



Skerton St Luke's CE Primary School

Subject Leader Overview for Geography



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Hot and cold areas of the world</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪ Investigate through observation and description. Recognise differences between their own and others' lives.. 			<p>UK countries and capital cities</p> <ul style="list-style-type: none"> ▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ Use a postcode to find a place on a digital map. ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps e.g. buildings, roads and fields. 	<p>Fieldwork in the school grounds</p> <ul style="list-style-type: none"> ▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. ▪ Use simple compass directions (NSEW). ▪ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. ▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	
Year 2	<p>Small area of the UK - where I live and play</p>		<p>Small area in a contrasting non-European country</p>		<p>Seasonal and daily weather</p> <ul style="list-style-type: none"> ▪ Speak and write about, draw, observe and describe simple 	

	<ul style="list-style-type: none"> ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Follow a route on a map starting with a picture map of the school. ▪ Recognise that maps need titles. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Know which direction is North on an OS map. ▪ Draw a simple map e.g. of a garden, route map, place in a story. ▪ Use and construct basic symbols in a map key. 		<ul style="list-style-type: none"> ▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ Use a postcode to find a place on a digital map. ▪ Add simple labels to a digital map. ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ▪ Use programmable toys or sprites to move around a course/screen following simple directional instructions. ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. ▪ Describe and label electronic images produced. 		<p>geographical concepts such as what they can see where.</p> <ul style="list-style-type: none"> ▪ Notice and describe patterns. ▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	
Year 3	<p>The region where I live (UK); OS mapwork plus fieldwork in the local area</p> <ul style="list-style-type: none"> ▪ Use a wider range of maps (including digital), atlases 		<p>Key aspects of volcanoes and earthquakes</p> <ul style="list-style-type: none"> ▪ Describe and understand key aspects of: 		<p>A region in the UK - Lake District</p> <ul style="list-style-type: none"> ▪ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when 	

	<p>and globes to locate countries and features studied.</p> <ul style="list-style-type: none"> ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. <p>Use</p> <ul style="list-style-type: none"> ▪ the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. 		<p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. 		<p>investigating places and processes</p> <ul style="list-style-type: none"> ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. 	
<p>Year 4</p>		<p>Rubbish and recycling - environmental study</p> <ul style="list-style-type: none"> ▪ Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes 		<p>Contrasting region in a European country</p> <p>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</p>	<p>Key aspects of rivers</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> – physical geography, including: rivers, earthquakes, and the water cycle. ▪ Use maps at more than one scale. 	

		<ul style="list-style-type: none"> Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. 		<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. <ul style="list-style-type: none"> publications e.g. holiday brochures, leaflets, town plans. Use maps at more than one scale. Recognise that larger scale maps cover less area. Make and use simple route maps. Recognise patterns on maps and begin to explain what they show. Use the index and contents page of atlases. Label maps with titles to show their purpose Recognise that contours show height and slope. Use 4 figure coordinates to locate features on maps. Create maps of small areas with features in the correct place. Use plan views. 	<ul style="list-style-type: none"> Recognise that larger scale maps cover less area. Make and use simple route maps. Recognise patterns on maps and begin to explain what they show. Use the index and contents page of atlases. Label maps with titles to show their purpose Recognise that contours show height and slope. Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. Use the zoom facility on digital maps to locate places at different scales. Add a range of text and annotations to digital maps to explain features and places. View a range of satellite images Add photos to digital maps. Draw and follow routes on digital maps. 	
Year 5	UK cities, counties and key features – research <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom. Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. 	World food - where does food come from? <p>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.</p> <p>Ask and answer questions that are more causal e.g. Why is that happening in that</p>			Contrasting region - Amazon Basin, rainforest, biomes <p>Describe and understand key aspects of:</p> <p>-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>	

	<ul style="list-style-type: none"> ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? 	<p>place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p> <ul style="list-style-type: none"> ☒ Make predictions and test simple hypotheses about people and places. Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ☒ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. ☒ Use wider range of labels and measuring tools on digital maps. ☒ Start to explain satellite imagery. 			<p>earthquakes, and the water cycle.</p> <ul style="list-style-type: none"> ☒ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ☒ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ☒ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ☒ Investigate electronic links with schools/children in other places e.g. email/video communication. 	
<p>Year 6</p>	<p>World's countries and key features – research</p> <ul style="list-style-type: none"> ☒ Name and locate countries and cities of the United Kingdom. ☒ 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). Use a wide range of maps, atlases, globes and digital maps to locate 				<p>Human geography, land use, economic activity, OS mapwork</p> <p>-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</p> <ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and 	

<p>countries and features studied.</p> <ul style="list-style-type: none">☐ Relate different maps to each other and to aerial photos.☐ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.☐ Create sketch maps using symbols and a key.☐ Use a wider range of OS symbols including 1:50K symbols.☐ Know that different scale OS maps use some different symbols.				<p>other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</p> <ul style="list-style-type: none">■ Interpret data collected and present the information in a variety of ways including charts and graphs.
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