Roose Primary School Geography overview and progression 2023-2024

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| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| YR | **All about me**  Where we live  Our house | **Festivals**  Where festivals take place | **Traditional Stories**  Stories that have been retold for many years | **Growth /**  **Let’s get cooking**  Patterns and changes in the environment | **Heroes and People who Help us** | **Animals and Minibeasts**  Dinosaurs / Fossils |
| EYFS goals across topics | **Locational knowledge**  To understand where they live  Can talk about key places in their local area and simple routes such as their journeys from home to school  **Place knowledge**  To investigate the local area  Engage with information books and computing to find information linked to geographical themes they are interested in  **Human and physical geography**  To identify seasonal and daily weather patterns in the local area  To use simple language to describe the physical and human features of the local environment  Express views on how to look after our planet and local environment  Contribute to school led projects in local area  **Map, atlases and globe skills**  To explore maps and globes and understand what they are for.  Follows instructions which include positional and directional language and simple maps to find hidden items and locations.  **Compass skills/grid references**  To begin to use directional language (left, right, near, far).  **Fieldwork skills**  To investigate and explore the local school environment.  Draws, writes and creates in response to what they see and learn out about. | | | | | |
| Year 1 | **Roose Village**  Walk around the village looking at what buildings there are and how they are used.  **Journey to school**  Draw their journey to school and what they see as they travel  As geographers, children will;  **Locational knowledge**   * name, locate and identify characteristics the four countries and capital cities of the United Kingdom   **Place knowledge**   * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom   **Human and physical geography**   * use basic geographical vocabulary to refer to :key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop   **Geographical skills and fieldwork**   * Use world maps, atlases and globes to identify the United Kingdom * Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map * 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 * Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | | **London**  Name and locate capital cities and 4 countries of the UK  As Geographers, children will:  **Locational knowledge**   * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas   **Place knowledge**   * understand geographical similarities and differences through studying the human and physical geography.   **Human and physical geography**   * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop * Physical Features, including rivers.   **Geographical skills and fieldwork**   * use world maps, atlases and globes. | | **The Seaside**  Use basic vocabulary to refer to;  Beach, cliff, coast, sea, ocean, vegetation, harbour, port  As geographers, children will:  **Place knowledge**   * understand geographical similarities and differences through studying the human and physical geography.   **Human and physical geography**   * key human features: city, town, village, factory, farm, house, office, port, harbour and shop. * Physical Features: beach, cliff, sea, coast. * identify seasonal and daily weather patterns   **Geographical skills and fieldwork**   * use world maps, atlases and globes. * use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map * devise a simple map; and use and construct basic symbols in a key * use aerial photographs and plan perspectives to recognise landmarks | |
| Rationale | **Building on EYFS all about me topic.** | | **Links to history topic about England’s Queens** | | **Building on EYFS and learning about local area. Links to science** | |
| Year 2 | **The Arctic and Antarctic**  Introduced through stories. What we would wear. How have people interacted with them. Globe and world maps  As geographers, children will:  **Locational knowledge**   * name the world’s seven continents and five   oceans  **Place knowledge**   * understand geographical similarities and differences through studying the human and physical geography.   **Human and physical geography**   * locate of hot and cold areas of the world in relation to the Equator and the North and South Poles * use basic geographical vocabulary.   **Geographical skills and fieldwork**   * use world maps, atlases and globes. * Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map * 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 * Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | | **Australia**  Wildlife. Explore Australia including towns and cities.  As geographers, children will:  **Locational knowledge**   * name the world’s seven continents and five oceans   **Place knowledge**   * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country   **Human and physical geography**   * key human features: city, town, village, farm, house and shops. * Key physical features: hill, mountain, river, soil, valley, season and weather. * identify seasonal and daily weather patterns   **Geographical skills and fieldwork**   * Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map * 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 * Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | | **England, Wales, Scotland and Northern Ireland. 7 Continents and 5 oceans.**  Capital cities and postcards- locate where a letter has come from.  Locations of USA and Florida? Holiday destinations  As geographers, children will:  **Locational knowledge**   * name the world’s seven continents and five oceans   **Place knowledge**   * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country * understand geographical similarities and differences through studying the human and physical geography   **Human and physical geography**   * key human features: city, town, village, farm, house and shops. * Key physical features: hill, mountain, river, soil, valley, season and weather. * identify seasonal and daily weather patterns   **Geographical skills and fieldwork**   * use world maps, atlases and globes. | |
| Rationale | **Hot and cold places, seasons, using world maps** | | **Comparison with The Arctic topic. English links** | | **Building and extending local knowledge** | |
| Year 3 | **Regions of the UK**  South Lakeland and Tyne and Wear. Look at shipbuilding. Beamish visit.  As a geographers, children will:  **Locational knowledge**   * 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)   **Place knowledge**   * 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   **Human and physical geography**   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle   **Geographical skills and fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | **Water Cycle**  How water is used. Study of Mill Beck and beck behind South Row.  As a geographers, children will:  **Locational knowledge**   * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time   **Place knowledge**   * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom   **Human and Physical geography**   * describe and understand key aspects of: physical geography, including: rivers and the water cycle   **Geographical skills and fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the points of a compass, grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | | **Local Environmental Issues**  Plastic in our oceans. How does it get there? What damage does it do? How can we change things? Deforestation, air miles.  As a geographers, children will:  **Locational knowledge**   * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time   **Place knowledge**   * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom   **Human and Physical geography**   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * Investigate land use and issues around fair trade. Will investigate air miles for food * To begin to describe and understand aspects of human geography including; economic activity including distribution of natural resources,   settlement and land use.  **Geographical skills and fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the points of a compass, grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | |
| Rationale | Building on Year 2 UK studies. Comparisons with another continent | | Links to science and local area. Field study | | Local area links and global issues | |
| Year 4 | **Greece-** done in English Locate Greece on a globe and map. What would you see in Greece? Make a Greece box. Look at specific locations and link to Greek mythology  As geographers, children will:  **Locational knowledge**   * locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities   **Place knowledge**   * 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   **Human and physical geography**   * physical geography, including: rivers, mountains, volcanoes and earthquakes * 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   **Geographical skills and fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | **Europe**  What is it and which places are in Europe? Locate on a map.  **South America**  Locate countries on map. Discuss climate  Compare the lives of children to those in Furness.  As geographers, children will:  **Locational knowledge**   * locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities   **Place knowledge**   * 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   **Human and physical geography**   * physical geography, including: rivers * 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   **Geographical skills and fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the points of a compass, grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | **Rainforests**  What is a rainforest? Climate zones, biomes, vegetation belts. Environmental issues.  As a geographers, children will:  **Locational knowledge**   * locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities   **Place knowledge**   * 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   **Human and physical geography**   * physical geography, including: climate zones, rivers, biomes, vegetation belts, environmental issues. * 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   **Geographical skills and fieldwork**   * use maps, atlases, globes and digital/computer mapping * use fieldwork to observe, measure and record the human and physical features in the local environment using a range of methods, including sketch maps, plans and graphs, and digital technologies | |
| Rationale | **Links to English topic and history topic** | | **Comparing areas of UK including our local area** | | **English links, environmental issues raised** | |
| Year 5 | **Coasts and rivers**  Cumbrian Coasts. Coastal erosion and solutions. How coasts are used for industry- done in English  What is a river? Locate rivers in the Lake District. Make river systems. Flooding during Storm Desmond. Use of flood gates.  **Locational knowledge**   * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics key topographical, and land-use patterns; and understand how some of these aspects have changed over time   **Place knowledge**   * understand geographical similarities and   differences through the study of human and  physical geography of a region of the United  Kingdom  **Human and physical geography**  • 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  **Geographical skills and fieldwork**  • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | **Asia/China**  Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and Asia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  As geographers, children will:  **Locational knowledge**   * 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 * To begin to 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)   **Place knowledge**   * 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 Asia   **Human and physical geography**   * 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   **Geographical skills and fieldwork**   * To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including accurate sketch maps, plans and graphs and digital technologies. | | Mountains and Volcanoes  Lakeland mountains- walk to Coppermines. Look at Coniston and Coniston Water. Grid references 4 and 6 points  Study on Volcanoes, how they are formed.  As geographers, children will:  **Locational knowledge**   * 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   **Place knowledge**   * 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   **Human and physical geography**   * 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   **Geographical skills and fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use fieldwork to observe, measure and record the human and physical features in the local environment using a range of methods, including sketch maps, plans and graphs, and digital technologies * To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world. | |
| Rationale | **English links for coasts and instruction texts. Local study, building on Year 3 Mill Beck. Builds on Seaside in Year 1** | | **Links to history topic of Ancient Shang. Teacher has lived in China** | | **Links to history with Pompeii case study. Builds on local studies of Lake District and surrounding area** | |
| Year 6 | Africa  Study a chosen place and create a tourist guide leaflet.  As geographers, children will;  **Locational knowledge**   * 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) Describe and understand key aspects of physical geography, including: biomes and vegetation belts   **Place knowledge**   * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Africa   **Human and physical geography**   * 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   **Geographical skills and fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use fieldwork to observe, measure and record the human and physical features in the local environment using a range of methods, including sketch maps, plans and graphs, and digital technologies * To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world. | | Counties and cities.  Compare and contrast Cumbria and Yorkshire. Food local to these areas.  Manchester- what is a city like compared to a town or village?  York before Residential  As geographers, children will;.  **Locational knowledge**   * To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.   **Place knowledge**   * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom   **Human and physical geography**   * 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   **Geographical skills and fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use fieldwork to observe, measure and record the human and physical features in the local environment using a range of methods, including sketch maps, plans and graphs, and digital technologies | | Trade Links  Explain and investigate issues about buying local and importing. Look at food miles and environmental impacts.  As geographers, children will:  **Locational knowledge**   * 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   **Place knowledge**   * 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   **Human and physical geography**   * 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   **Geographical skills and fieldwork**   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use fieldwork to observe, measure and record the human and physical features in the local environment using a range of methods, including sketch maps, plans and graphs, and digital technologies * To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world. | |
| Rationale | **Comparison of different countries building on work done throughout school** | | **Links to year 6 residential** | | **Building on environmental issues covered in years 3, 4 and 5** | |

Important information.

Please use skills progression to plan more in depth objectives.

Please look at map skills and digimaps progression documents for digital mapping skills to be taught in conjunction with topics.

Vocabulary is vitally important in foundation subjects. Please can each class have a board or display with vocabulary for each topic.

Each topic should begin and end with a mind map in humanities book to show progression and learning.

Please put a knowledge organiser and vocabulary in each child’s book when you begin a new topic and ask children to refer to it as they go along.

All writing should be neatly presented and joined up, use of capital letters/full stops etc should be evident in Humanities books.

Marking should be a mix of highlighted aims and some quality marking/questions which children need time to respond to in purple pens. Use judgement for which pieces to quality mark.

If you are doing practical work, please take photos to blog/seesaw or make a montage to go in books so we have more evidence of what we are doing.