

**SUBJECT – GEOGRAPHY**  
Whole School Overview



<b>Year group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>	<b>LOCAL ENVIRONMENT</b>		<b>COMPARING LOCAL ENVIRONMENTS</b>	<b>COMPARING LOCAL ENVIRONMENTS</b>	<b>COMPARING LOCAL ENVIRONMENTS</b>	<b>PHYSICAL ENVIRONMENT</b>
<b>1</b>	<b>COMPARE FEATURES OF FAMILIAR PLACES</b>		<b>SIMPLE MAPS</b>	<b>GEOGRAPHICAL QUESTIONING</b>	<b>OBSERVING LOCAL ENVIRONMENT</b>	
<b>2</b>	<b>FEATURES OF LOCALITY (UK)</b>	<b>MAPS</b>		<b>HUMAN FEATURES OF LOCAL AREA</b>		
<b>3</b>		<b>PHYSICAL LANDSCAPE</b>	<b>GEOGRAPHICAL TERMINOLOGY</b>	<b>MAPS (LOCAL AND GLOBAL)</b>	<b>HUMAN FEATURES AND FIELDWORK</b>	<b>GEOGRAPHICAL TERMINOLOGY</b>
<b>4</b>	<b>COMPARING LOCALITIES</b>	<b>GEOGRAPHICAL TERMINOLOGY</b>	<b>MAPS AND GRID REFERENCES</b>		<b>HUMAN FEATURES (LOCAL AND WORLDWIDE)</b>	
<b>5</b>	<b>HUMAN AND PHYSICAL FEATURES OF THE NILE</b>	<b>PHYSICAL FEATURES OF DIFFERENT COUNTRIES</b>	<b>TIME ZONES</b>	<b>MAPS</b>	<b>CHANGES TO WORLD ENVIRONMENTS</b>	<b>WEATHER AND CLIMATE</b>
<b>6</b>		<b>MAPS</b>		<b>MAPS AND DESCRIBING FEATURES OF COUNTRIES</b>		<b>PHYSICAL AND HUMAN GEOGRAPHY</b>

## EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Can do statements</b>	<p>I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world.</p> <p>I can talk about some of the things I have observed such as plants, animals, natural and found objects.</p> <p>I can talk about why things happen and how things work.</p> <p>I can develop an understanding of growth, decay and changes over time.</p> <p>I can show care and concern for living things and the environment.</p> <p>I can look closely at similarities, differences, patterns and change.</p>		<p>I can look closely at similarities, differences, patterns and change.</p>	<p>I can look closely at similarities, differences, patterns and change.</p>	<p>I can look closely at similarities, differences, patterns and change.</p>	<p>I know about similarities and differences in relation to places, objects, materials and living things.</p> <p>I can talk about the features of my own immediate environment and how environments might vary from one another.</p> <p>I can make observations of animals and plants and explain why some things occur, and talk about changes.</p>

# YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Can do statements</b>	<p>I can ask simple geographical questions e.g. What is it like to live in this place?</p> <p>I understand how some places are linked to other places e.g. roads, trains.</p>		<p>I understand how some places are linked to other places e.g. roads, trains.</p> <p>I can use simple maps of the local area, e.g. large scale, pictorial, etc.</p> <p>I can use simple maps and plans e.g. pictorial place in a story.</p> <p>I can use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</p>	<p>I can ask simple geographical questions e.g. What is it like to live in this place?</p>	<p>I know about some present changes that are happening in the local environment e.g. at school.</p> <p>I can suggest ideas for improving the school environment.</p> <p>I can use simple observational skills to study the geography of the school and its grounds.</p>	
<b>Challenge</b>	<p>Can they answer questions using a weather chart?</p> <p>Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</p>		<p>Can they name key features associated with a town or village, e.g. factory, detached house, semi-detached house, terrace house?</p>	<p>Can they name a few towns in the south and north of the UK?</p>	<p>Can they name different jobs that people living in their area might do?</p>	

## YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Can do statements</b>	<p>I can name, locate and identify characteristics of the seas surrounding the United Kingdom.</p> <p>I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key</p>	<p>I can 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.</p> <p>I can name and locate the world's seven continents and five oceans</p>		<p>I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>		

	<p>human and physical features of its surrounding environment.</p> <p>I understand geographical similarities and differences through studying the human and physical geography of a small area of United Kingdom, and small area in a contrasting non-European country.</p>					
<p><b>Challenge</b></p>	<p>Can they point out the North, South, East and West associated with maps and compass?</p> <p>Can they find the longest and shortest route using a map?</p> <p>Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</p>	<p>Can they locate some of the world's major rivers and mountain ranges?</p> <p>Can they make plausible predictions about what the weather may be like in different parts of the world?</p>		<p>Can they explain how the weather affects different people?</p>		

## YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Can do statements</b>		<p>I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?</p> <p>I can use and interpret maps, globes, atlases and digital mapping to find countries and key features.</p>	<p>I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p>	<p>I can point to where counties are within the UK and their key topographical features.</p> <p>I can point to where counties are within the UK and their key topographical features.</p> <p>I can show I know the physical and human features of my locality.</p>	<p>I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why.</p> <p>I can communicate findings in appropriate ways.</p> <p>I can use fieldwork instruments e.g. camera, rain gauge.</p> <p>I can make more detailed fieldwork sketches/diagrams.</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.</p>
<b>Challenge</b>		<p>Can they work out how long it would take to get to a given destination taking account of the mode of transport?</p> <p>Can they explain why a locality has certain physical features?</p>	<p>Can they work out how long it would take to get to a given destination taking account of the mode of transport?</p>	<p>Can they name the two largest seas around Europe?</p>	<p>Can they explain how people's lives vary due to weather?</p>	<p>Can they work out how long it would take to get to a given destination taking account of the mode of transport?</p>

## YEAR 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Can do statements</b>	<p>I understand why there are similarities and differences between places.</p>	<p>I understand and can use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquake etc.</p> <p>I can describe how people have been affected by changes in the environment.</p> <p>I can recognise the different shapes of continents.</p> <p>I can demonstrate knowledge of features about places around him/her and beyond the UK.</p>	<p>I can measure straight line distances using the appropriate scale.</p> <p>I can explore features on OS maps using 6 figure grid references.</p> <p>I can identify where countries are within Europe: including Russia.</p> <p>I can draw accurate maps with more complex keys.</p> <p>I know about the wider context of places- region, country.</p> <p>I can explore weather patterns around parts of the world.</p> <p>I understand why there are similarities and differences between places.</p> <p>I can plan the steps and strategies for an enquiry.</p>		<p>I recognise that people have differing quality of life living in different locations and environments.</p> <p>I can describe human features of UK regions, cities and/or countries.</p> <p>I understand the effect of landscape features on the development of a locality.</p> <p>I can explain about key natural resources e.g. Water in the locality.</p>	
<b>Challenge</b>	Can they explain how a locality has changed over time with	Can they explain how people are trying to manage their environment?	Can they give accurate measurements between 2 given places within the UK?		Can they explain how people are trying to manage their environment?	

	<p>reference to physical features?</p> <p>Can they name the countries that make up the home counties of England?</p> <p>Can they name some of the main towns and cities in Yorkshire and Lancashire?</p>					
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## YEAR 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Can do statements</b>	<p>I can learn about the Nile and how its uses have changed.</p> <p>I know about the physical features of coasts and begin to understand erosion and deposition.</p> <p>I know how rivers erode, transport and deposit materials. I understand why people seek to manage and sustain their environment.</p> <p>I can compare ancient times with modern day.</p> <p>I understand how humans affect the environment over time.</p> <p>I know about changes to world environments over time.</p> <p>I can look at the effect of tourism on the Nile and understand how humans affect the environment over time.</p>	<p>I can recognise the different shapes of countries</p> <p>I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.</p>	<p>I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night (linked to science lesson).</p> <p>I understand about weather patterns around the world and relate these to climate zones (linked to science lesson).</p>	<p>I can compare a modern map to an old map of the same area – Identifying physical features.</p> <p>I can identify and describe how the physical features affect human activity within a location.</p>	<p>I can map out Allies and Axis of WW2.</p> <p>I can recognise the different shapes of countries.</p> <p>I know about the wider context of places e.g. county, region and country.</p> <p>I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.</p> <p>I know about changes to world environments over time.</p> <p>I can plot the movement of the war.</p> <p>I can recognise the different shapes of countries.</p> <p>I know about the wider context of places e.g. county, region and country.</p>	<p>I understand and can use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>I understand about weather patterns around the world and relate these to climate zones.</p> <p>I understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>I understand about weather patterns around the world and relate these to climate zones.</p>

	<p>I know about changes to world environments over time.</p> <p>I understand why people seek to manage and sustain their environment.</p>				<p>I know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.</p> <p>I compare human and physical features.</p> <p>I understand how humans affect the environment over time.</p>	
<b>Challenge</b>	<p>Can they begin to recognise the climate of a given country according to its location on the map?</p> <p>Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</p> <p>Can they report on ways in which humans have both improved and damaged the environment?</p>	<p>Can they begin to recognise the climate of a given country according to its location on the map?</p>		<p>Can they report on ways in which humans have both improved and damaged the environment?</p>	<p>Can they begin to recognise the climate of a given country according to its location on the map?</p> <p>Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</p>	<p>Can they begin to recognise the climate of a given country according to its location on the map?</p>

# YEAR 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Can do statements</b>		I can use maps, atlases, globes and digital/computer mapping to locate countries.		<p>I can use maps. Atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>I can locate the world's countries using maps to focus on Europe (inc. Russia).</p>		<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world.</p> <p>I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>I can describe and understand key aspects of 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>I understand and can use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>
<b>Challenge</b>		<p>Can they define geographical questions to guide their research?</p> <p>Can they use a range of self selected resources to answer questions?</p>		<p>Can they explain how human activity has caused an environment to change?</p> <p>Can they analyse population data on two settlements and report on findings and questions raised?</p>		<p>Can they define geographical questions to guide their research?</p> <p>Can they use a range of self selected resources to answer questions?</p> <p>Can they plan a journey to another part of the</p>

world which takes account of time zones?

Do they understand the term sustainable development? Can they use it in different contexts?

Can they explain how human activity has caused an environment to change?

Can they analyse population data on two settlements and report on findings and questions raised?

Can they name and locate the main canals that link different continents?

Can they name the main lines of latitude and meridian or longitude?