suggest an action they can take to fight climate change.

Calculate the length of a route to scale.

Follow a selected route on an OS map.

Use a variety of data collection methods, including using a Likert scale.

Collect information from a member of the public.

Create a digital map to plot and compare data collected from two locations.

Suggest an idea to improve the environment.

Lesson 1: How is the global population changing?	Lesson 2: What are birth and death rates?	Lesson 3: Why do people migrate?	Lesson 4: How is climate change impacting the population?	Lesson 5: How is population impacting our environment?: Data collection	Lesson 6: How is population impacting our environment?: Findings
To understand the change and distribution of the global population.	To define birth and death rates and describe why they change.	To recognise the push and pull factors influencing migration.	To begin to understand the impact climate change can have on the global population.	To collect data showing how population impacts the amount of traffic and litter in an area.	To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.

Key Vocab

air pollution	deforestation
cartogram	digital technologies
climate	fossil fuels
climate change	greenhouse gases
conclusions	impact
death rate	improvements

Geography – Year 6 Learning Objectives - Spring

Where does our energy come from?

Intended outcome of the unit
Describe the significance of energy.
Give examples of sources of energy and their trading routes.
Define renewable and non-renewable energy.
Discuss the benefits and drawbacks of different energy sources.
Describe the significance of the Prime Meridian.
Identify human features on a digital map.
Discuss how transport links have changed over time.
Locate UK cities on a map.
Use six-figure grid references to identify features on an OS map.
Consider and justify the location of energy sources.
Design and use interview questions.
Plot points on a sketch map.

Lesson 1: Why is energy important?	Lesson 2: What is renewable energy?	Lesson 3: How does the United States generate energy?	Lesson 4: How does the United Kingdom generate energy?	Lesson 5: What is the best way to generate energy?	Lesson 6: Where is the best place for a solar panel on the school grounds?
To know why energy sources are important.	To understand the benefits and drawbacks of different energy sources.	To understand how energy is generated in the United States.	To know how energy sources are distributed in an area.	To explain reasons for choosing an energy source.	To collect and present data on where to position a solar panel on the school grounds.

Key Vocab	
biofuel	energy source
coal	hydropower
consumption	natural gas
contour line	non-renewable
crude oil	nuclear power
dam	Prime Meridian
emissions	producer

Geography – Year 6 Learning Objectives - Summer

Can I carry out an independent fieldwork enquiry?

Intended outcome of the unit
Give examples of issues in the local area.
Identify questions to be asked to find the relevant data.
Justify which data collection method is most suitable.
Design an accurate data collection template.
Identify areas along a route that are best for data collection.
Discuss how to mediate potential risks.
Collect data at points located on an OS map.
Manage risks during a fieldwork trip.
Identify any outcomes from data collected.
Map data digitally.
Describe the enquiry process.

Lesson 1: Developing an enquiry question	Lesson 2: Creating data collection methods	Lesson 3: Mapping a route	Lesson 4: Collecting the data	Lesson 5: Analysing the data	Lesson 6: Presenting the data
To develop an enquiry question.	To determine the most effective data collection methods for fieldwork.	To plan a route for a fieldwork trip.	To collect the data to answer the enquiry question.	To determine an answer to the enquiry question.	To present my findings.

Key Vocab	
analyse	impact
audience	improvement
city	issue
data	justify
data collection methods	plot
enquiry	presenting
evidence	process