Geography Long Term Overview

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|  | **Locational and Place knowledge** | **Human and Physical Geography** | **Geographical Skills:**  **Enquiry and Investigation** | **Geographical Skills: Fieldwork** | **Geographical Skills: Interpret a Range of Sources of Geographical Information** | **Geographical Skills: Communicate Geographical Information** |
| Nursery | • Communication - Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Mapping - Begins to remember their way around familiar environments. Responds to some spatial and positional language. • Fieldwork -Explores how things look from different viewpoints including things that are near or far away. • Enquiry - Notices detailed features of objects in their environment. | | | | | |
| EYFS | Communication: talk about the features of different places (familiar/other places), talk about patterns and change in relation to places with which they are familiar. • Mapping: know about features of different places, recognise and talk about the features in familiar/other places. • Fieldwork: look closely at similarities and differences between different places (familiar/other places), make simple comparisons. • Enquiry: comment and ask questions about familiar places/other places, and about familiar/other people. • Use of Technology: use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places. | | | | | |
| Year 1 | * Name and locate some places in their locality, the UK and wider world. | * Describe some places and features using basic geographical vocabulary. * Express their views on some features of their environment e.g. what they do or do not like. | * Ask and answer simple geographical questions. * Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. | * Observe and describe daily weather patterns. * Use simple fieldwork and observational skills when studying the geography of their school and its grounds. | * Use a range of sources such as simple maps, globes, atlases and images. * Know that symbols mean something on maps. | * Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. * Draw, speak or write about simple geographical concepts such as what they can see where. |
| Year 2 | * Name and locate significant places in their locality, the UK and wider world. | * Describe places and features using simple geographical vocabulary. * Make observations about features that give places their character. | * Ask and answer simple geographical questions when investigating different places and environments. * Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments. | * Identify seasonal and daily weather patterns. * Develop simple fieldwork and observational skills when studying the geography of their school and local environment. | * Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. * Use simple compass directions as well as locational and directional language when describing features and routes. | * Express views about the environment and can recognise how people sometimes affect the environment. * Create their own simple maps and symbols. |
| Year 3 | * Name and locate a wider range of places in their locality, the UK and wider world. | * Use geographical language to describe some aspects of human and physical features and patterns. * Make observations about places and features that change over time. | * Ask and answer more searching geographical questions when investigating different places and environments. * Identify similarities, differences and patterns when comparing places and features. | * Observe, record, and name geographical features in their local environments. | * Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. * Use the eight compass points and recognise some Ordnance Survey symbols on maps. | * Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. * Communicate geographical information through a range of methods including the use of ICT. |
| Year 4 | * Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. | * Use geographical language to identify and explain some aspects of human and physical features and patterns. * Describe how features and places change and the links between people and environments. | * Ask and respond to more searching geographical questions including ‘how?’ and ‘why?’ * Identify and describe similarities, differences and patterns when investigating different places, environments and people. | * Observe, record, and explain physical and human features of the environment. | * Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. * Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. | * Express their opinions on environmental issues and recognise that other people may think differently. * Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. |
| Year 5 | * Name and locate an increasing range of places in the world including globally and topically significant features and events. | * Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. * Demonstrate understanding of how and why some features or places are similar or different and how and why they change. | * Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? * Recognise geographical issues affecting people in different places and environments. | * Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. | * Use a range of maps and other sources of geographical information and select the most appropriate for a task. * Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. | * Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. * Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. |
| Year 6 | * Name and locate an extensive range of places in the world including globally and topically significant features and events. | * Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. * Explain some links and interactions between people, places and environments. | * Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? * Make predictions and test simple hypotheses about people, places and geographical issues. | * Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. | * Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. * Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. | * Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. * Communicate geographical information using a wide range of methods including writing at increasing length. |