

NATIONAL CURRICULUM OVERVIEW GEOGRAPHY

| Geography KS1 NC Objectives | Land Ahoy! | Unity in the Community | Come Fly With Me! Arctic Circle | Never Eat Shredded Wheat | Paddington's Passport |
|---|------------|---------------------------|---------------------------------------|--------------------------------|--------------------------|
| Name and locate the world's seven continents and five oceans | | | | | |
| Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | | | | | |
| Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country | | | | | |
| Identify seasonal and daily weather patterns in the United Kingdom | | | | | |
| Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | | | | | |
| Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | | | | | |







NATIONAL CURRICULUM OVERVIEW GEOGRAPHY

| Geography KS1 NC Objectives | Land Ahoy! | Unity in the Community | Come Fly With Me! Arctic Circle | Never Eat Shredded Wheat | Paddington's Passport |
|--|------------|---------------------------|---------------------------------------|--------------------------------|--------------------------|
| Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | | | | |
| Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | | | | | |
| Use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map | | | | | |
| Use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key | | | | | |
| Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment. | | | | | |



