

Cop Lane C of E Primary School – Geography Overview 2024-2025

	Autumn Term - Curriculum Focus		Spring Term - Curriculum Focus		Summer Term - Curriculum Focus	
	Black History month October 2024					
EYFS	<p>Observing seasonal change.</p> <p>Harvesting apples from garden.</p> <p>Little Acorn story</p> <p>Autumn walk bags to take home and fill. Explore back at school.</p> <p>Growing and changing – what do we want to be when we get older?</p> <p>Looking at adults in the community, jobs and roles. Who works in our community? What do you want to be when you grow up?</p>	<p>Planting bulbs.</p> <p>Observing seasonal change.</p> <p>Looking at different countries and Christmas around the world using the book 'A World of Cookies for Santa' by M.E.Furman.</p>	<p>Observing seasonal change.</p> <p>Look at China and Chinese New Year within our celebrations learning.</p> <p>Exploring plants and animals around them and in contrasting natural environments – polar habitats.</p> <p>Looking at different habitats.</p> <p>Special Places within our community and who works there – link with RE learning</p>	<p>Observing seasonal change.</p> <p>Planting seeds and plants outdoors.</p> <p>Exploring plants and animals around them.</p>	<p>Observing seasonal change.</p> <p>Monitoring growth of seeds and plants.</p> <p>Looking at the wider world, how we can look after our world. Using 'Here We Are' as stimulus and also '10 Things I can do to change my world'.</p> <p>Discussing climate change using 'Welcome' by Barroux.</p> <p>Emma Jane's Aeroplane to discuss the world and landmarks/ similarities and differences between parts of the world.</p>	<p>Observing seasonal change.</p> <p>Summer park visit.</p>
Mathematics and Understanding the World skill development	<ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons. 					
Potential key vocabulary	Seasons, harvesting, autumn, winter, spring, summer, growing, changing, community, countries, the world, China, Chinese New Year, celebrations, plants, animals, natural environment, contrasting environment, habitats, polar habitats, special places, growth, seeds, bulbs, climate change, landmarks, similarities, differences					
Y1	Focusing on the impact humans have on the environment, the children explore our local environment and how to make it an eco-friendlier place. The children begin to develop their mapping skills to use simple compass directions to make their way around a route.		The children compare the UK with a small area of a contrasting non-European country – focus on Australia and China. The children learn to recognise and make observations about physical and human features of localities. They express their views on features of the		With a focus on developing their fieldwork and observational skills, the children study the school, its grounds and the surrounding environment (park, local amenities, etc.) They use aerial photographs of the school to look for changes. The children build on their mapping skills, using simple compass	

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	The children also begin their study on seasonal change, linking with their learning in Science.	environment of a locality. They explore hot and cold places, in relation to North and South Poles. The children continue with their study on seasonal change, comparing UK weather patterns to those of Australia.	directions to make their way around a route. The children continue with their study on seasonal change.
Key learning and skills	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate some places <u>in their locality</u>, the UK and wider world. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Express their views on some features of their environment e.g. what they do or do not like. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> Ask and answer simple geographical questions. <p><u>Geographical Skills: Fieldwork</u></p> <ul style="list-style-type: none"> Observe and describe daily weather patterns. Identify seasonal and daily weather patterns. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps. <p><u>Geographical Skills: Communicate Geographical Information</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate some places in their locality, the UK and wider world. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Fieldwork</u></p> <ul style="list-style-type: none"> Observe and describe daily weather patterns. Identify seasonal and daily weather patterns. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps. <p><u>Geographical Skills: Communicate Geographical Information</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate some <u>places in their locality</u>, the UK and wider world. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> Ask and answer simple geographical questions. <p><u>Geographical Skills: Fieldwork</u></p> <ul style="list-style-type: none"> Observe and describe daily weather patterns. Identify seasonal and daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps. <p><u>Geographical Skills: Communicate Geographical Information</u></p> <ul style="list-style-type: none"> 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.
Key vocabulary	continent, ocean, countries, UK, Europe, non-European country, Australia, China, human geography, physical geography, map, globe, compass directions, North, South, East, West, location, features, place, people, environment, seasons, daily weather patterns, beach, coast, forest, mountain, sea, river, city, town, village, factory, farm, house, shop, fieldwork, observation, school, grounds, local area, memory map, journey, aerial photograph		
Y2	Linking with their learning about the Great Fire of London, the children locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas. They use aerial photographs and plans to recognise landmarks and features in both their local area and London. The children develop their understanding of maps, using features to study how London changed after the Great Fire of London. To	With a focus on farming and agriculture, the children compare a small area of the UK to Soufriere in Saint Lucia (a non-European country). The children learn to identify continents and oceans, and locate hot and cold areas of the world in relation to the Equator and the North and South Poles. The children develop their understanding of place, and of physical and human feature. The children learn to use the related vocabulary accurately when describing the places studied.	Linking with their learning about 'The Seaside', the children research the local seaside resorts of Fleetwood and Blackpool. The children study how the resorts have changed over time, with a focus on key physical and human features. The children develop their understanding of maps, devising their own simple maps of both the local area and a chosen seaside

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	develop their fieldwork skills, the children study local buildings and houses, looking for Tudor style features.		resort. The children learn about map symbols and use compass directions to describe routes.
Key learning and skills	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate significant places in <u>their locality</u>, the UK and wider world. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Describe places and features using simple geographical vocabulary. Make observations about features that give places their character. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Fieldwork</u></p> <ul style="list-style-type: none"> Develop simple fieldwork and observational skills when studying the geography of their school and local environment. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. <p><u>Geographical Skills: Communicate Geographical Information</u></p> <ul style="list-style-type: none"> Express views about the environment and can recognise how people sometimes affect the environment. 	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate significant places in their locality, the UK and wider world. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Describe places and features using simple geographical vocabulary. Make observations about features that give places their character. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Fieldwork</u></p> <ul style="list-style-type: none"> Develop simple fieldwork and observational skills when studying the geography of their school and local environment. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. <p><u>Geographical Skills: Communicate Geographical Information</u></p> <ul style="list-style-type: none"> Express views about the environment and can recognise how people sometimes affect the environment. 	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate significant places in <u>their locality</u>, the UK and wider world. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Describe places and features using simple geographical vocabulary. Make observations about features that give places their character. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Fieldwork</u></p> <ul style="list-style-type: none"> Develop simple fieldwork and observational skills when studying the geography of their school and local environment. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Communicate Geographical Information</u></p> <ul style="list-style-type: none"> Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.
Key vocabulary	UK, countries, capital cities, Preston, London, landmarks, maps, globes, locate, aerial photograph, population, human features, physical features, continents, oceans, Asia, Africa, North America, South America, Antarctica, Europe, Australia/Oceania, Kenya, agriculture, same, different, poverty, lifestyle, changes, place, people, environment, hot, cold, Equator, North Pole, South Pole, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbor, shop, Victorian, seaside resort, land use, economy, trade, human inhabitants, changing need, cause, effect, fieldwork, school grounds, local area, observation, compass directions, North, South, East, West, locational language, directional language, features, routes, map symbols, key, plants, animals, traffic, roundabout, road, reports, graphs, sketches, diagrams, pictures, river.		

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Y3	<p>Linking with their learning on the Romans, the children name and locate counties and cities of the UK. They choose a region of the UK to study, and learn about key aspects of human and physical geography in that region. The children also learn about geographical similarities and differences between chosen region and other regions of the world or the UK.</p> <p>As part of a fieldwork project linked to Roman roads, the children build on their previous learning on compass points. They learn how to use 8 compass points to explain/identify points on a map.</p> <p>Visit to Ribchester Roman Museum</p>	<p>As part of their learning about 'Smoothies' and where a variety of produce comes from, the children locate the world's countries using maps, globes, atlases and digital/computer mapping. The children also learn about Fairtrade and the importance of the farmers getting the money and rights they deserve. They study human geography, including types of settlements and land use, economic activity including trade links.</p> <p>Visit – Booths – Fruit/Veg and produce – transportation and importation</p>	<p>With a focus on Viking farmers, the children study human geography – types of settlements and land use, and the distribution of natural resources including energy, food, minerals and water.</p>
Key learning and skills	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate a wider range of places in <u>their locality, the UK</u> and wider world. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features. <p><u>Geographical Skills: Fieldwork</u></p> <ul style="list-style-type: none"> Observe, record, and name geographical features in their local environments. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the <u>eight compass points</u> and recognise some Ordnance Survey symbols on maps. <p><u>Geographical Skills: Communicate Geographical Information</u></p> <ul style="list-style-type: none"> Communicate geographical information through a range of methods including the use of ICT. 	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features. <p><u>Geographical Skills: Fieldwork</u></p> <ul style="list-style-type: none"> Observe, record, and name geographical features in their local environments. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. <p><u>Geographical Skills: Communicate Geographical Information</u></p> <ul style="list-style-type: none"> Communicate geographical information through a range of methods including the use of ICT. 	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and wider world. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features. <p><u>Geographical Skills: Fieldwork</u></p> <ul style="list-style-type: none"> Observe, record, and name geographical features in their local environments. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. <p><u>Geographical Skills: Communicate Geographical Information</u></p> <ul style="list-style-type: none"> Communicate geographical information through a range of methods including the use of ICT.
Key vocabulary	<p>UK, Europe, regions, climate, landforms, soil, countries, counties, cities, compass points, North, South, East, West, North East, North West, South East, South West, Ribchester, Romans, physical features, human features, similarities, differences, rivers, mountains, capitals, landmarks, mountainous areas, urban areas, Equator, climate, settlements, land use, Fairtrade, economics, trade, transportation, importation, Vikings, natural resources, distribution, energy, food, minerals, water.</p>		

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Y4	<p>With a focus on mapping and Geographical enquiry, the children locate the world's countries using maps, globes, atlases and digital/computer mapping. The children study Africa as a non-European country, identifying and describing its geographical features. The children focus on physical geography, learning about the climate in Africa, and the links to Water Aid. The children also build on their prior fieldwork experience to now learn about 4 figure grid references.</p> <p>Educational Visit - Knowsley Safari Park</p>	<p>Linking with their learning about 'Castles' and the route of William the Conqueror to Britain, the children study the North West as a region of the United Kingdom. The children name and locate counties and cities of the UK, geographical regions and human and physical characteristics and land use patterns. With a focus on similarities and differences, the children conduct a fieldwork project taking surveys of the local area e.g. use of land, buildings and materials, jobs, shops.</p>	<p>The children study the human geography of Ancient Egypt, and the vitality of the Nile. They learn about types of settlements and land use, and the distribution of natural resources including energy, food, minerals and water.</p>
Key learning and skills	<p>Locational and Place knowledge</p> <ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and <u>wider world</u> including some globally significant features. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use geographical language to identify and explain some aspects of human and <u>physical features</u> and patterns. Describe how features and places change and the links between people and environments. <p>Geographical Skills: Enquiry and Investigation</p> <ul style="list-style-type: none"> 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. <p>Geographical Skills: Fieldwork</p> <ul style="list-style-type: none"> Observe, record, and explain <u>physical</u> and human features of the environment. <p>Geographical Skills: Interpret a Range of Sources of Geographical Information</p> <ul style="list-style-type: none"> 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 <u>four-figure grid references</u>. <p>Geographical Skills: Communicate Geographical Information</p> <ul style="list-style-type: none"> 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. 	<p>Locational and Place knowledge</p> <ul style="list-style-type: none"> Name and locate a wider range of places in <u>their locality</u>, <u>the UK</u> and wider world including some globally significant features. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use geographical language to identify and explain some aspects of <u>human and physical features and patterns</u>. Describe how features and places change and the links between people and environments. <p>Geographical Skills: Enquiry and Investigation</p> <ul style="list-style-type: none"> 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. <p>Geographical Skills: Fieldwork</p> <ul style="list-style-type: none"> Observe, record, and explain physical and human features of the environment. <p>Geographical Skills: Interpret a Range of Sources of Geographical Information</p> <ul style="list-style-type: none"> 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. <p>Geographical Skills: Communicate Geographical Information</p> <ul style="list-style-type: none"> 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. 	<p>Locational and Place knowledge</p> <ul style="list-style-type: none"> Name and locate a wider range of places in their locality, the UK and <u>wider world including some globally significant features</u>. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> 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. <p>Geographical Skills: Enquiry and Investigation</p> <ul style="list-style-type: none"> 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. <p>Geographical Skills: Interpret a Range of Sources of Geographical Information</p> <ul style="list-style-type: none"> 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. <p>Geographical Skills: Communicate Geographical Information</p> <ul style="list-style-type: none"> 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.
Key vocabulary	<p>Countries, European, non-European, Africa, human geography, physical geography, climate, Water Aid, 4 figure grid references, Equator, urban areas, rural areas, deserts, plains, regions, continent, landscape, UK, North West, cities, national parks, hills, mountains, coasts, rivers, settlements, economic activity, trade links, natural resources, distribution, energy, food, minerals, water, fieldwork, survey, local high street, walking distance area, investigations, data, conclusions, classifications: residential: houses, flats, hotels, hostels; retail: food, clothing, footwear, sports, toys, furniture; professional/ commercial: solicitors, banks, building societies, company offices; industrial and storage: machine tools, engineering, factories, warehouses; entertainment/ leisure: theatres and cinemas, public houses, restaurants, cafes; public authorities: local government offices, police, libraries, hospitals, churches, chapels, schools; other: vacant property, car parking, open spaces, development sites.</p>		

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<p>Y5</p>	<p>The children use the eight points of a compass, four and six figure grid references, symbols and keys to build knowledge of the UK and wider world.</p> <p>The children conduct a fieldwork study of Preston docks and the River Ribble, learning about trade routes linking to features of rivers. They investigate how the land has changed over time.</p> <p>Linking with their learning on 'Space', the children 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), climate zones and biomes.</p>	<p>Linking with their learning on 'Greek Myths', the children study Greece as a European country. They locate Greece as one of the world's countries using maps, globes, atlases and digital/computer mapping. They build their place knowledge, studying a region of Greece to help them understand geographical similarities and differences.</p>	<p>The children study the geography of the Amazon Basin which is the region of South America drained by the Amazon River and its tributaries. As part of this, the children learn about rivers and the water cycle including transpiration.</p> <p>Focus on tropical rainforest (biome), their future and other ecosystems connected to human lives and lifestyles.</p> <p>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). The children build on their prior learning about the physical geography of climate zones and biomes to learn about the Amazon as an example of a specific climate zone/biome.</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and keys to build knowledge of the UK and wider world.</p>
<p>Key learning and skills</p>	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate an increasing range of places in the world including globally and topically significant features and events. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Fieldwork</u></p> <ul style="list-style-type: none"> Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Communicate Geographical Information</u></p> <ul style="list-style-type: none"> Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. 	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate an increasing range of places in the world including globally and topically significant features and events. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> Use a range of maps and other sources of geographical information and select the most appropriate for a task. <p><u>Geographical Skills: Communicate Geographical Information</u></p> <ul style="list-style-type: none"> Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. 	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate an increasing range of places in the world including globally and topically significant features and events. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Communicate Geographical Information</u></p> <ul style="list-style-type: none"> 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.

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	<ul style="list-style-type: none"> Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. 		
Key vocabulary	Compass points, North, South, East, West, North West, North East, South West, South East, four figure grid references, six figure grid references, symbols, keys, fieldwork, Preston docks, River Ribble, trade routes, rivers, 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), climate zones and biomes, Greece, Europe, continent, country, region, geographical similarities and differences, Amazon Basin, South America, Amazon River, tributaries, the water cycle, transpiration, erosion, deposition, tropical rainforest (biome), ecosystems, human lives and lifestyles, mountain ranges, oceans, settlement, environmental change, sustainability.		
Y6	As part of their learning on WW2, the children study Preston land and settlements pre and post-war compared to modern day.	The children use their learning on 'Disasters' to explore key aspects of physical geography – volcanoes, earthquakes, etc. They use the eight points of a compass, four and six figure grid references, symbols and keys to build knowledge of the UK and wider world. Understand the significance of latitude and longitude.	The children conduct a fieldwork study in the local area – Is traffic a problem in our local area?
Key learning and skills	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate an extensive range of places in the world including globally and topically significant features and events. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Communicate Geographical Information</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate an extensive range of places in the world including globally and topically significant features and events. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Communicate Geographical Information</u></p> <ul style="list-style-type: none"> 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. 	<p><u>Locational and Place knowledge</u></p> <ul style="list-style-type: none"> Name and locate an extensive range of places in the world including globally and topically significant features and events. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Enquiry and Investigation</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Fieldwork</u></p> <ul style="list-style-type: none"> Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. <p><u>Geographical Skills: Interpret a Range of Sources of Geographical Information</u></p> <ul style="list-style-type: none"> 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. <p><u>Geographical Skills: Communicate Geographical Information</u></p>

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			<ul style="list-style-type: none"> • 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.
Key vocabulary	Preston, land, settlements, similarities, differences, pre-war, post-war, present day, population, land use, key buildings, human geography, physical geography, earthquake, natural disasters, floods, tsunamis, continents, countries, environmental regions, latitude, longitude, hemispheres, Equator, Tropics, six figure grid references, key topographical features including coast, features of erosion, hills, mountains and rivers, trade, Stone Age, Iron Age, Celtic Lancashire, tourism, geology, traffic survey, main road, vehicles, traffic flow, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses, data, graphs, charts, results, comparisons, benefits, drawbacks, environmental change, debate.		