



# Geography Outcomes



## Our Geography Vision

Geography lessons at Drayton Infants inspire our pupils with a curiosity and fascination about the world and its people which we hope will remain with each child for the rest of their lives. We aim to develop pupils' interest in both their own surroundings and in the variety of physical and human conditions in the wider world. Geography should provide an interesting and exciting way for pupils to engage with both their local area and the fascinating aspects of the world they live in. We believe it is important to provide our children with opportunities to use a range of investigative problem-solving skills both in and outside the classroom, to develop a deeper understanding of geography.

## Outcomes for Geography

Enjoyment of learning	Curious, creative, resourceful, resilient, reflective and collaborative learners	Communicate ideas through discussion and debate	Understanding of the world and develop a sense of belonging	Appreciation of differences in people and places	
Geographical skills	Enquiry and problem solving	Collect and analyse information	Ability to compare places and different cultures	Understanding human and physical features of landscapes	Map and compass skills

### Key Knowledge - EYFS

#### Pupils will know:

##### Subject Specific Knowledge:

- Locational and place knowledge (relevant to individuals)
- Physical geography (weather, seasons and environments local to individuals)
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##### Subject Specific Vocabulary:

- mountain, stream, road, motorway, hill, city
- weather names
- Season names
- Hometown names /local village and road names
- Local landmark names
- Similarities and differences
- Directional language

### Key Skills - EYFS

#### Pupils will be able to:

- know about similarities and differences in relation to places, object, materials and living things.
- Know that they live in England and their country of origin, if different.
- Know that places have different characteristics and begin to use vocabulary such as hotter, colder, countryside.
- Use vocabulary such as mountain, stream, road, motorway, hill, city
- Notice and discuss changes in the weather and how it affects us.
- Know the names of the 4 seasons and discuss the different effects of the seasons.
- Make observations of animals & plants & explain why some things occur, & talk about changes.
- Make maps to be used in small world and role-play.
- Talk about similarities and differences from photos and immediate environment.

### Key Knowledge – Year 1

#### Pupils will know:

##### Subject Specific Knowledge:

- Locational Knowledge
- Place Location
- Human and physical geography
- Geographical Skills and Fieldwork

##### Subject Specific Vocabulary:

- Country names
- capital city names
- landmark names

### Key Skills – Year 1

#### Pupils will be able to:

- Name, locate and identify characteristics of all four countries and their capital cities within the UK and name its surrounding seas.
- Understand the differences between our local environment and a similar sized country outside of the EU.
- Identify seasonal and daily weather patterns in the UK and compare them to countries with hotter and colder weather- Ecuador and North/South Pole.

<ul style="list-style-type: none"> <li>• weather types</li> <li>• map vocabulary</li> <li>• directional language</li> <li>• similarities and differences</li> <li>• continents</li> <li>• ocean names</li> </ul>	<ul style="list-style-type: none"> <li>• Use aerial photos and plans to recognise popular landmarks and basic human and physical features</li> <li>• Devise a simple map and use and construct a basic symbols key</li> <li>• Use simple fieldwork and observational skills to study the geography of our school and its grounds. Taking note of the human and physical features within it and also surrounding it.</li> </ul>
<b>Key Knowledge – Year 2</b> <b>Pupils will know:</b>	<b>Key Skills – Year 2</b> <b>Pupils will be able to:</b>
<p>Subject Specific Knowledge:</p> <ul style="list-style-type: none"> <li>• Locational Knowledge</li> <li>• Place Location</li> <li>• Human and physical geography</li> <li>• Geographical Skills and Fieldwork</li> </ul> <p>Subject Specific Vocabulary:</p> <ul style="list-style-type: none"> <li>• natural/physical features (beaches, mountains, volcanoes, rivers, soil, valleys, forests, etc) and man-made/human features (cities, buildings, towns, farms, shops, harbours, factories, etc)</li> <li>• North South East West (directional language)</li> <li>• Country names</li> <li>• capital city names</li> <li>• landmark names</li> <li>• weather types</li> <li>• map vocabulary</li> <li>• similarities and differences</li> <li>• continents</li> <li>• ocean names</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the world’s seven continents and the five oceans.</li> <li>• Understand and explain the similarities and differences between human and physical environments of a small area in a contrasting country outside the EU.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as its counties, continents and oceans.</li> <li>• Use simple compass directions (NSEW) and locational and directional language to describe location and features and routes on a map.</li> </ul>
<b>Key Knowledge – KS2</b> <b>Our Pupils will be moving on to:</b>	<b>Key Skills – KS2</b> <b>Our Pupils will be moving on to:</b>
<ul style="list-style-type: none"> <li>• Locate the world’s countries, to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>

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| <ul style="list-style-type: none"><li>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li></ul> |  |
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