



Geography Overview

	Autumn	Spring	Summer
EYFS FS2	<p><u>Fabulous Me</u> <u>Time for Change</u></p> <p>I can talk about members of my immediate family and community: (Describe family members ... grandparent, older, younger)</p> <p>I can begin to understand that there are many different types of families ...</p> <p>I can name and describe people who are familiar to me (Introduction to site manager / other class teachers)</p> <p>I can begin to know other people in the school / local community... (site manager, office manager, lolly pop person etc)</p> <p>I can continue to develop an awareness of different occupations linked to personal experiences (focus texts)</p> <p>I can begin to understand that some places are special to members of my community</p> <p>I can talk about special places visited with my family... (places of worship visited by children)</p> <p>Experience and explore weather through the changing seasons: □ Summer into Autumn □ Autumn into Winter □ Begin to compare</p> <p>I can experience, explore and identify the seasonal changes (the natural world at autumn time)</p>	<p><u>Wonderful Water & Super Heroes & Villains</u></p> <p>I can continue to develop an awareness of different occupations: (Different jobs, Fisherman, Doctor/Nurse, Pilot)</p> <p>I can talk about members of immediate family:</p> <p>I can talk about family jobs / roles and responsibilities</p> <p>I can identify similarities and differences</p> <p>I can name and describe people who are familiar to me in the local community</p> <p>I can talk about how I know them / what they do</p> <p>I can understand that some places are special to members of their community</p> <p>I can visit school linked church</p> <p>I can Identify features of different story settings – <i>water, iceberg, arctic, lighthouse, beach, house, island ...</i></p> <p>I can recognise some similarities and differences between life in this country and other countries</p> <p>I can study winter time in different countries – videos / photographs / non-fiction texts ... <i>country, sea, land</i></p>	<p><u>Gracious Growing</u> <u>Awesome Animals</u></p> <p>I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>I can describe features of local community – special places</p> <p>I can describe story settings using correct terminology</p> <p>I can create simple story maps and use in imaginative play</p> <p>I can create map from reception to Y1</p> <p>I can explore the natural world around them and make observations</p> <p>I can observe and identify key characteristics of different seasons – Spring into Summer □</p> <p>I can identify the four seasons and their key characteristics</p> <p>I can compare and contrast two different environments</p> <p>I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>

	<p>I can begin to identify some local tree species ... nature, natural, autumn ...</p> <p>I can describe what they see, hear and feel ... (shape and colours words e.g. long, spiky, gold, rust, orange)</p>	<p>I can Introduce map drawing, travelling from place to place: (Penguin visiting different places, Noi looking for whale, Dad □</p> <p>I can tell you and draw my walk from school to local park ... <i>map, journey, points of interest</i> ...</p> <p>I can explore the natural world around me</p> <p>I can observe and identify key characteristics of different seasons Winter / Spring</p> <p>I can begin to identify that there are four seasons</p> <p>I can explore the effect of changing seasons on the natural world around me</p> <p>I can explore animals that hibernate during the Winter</p> <p>I can identify British winter animals (<i>hibernation</i>)</p> <p>I can explore arctic animals, name and identify key features (Categorise by habitat / mobility / babies / sleeping habits)</p>	<p>I can explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>I can understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Year 1	<p><u>Our School and the Local Area - Parkgate</u></p> <p>I can describe my locality (Parkgate) using words and pictures. (PG)</p> <p>I can say what I like about the locality (Parkgate). (GE)</p> <p>I can name key features associated with a town or village, eg, church, farm, shop, and house. (PG)</p> <p>I can name key features associated with a town or village, eg, factory, detached</p>	<p><u>The United Kingdom and Weather Patterns</u></p> <p>I can use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>I can name the four countries making up the United Kingdom. (GK)</p> <p>I can name some of the main towns and cities in the United Kingdom. (GK)</p> <p>I can name a few cities and towns in the south and north of the UK. (Challenge)</p>	<p><u>Seas and Coasts Around the World</u></p> <p>I can name the seas that surround the UK.</p> <p>I can use aerial photographs to recognise basic human and physical features.</p> <p>I can use basic geographical vocabulary to refer to human and physical features.</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small</p>

	<p>house, semi- detached house, terrace house. (Challenge)</p> <p>I can use simple compass directions (North, South, East and West).</p> <p>I can devise a simple map and use basic symbols to construct a key.</p> <p>I can use simple fieldwork and observational skills to study the geography of our school and its grounds.</p> <p>I can use basic geographical vocabulary to refer to human and physical features.</p> <p>I can identify human and physical features in school and around Parkgate.</p> <p>I can use locational and directional language to describe the location of features on a map.</p>	<p>I can identify seasonal and daily weather patterns in the United Kingdom.</p> <p>I can explain how the weather changes with each season. (PG)</p> <p>I can answer questions about the weather. (GE)</p> <p>I can point out where the equator, north pole and south pole are on a globe or atlas. (GK)</p> <p>I can identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the equator and North and South Poles.</p>	<p>area in the UK and of a small area in a contrasting non-European country.</p> <p>I can use simple compass directions (North, South, East and West).</p>
<p>Year 2</p>	<p><u>Continents and Oceans of the World</u></p> <p>I can name the continents of the world and find them in an atlas. (GK)</p> <p>I can name the world's oceans and find them in an atlas. (GK)</p> <p>I can name the main cities of England, Wales, Scotland and Ireland. (GK)</p> <p>I can find where I live on a map of the UK. (GK)</p> <p>I can discuss if people ever spoil the area and how. (HG)</p> <p>I can discuss how people try to make the area better and how. (HG)</p> <p>I can explain what facilities a town or village might need. (HG)</p> <p>I can describe a place outside Europe using geographical words. (PG)</p>	<p><u>An Island Home – Comparisons with a Caribbean island</u></p> <p>I can find out about a locality by using different sources of evidence. (GE)</p> <p>I can say what they like and don't like about my locality and another locality like the seaside. (GE)</p> <p>I can describe some of the features associated with an island. (PG)</p> <p>I can describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, and valley. (PG)</p> <p>I can identify hot and cold places in relation to the equator (GK)</p> <p>I can use a map, photographs, film or plan to describe a contrasting locality outside Europe. (Challenge)</p>	<p><u>Local Area of Parkgate</u></p> <p>I can label a diagram or photograph using some geographical words. (GE)</p> <p>I can say what they like and don't like about my locality and another locality like the seaside. (GE)</p> <p>I can describe some physical features of their locality. (GE)</p> <p>I can explain what makes a locality special. (PG)</p> <p>I can describe some places which are not near the school. (PG)</p> <p>I can describe some human features of my locality, such as the jobs people do. (HG)</p> <p>I can point out the North, South, East and West associated with maps and compass. (Challenge)</p>

	<p>I can describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, and valley. (PG)</p> <p>I can find the longest and shortest route using a map. (Challenge)</p> <p>I can make inferences by looking at a weather chart. (Challenge)</p>		
Year 3	<p><u>Geographical Knowledge</u></p> <p>I can name and locate some well-known European countries. (GK)</p> <p>I can use maps and atlases appropriately by using contents and indexes. (GK)</p> <p>I can understand the difference between the British Isles, Great Britain and the UK. (GK)</p> <p>I can learn the countries that make up the European Union. (GK)</p> <p>I can name up to six cities in the UK and locate them on a map. (GK)</p> <p>I can locate and name some of the main islands that surround the UK. (GK)</p> <p>I can name the areas of origin of the main ethnic groups in the UK and in my school. (GK)</p> <p>I can name and locate the capital cities of neighbouring European countries. (GK)</p> <p>I can name the counties that make up the North West. (Challenge)</p>	<p><u>Map Work</u></p> <p>Using the Parkgate Primary School Orienteering Scheme:</p> <p>I can begin to use 4 figure grid references. (GE)</p> <p>I can accurately plot NSEW on a map. (GE)</p> <p>I can use some basic OS map symbols. (GE)</p> <p>I can recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE). (GE)</p> <p>I know that an atlas index is written in alphabetical order (GE)</p>	<p><u>The Mediterranean</u></p> <p>I can confidently describe human features in a locality. (HG)</p> <p>I can explain why a locality has certain human features. (HG)</p> <p>I can explain why a place is like it is. (HG)</p> <p>I can explain how the lives of people living in the Mediterranean would be different to mine. (HG)</p> <p>I can explain how people's lives vary due to weather. (Challenge)</p> <p>I can name the two largest seas around Europe. (Challenge)</p>
Year 4	<p><u>Exploring Madagascar</u></p> <p>I can use correct geographical words to describe a place and the things that happen there (GE)</p> <p>I can recognise and use the 8 points of the compass to navigate around a map of</p>	<p><u>Volcanoes</u></p> <p>I describe and compare the main physical and human features of a country. (PG)</p> <p>I can explain why people are attracted to living by a volcano (HG)</p> <p>I can describe how volcanoes have an</p>	<p><u>Rainforests</u></p> <p>I can locate the Tropic of Cancer and the Tropic of Capricorn. (GK)</p> <p>I can name and locate the main rainforests of the world on a world map (GK)</p>

	<p>the world (N,NW, W, S, SW, SE, E, NE) (PG)</p> <p>I can describe and understand key aspects of climate zones, biomes and vegetation. (PG)</p> <p>I can use maps to locate countries and describe features (GN)</p> <p>I can understand geographical similarities and differences through human and physical geography between two regions (PK)</p> <p>I can identify the position and significance of the tropic of cancer and tropic of capricorn. (GK)</p> <p>I can use a 4 figure grid reference (PG)</p> <p>I can describe and understand key aspects of human geography including trade links and the distribution of natural resources including energy, food, minerals and water. (HG)</p>	<p>impact on people's life. (HG)</p> <p>I can use an atlas to find some countries on the Eurasian, African and Pacific plates? (GK)</p> <p>I can use an atlas to find a country or city that is close to or on a plate boundary(GK)</p> <p>I can show the ring of fire on a globe. (GK)</p> <p>I can describe how volcanoes are created. (PG)</p> <p>I can locate and name some of the world's most famous volcanoes. (GK)</p> <p>I can locate the Tropic of Cancer and the Tropic of Capricorn (GK)</p> <p>I can use appropriate symbols to represent different physical features on a map (PG)</p>	<p>I can describe and understand the key aspects of physical geography including: layers of vegetation in the rainforests. (PG)</p> <p>I can describe and understand the key aspects of physical geography including: climate zones of the Amazon rainforest and I can compare this to the UK. (PG)</p> <p>I can describe and understand the key aspects of human geography including: types of settlements of the rainforest and land use (HG)</p> <p>I can explain how rainforests have changed over time with reference to physical features (GK)</p>
<p>Year 5</p>	<p><u>North America.</u></p> <p>I can find possible answers to my geographical questions. (GE)</p> <p>I can locate the USA and Canada on a world map and atlas. (GK)</p> <p>I can collect information about a place and use it in a report. (GE)</p> <p>I can plan a journey to a place in another part of the world, taking account of distance and time. (GE)</p> <p>I can explain why people are attracted to living by rivers. (HG)</p> <p>I can explain why many cities of the world are situated by rivers. PG</p>	<p><u>Different environments</u></p> <p>I can explain how the water cycle works. PG</p> <p>I can explain why water is such a valuable commodity. PG</p> <p>I can name and locate many of the world's major rivers on maps. GK</p> <p>I can map land use in the Parkgate area. (GE)</p> <p>I can explain how Parkgate fits into its wider geographical location; with reference to physical features. (PG)</p> <p>I can explain how Parkgate fits into its wider geographical location; with reference to human and economical features. (HG,</p>	<p><u>Compare and contrast localities</u></p> <p>I can locate and name the main countries in South America on a world map and atlas. (GK)</p> <p>I can explain what a place might be like in the future, taking account of issues impacting on human features. (HG)</p> <p>I can work out an accurate itinerary detailing a journey to another part of the world. (Challenge)</p>

	<p>I can report ways in which humans have both improved and damaged the environment. (Challenge)</p>	<p>I can begin to recognise the climate of a given country according to its location on the map. (Challenge)</p>	
<p>Year 6</p>	<p><u>Investigating Rivers</u></p> <p>I can confidently explain scale and use maps with a range of scales. (GE)</p> <p>I can choose the best way to collect information needed and decide the most appropriate units of measure as part of a field trip to Rivacre Valley, Ellesmere Port. (GE)</p> <p>I can make careful measurements and use the data as part of a field trip to Rivacre Valley, Ellesmere Port. (GE)</p> <p>I can give extended description of the physical features of different places around the world by comparing Bangladesh and the UK. (PG)</p> <p>I can describe how some places are similar and others are different in relation to their human features by comparing Bangladesh and the UK. (PG)</p> <p>I can give an extended description of the human features of different places around the world by comparing Bangladesh and the UK. (HG)</p> <p>I can describe how some places are similar and others are different in relation to their physical features. (HG)</p> <p>I can explain how human activity has caused an environment to change including the resilience plan to address localised flooding in Parkgate. (Challenge)</p>	<p><u>Mountain Environments</u></p> <p>I can give extended description of the physical features of different places around the world. (PG)</p> <p>I can describe how some places are similar and others are different in relation to their human features. (PG)</p> <p>I can give an extended description of the human features of different places around the world. (HG)</p> <p>I can describe how some places are similar and others are different in relation to their physical features. (HG)</p> <p>I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles. (GK)</p> <p>I can explain how the time zones work. (GK)</p> <p>I can plan a journey to another part of the world which takes account of time zones. (Challenge)</p>	<p><u>Differences between physical and human geography</u></p> <p>I can use OS maps to answer questions including Neston and Parkgate. (GE)</p> <p>I can use maps, aerial photos, plans and web resources to describe what a locality might be like. (GE)</p> <p>I can accurately use a 4/6 figure grid reference. (PG)</p> <p>I can create sketch maps when carrying out a field study including Neston and Parkgate. (PG)</p> <p>I can recognise key symbols used on ordnance survey maps. (GK)</p> <p>I can use a range of self selected resources to answer questions. (Challenge)</p>

GE = Geographical Enquiry. PG = Physical Geography. HG = Human Geography. GK = Geographical Knowledge.