

The Sonar Geographer YN-Y6: Subject Leader Overview

Local Knowledge
Geographical Skills & Fieldwork
Place Knowledge
Human & Physical Geography

Year Group	Standardised Objectives
<p style="text-align: center;">Nursery – Development matters</p>	<p>Understanding the world - People, Cultures and Communities</p> <ul style="list-style-type: none"> • Makes connections between the features of his/her family and other families (Pre3) • Notices differences between people (Pre3) • Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos (N) <p>Understanding the world - The Natural World</p> <ul style="list-style-type: none"> • Explores and responds to different natural phenomena in his/her setting and on trips (Pre3) • Talks about what he/she sees, using a wide vocabulary (N)
<p style="text-align: center;">Year R – Development matters</p>	<p>Understanding the world - People, Cultures and Communities</p> <ul style="list-style-type: none"> • Is able to draw information from a simple map <p>Understanding the world - People, Cultures and Communities</p> <ul style="list-style-type: none"> • Recognises some similarities and differences between life in this country and life in other countries <p>Understanding the world - The Natural World</p> <ul style="list-style-type: none"> • Explores the natural world around him/her • Describes what he/she can see, hear and feel whilst outside • Recognises some environments that are different to the one in which he/she lives
<p style="text-align: center;">Year R ELGs</p>	<p>ELG Understanding the world - People, Cultures and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <p>ELG Understanding the world - People, Cultures and Communities</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <p>ELG Understanding the worlds - The Natural World</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Year 1	<ul style="list-style-type: none"> • Know names of 7 continents and 5 oceans • Name 4 countries of the UK and their capitals • Start to use world maps, atlases and globes • Begin to use simple compass directions and locational language • Use aerial photos and plans to recognise landmarks • Draw simple maps eg of school grounds • Talk about similarities and differences between area of UK and non-European area • Talk about daily weather and seasonal weather patterns in the UK • Find hot and cold areas in the world using atlases • Begin to use basic geographical vocabulary eg <i>town, city, beach, forest, sea, mountain</i>
Year 2	<ul style="list-style-type: none"> • Name and locate the world's 7 continents and 5 oceans • Name, locate and identify the 4 countries of the UK, their capital cities and the surrounding seas • Use world maps, atlases and globes • Use simple compass directions and locational language to describe the location of features and routes on a map • Use aerial photos and plans to identify human and physical features • Devise simple maps and create a key using symbols • Identify similarities and differences in human/physical geography between area of UK and non-European area • Identify daily weather and seasonal weather patterns in the UK • Locate and name hot and cold areas in the world in relation to Equator and N/S Poles • Develop geographical vocabulary eg <i>rural, urban vegetation, season</i>
Year 3	<ul style="list-style-type: none"> • Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities • Begin to identify position of latitude, longitude and N/S Hemispheres and Equator • Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic • Begin to identify position of Prime/Greenwich Meridian and time zones • Confidently use world maps, atlases and globes and begin to use digital mapping • Begin to explain geographical similarities and differences (region of UK, European country and N/S America) • Begin to describe some key aspects of physical geography eg <i>climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle</i> • Begin to describe some aspects of human geography eg <i>settlement, land use, distribution of natural resources</i>
Year 4	<ul style="list-style-type: none"> • Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities • Name and locate countries and cities of the UK, describing geographical regions and topographical features • Explore how some aspects of physical and human characteristics have changed over time • Securely use world maps, atlases and globes and use digital mapping • Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs and digital technology • Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically

	<ul style="list-style-type: none"> • Describe and understand aspects of physical geography eg <i>climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle</i> • Describe and understand aspects of human geography eg <i>land use, settlement, economic activity and distribution of natural resources</i>
Year 5	<ul style="list-style-type: none"> • Locate majority of the world's countries using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features • Identify position of latitude, longitude and N/S Hemispheres • Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic • Identify position of Prime/Greenwich Meridian and time zones • Securely use world maps, atlases, globes and digital mapping to build knowledge of the wider world • Observe, record and present human/physical features of local area using maps, sketches, plans, graph, digital technology (numerical, quantitative and writing at length) • Use 8-point compass, grid references and Ordnance Survey maps • Examine geographical similarities and differences (regions of the UK, European country and N/S America) and communicate geographically • Explain key aspects of physical geography (eg <i>climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle</i>) • Explain key aspects of human geography (eg <i>settlement and land use, economic activity and distribution of natural resources</i>) • Understand the interaction between physical and human processes and features
Year 6	<ul style="list-style-type: none"> • Locate world's countries and cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features • Name and locate countries, cities and regions of the UK • Secure understanding of how and why the UK's physical/human features, geographical regions, topographical features and land-use patterns have changed over time • Apply understanding of positional language to explain geographical characteristics • Use digital mapping, 8-point compasses, 4- and 6-digit grid references and Ordnance Survey maps • In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology eg numerical, quantitative, writing at length • Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways • Examine and explain key aspects of physical geography (eg <i>climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle</i>) • Explain key aspects of human geography (eg <i>settlement and land use, economic activity, distribution of natural resources</i>) • Understand the interaction between physical and human processes and features and how these change over time