

Geography Objectives

Topic	EYFS	Year 1	Year 2
<p>Local knowledge</p>	<p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things. To discuss the features of their own immediate environment and how environments might vary from one another</p> <p><u>Vocabulary</u> Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present</p>	<p>To name and locate the world's 7 continents and 5 oceans</p> <p>To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Vocabulary</u> United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, ocean, continent, Arctic, Indian, Pacific, Atlantic, Southern, Africa, Antarctica, Asia, Australia, Europe, North America, South America</p>	<p>To name and locate the world's 7 continents and 5 oceans</p> <p>To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Vocabulary</u> United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, ocean, continent, Arctic, Indian, Pacific, Atlantic, Southern, Africa, Antarctica, Asia, Australia, Europe, North America, South America</p>

Geography Objectives

			(more technical vocabulary may include landscape, physical/human geography)
Place Knowledge	<p>To know about similarities and differences in relation to places, objects, materials and living things. To discuss the features of their own immediate environment and how environments might vary from one another</p> <p><u>Vocabulary</u> Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present</p>	<p>To 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.</p> <p><u>Vocabulary</u> (Plymouth, St Lucia) beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal weather, city, town, village, factory, farm, house, office, port, harbour, shop,</p>	<p>To 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.</p> <p><u>Vocabulary</u> (Plymouth, America, Maldives) beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal weather, city, town, village, factory, farm, house, office, port, harbour, shop,</p>

Geography Objectives

		similarities, differences, map, population, climate	similarities, differences, map, population, climate More technical vocabulary could be used including peak, summit, tourist etc
Human and Physical Geography	<p>To know about similarities and differences in relation to places, objects, materials and living things. To discuss the features of their own immediate environment and how environments might vary from one another</p> <p><u>Vocabulary</u> Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, home,</p>	<p>To 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</p> <p>To use geographical vocabulary relating to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>To use geographical vocabulary relating to key</p>	<p>To 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</p> <p>To use geographical vocabulary relating to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>To use geographical vocabulary relating to key</p>

Geography Objectives

		<p>human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Vocabulary</u></p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal weather, city, town, village, factory, farm, house, office, port, harbour, shop, similarities, differences, map, population, climate, hot, cold, wet, dry</p>	<p>human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Vocabulary</u></p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal weather, city, town, village, factory, farm, house, office, port, harbour, shop, similarities, differences, map, population, climate</p> <p>More technical vocabulary could be used including peak, summit, tourist, seasonal etc</p>
Geographical skills and fieldwork	To recognise that a range of technology is used in places such as homes and schools.	To use world maps, atlases and globes to identify the UK and its countries, as well as	To use world maps, atlases and globes to identify the UK and its countries, as well as

Geography Objectives

	<p>To select and use technology for particular purposes.</p> <p><u>Vocabulary</u> Technology, programme, move, direction, forwards, backwards, route</p>	<p>the countries, continents and oceans studied at this key stage</p> <p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>To devise a simple map and use and construct basic symbols in a key</p> <p>To use simple fieldwork and observational skills to study the human and physical geography of their school, its</p>	<p>the countries, continents and oceans studied at this key stage</p> <p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>To devise a simple map and use and construct basic symbols in a key</p> <p>To use simple fieldwork and observational skills to study the human and physical geography of their school, its</p>
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Geography Objectives

		<p>grounds and surrounding environment</p> <p><u>Vocabulary</u> Map, atlas, globe, symbol, key, ocean, continent, aerial, birds eye view, route, direction, North, South, East, West, human geography, physical geography, locality, material, compass</p>	<p>grounds and surrounding environment</p> <p><u>Vocabulary</u> Map, atlas, globe, symbol, key, ocean, continent, aerial, birds eye view, route, direction, North, South, East, West, human geography, physical geography, locality, material More technical vocabulary may include language associated with specific locations of study</p>
		<p>Cross curricular links: Year 1: Topic link Islands – seas, continents, physical/human geography, map, weather. Castles – countries and capital cities in the UK History – Plot Sir Francis’ Drake voyage on a world map</p>	

Geography Objectives

		<p>Science – Weather patterns/seasonal changes</p> <p>Year 2: Topic links – Plymouth – local area, physical/human geography, countries and capital cities in UK</p> <p>Oceans – seas, physical/human geography</p> <p>Science – Weather, animal habitats</p>
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