



Geography Overview

Units covered across 2 years:

<u>Year A</u>					
	R/1	1/2/3	3/4	4/5	6
Autumn	Africa	Oceania	Oceania	South America - rural	Asia – India
Spring	The United Kingdom	Climate and Weather	Climate and Weather	Volcanoes and Earthquakes	Human Impact – transport and air pollution
Summer	Village	Local Area - Fieldwork	Fens	Farming	Local study – weather patterns

EYFS:

<i>Early Learning Goals</i>	
<i>Understanding the World</i>	<ul style="list-style-type: none"> • Draw information from simple maps • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one they live in..



Progression of skills:

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Geographical enquiry</i>	<p>To ask and respond to simple closed questions.</p> <p>To use information books/pictures as sources of information.</p> <p>To explore their surroundings</p> <p>To make observations about where things are e.g. within school or local area.</p>	<p>To ask and respond to open questions.</p> <p>To use books, stories, maps, pictures/photos and internet as sources of information.</p> <p>To investigate their surroundings</p> <p>To make simple comparisons between features of different places.</p>	<p>To begin to ask/initiate geographical questions.</p> <p>To use books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>To begin to collect and record evidence</p> <p>To use the correct geographical words to describe a place and the events that happen there</p>	<p>To ask and respond to questions and offer their own ideas.</p> <p>To investigate places at more than one scale</p> <p>To collect and record evidence with some aid</p> <p>To analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>To begin to suggest questions for investigating</p> <p>To begin to use primary and secondary sources of evidence in their investigations.</p> <p>To collect and record evidence</p> <p>To analyse evidence and draw conclusions e.g. compare historical maps of varying scales</p>	<p>To suggest questions for investigating</p> <p>To use primary and secondary sources of evidence in their investigations.</p> <p>To analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>
<i>Locational knowledge</i> <i>Place knowledge</i>	<p>To follow directions (Up, down, left/right, forwards/backwards)</p> <p>To be able to point out where the Equator, North Pole and South Pole are on a globe or Atlas</p> <p>To name the countries of the UK.</p>	<p>To use North, South, East and West.</p> <p>To be able to name the continents of the world and find them in an atlas</p> <p>To be able to name the world's oceans and find them in an atlas</p> <p>To be able to name the capital cities of England, Wales, Scotland and Ireland</p> <p>To be able to find where they live on a map of the UK</p> <p>To identify regions of the UK.</p> <p>To be able to locate and name some of the main islands that surround the UK</p>	<p>To use 4 compass points to follow/give directions:</p> <p>To use letter/no. co-ordinates to locate features on a map.</p> <p>To know the difference between the British Isles, Great Britain and the UK</p> <p>To be able to name cities in the UK and locate them on a Map</p> <p>To be able to name and locate European countries</p> <p>To compare a UK region and a European region.</p>	<p>To begin to use 8 compass points;</p> <p>To begin to use 4 figure coordinates to locate features on a map</p> <p>To compare a UK region with a non-European region.</p>	<p>To use 8 compass points;</p> <p>To use 4 figure co-ordinates confidently to locate features on a map.</p> <p>To be able to locate and name the main countries in south America on a world map and atlas</p> <p>To be able to identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles, the prime Greenwich meridian and time zones (including day and night)</p>	<p>To use 8 compass points confidently and accurately;</p> <p>To begin to use 6 figure grid refs;</p> <p>To use latitude and longitude on atlas maps.</p> <p>To recognise the climate of a given country according to its location on the map</p> <p>To recall the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles, the prime Greenwich meridian and time zones (including day and night)</p> <p>To be able to explain how the time zones work</p>
<i>Human Geography</i>	<p>To use photos and plans to identify human features.</p>	<p>To identify human features of the local area on a map.</p> <p>To compare two different places.</p>	<p>To be able to explain why people may choose to live in a village rather than a city</p>	<p>To be able to confidently describe human features in a locality</p>	<p>To be able to explain how a location fits into its wider geographical location; with reference to human economical features</p>	<p>To describe the human similarities and differences between two areas.</p> <p>To be able to map land use</p>



	<p>To be able to begin to explain why they would wear different clothes at different times of the year</p> <p>To be able to say something about the people who live in cold places</p> <p>To be able to explain what they might wear if they live in a very cold place</p> <p>To be able to describe some human features of their own locality, such as jobs people do</p> <p>To describe the human similarities and differences in their local area.</p>	<p>To be able to explain how the jobs people do may be different in different parts of the world</p> <p>To discuss human impact on an area.</p>	<p>To compare their lives with another.</p> <p>To be able to describe the main features of a well-known city</p>	<p>To be able to explain how a locality has changed over time with reference to human features</p> <p>To be able to suggest different ways that a locality could be changed and improved</p>	<p>To be able to explain what a place might be like in the future, taking account of issues impacting on human features</p>	<p>To explain how human activity has caused an environment to change</p> <p>To explain the term sustainable development</p>
Physical Geography	<p>To use photos and plans to identify physical features.</p> <p>To be able to explain the main features of a cold place</p> <p>To be able to explain how the weather changes with each season</p> <p>To make plausible predictions about the weather for later in the day or the next day.</p> <p>To describe the physical similarities and differences in their local area.</p>	<p>To use geographical language to describe places.</p> <p>To identify physical features of the local area.</p> <p>To be able to describe a place outside Europe using geographical words.</p> <p>To label an image using geographical language.</p>	<p>To describe the local physical features.</p> <p>To identify rivers and mountains.</p> <p>To describe the water cycle.</p> <p>To be able to describe the main physical differences between cities and villages</p> <p>To explain how a river is formed.</p>	<p>To describe how a place has changed over time.</p> <p>To label rivers and mountains.</p> <p>To describe how the local area has changed over time.</p>	<p>To be able to explain how a location fits into its wider geographical location; with reference to physical features</p> <p>To be able to explain why many cities of the world are situated by rivers</p> <p>To be able to explain why water is such a valuable commodity</p> <p>To explain how volcanoes are created.</p> <p>To explain what a climate zone is.</p> <p>To explain how unpredictable weather occurs.</p>	<p>To describe the physical similarities and differences between two areas.</p> <p>To describe how climate can vary across the world.</p> <p>To explain what a biome is.</p> <p>To compare different biomes</p> <p>To explain what a vegetation belt is.</p> <p>To describe the impact of unpredictable weather.</p>
Maps	<p>To use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p>To use picture maps and simple drawn maps.</p> <p>To describe a route on a map.</p>	<p>To begin to understand the need for a key.</p> <p>To use class agreed symbols to make a simple key.</p>	<p>To know why a key is needed.</p> <p>To use standard symbols.</p> <p>To use large scale OS maps to examine the local area.</p>	<p>To recognise some symbols on an OS map.</p> <p>To use large and medium scale OS maps to identify features of the local area.</p> <p>To use junior atlases.</p>	<p>To use/recognise OS map symbols</p> <p>To draw a sketch map using symbols and a key;</p>	<p>To use atlas symbols.</p> <p>To use a scale to measure distances.</p> <p>To draw/use maps and plans at a range of scales.</p>



		<p>To discuss how maps are created from a bird's eye view.</p> <p>To use teacher drawn base maps.</p> <p>To use an infant atlas</p>	<p>To begin to use the contents and index pages in junior atlases.</p> <p>To identify some features on aerial/oblique photographs.</p>	<p>To use map sites on internet.</p> <p>To identify features on aerial/oblique photographs.</p>	<p>To find/recognise places on maps of different scales. (E.g. Amazon river)</p> <p>To use index and contents page within atlases.</p>	<p>To confidently use an atlas.</p>
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