

Cop Lane C of E Primary School – Geography Overview 2025-2026

	Autumn Term - Curriculum Focus		Spring Term - Curriculum Focus		Summer Term - Curriculum Focus	
	Black History month October 2026		Journée de la langue française – French Language Day 20 th March 2026		Earth Day – 22 nd April 2026	
Enquiry question	What is it like where I live? How does it change over time?		What is it like where I live? How does it change over time? What is it like where other children and different animals live?		What is it like where I live? How does it change over time? What does it look like on a map? What is it like where other children and different animals live?	
EYFS	- Observing seasonal change. - Autumn walk bags to take home and fill. Explore back at school and link to our local environment and habitat. - Growing and changing – what do we want to be when we get older? Looking at adults in the community, jobs and roles. - Who works in our community and what kind of buildings do they work in?	- Observing seasonal change. - Looking at different countries and Christmas around the world using the book 'A World of Cookies for Santa' by M.E.Furman.	- Observing seasonal change. - Look at China and Chinese/Lunar New Year within our celebrations learning. - Exploring plants and animals around them and in contrasting natural environments – polar habitats. - Special Places within our community and who works there – link with RE learning	- Observing seasonal change. - Exploring plants and animals around them in the local environment. - Planting seeds and plants outdoors appropriate for our habitat and to support the animals in our habitat e.g. bees. - Where have I been in the world? How was it similar/ different to where I live?	- Observing seasonal change. - Earth Day – 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'. - Discussing climate change using 'Welcome' by Barroux. - Looking at different habitats.	- Observing seasonal change. - Emma Jane's Aeroplane to discuss the world and landmarks/ similarities and differences between parts of the world. - My journey to school. - Where have I been in the world? How was it similar/ different to where I live?
Mathematics and Understanding the World skill development	Development Matters Mathematics 3-4 year olds - 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'. Development Matters Understanding the World 3-4 year olds - 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. Development Matters Understanding the World Children in Reception - 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.					

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	Early Learning Goals - 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		
Enquiry Question	<u>Our World</u> <u>Is the UK a continent?</u>	<u>Australia</u> <u>Is it ever cold in Australia?</u>	<u>Our Local Area</u> <u>Fieldwork – How far do I live from school?</u>
Y1	<u>Locational Knowledge</u> Name and locate the world's seven continents and five oceans <u>Human and Physical Geography</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles	<u>Place Knowledge</u> A small area in a contrasting non-European country. <u>Human and Physical Geography</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles Use geographical vocabulary to refer to key physical and human features – Including Hill, mountain, sea, ocean, river, soil, valley, season, weather, farm, house, city and town	<u>Place Knowledge</u> A small area of the United Kingdom <u>Human and Physical Geography</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles
Key learning and skills	<u>Mapping</u> - Use a range of maps and globes (including picture maps) at different scales. - Use vocabulary such as bigger/smaller - Know that maps give information about places in the world (where and what) - Recognise that maps need titles. - Locate Land and sea on maps. - Recognise that maps need titles. - Know that symbols mean something on maps <u>Fieldwork</u> - Use cameras and audio equipment to record geographical features, changes, and differences, eg, weather, seasons, vegetation and buildings <u>Communication</u>	<u>Mapping</u> - Use a range of maps and globes (including picture maps) at different scales. - Recognise simple features on maps including buildings, roads and fields. <u>Enquiry and Investigation</u> - Ask simple geographical where, what and who questions about the world and their environment. - Recognise differences between their own lives and others lives. <u>Use of ICT /Technology</u> - Add simple labels to a digital map	<u>Mapping</u> - Use large scale maps and aerial photos of the school and the local area. - Recognise simple features on maps including buildings, roads and fields. - Follow a route on a map starting with a picture of the school. - Look down on objects and make a plan, eg of the classroom or playground - Draw a simple map, eg of a garden, route, map or place in a story. <u>Fieldwork</u> - Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.

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	- Notice and describe patterns <u>Use of ICT /Technology</u> - Use simple and electronic globes and maps - Use programmable toys or sprites to move around a course/screen following simple directional instructions - Use cameras and audio equipment to record geographical features, changes, and differences, eg, weather, seasons, vegetation and buildings		- Use locational language to describe features and routes, eg, left, right, forwards and backward. <u>Enquiry and Investigation</u> - Investigate through observation and description <u>Communication</u> - Speak and write about, draw and observe and describe simple geographic al concepts such as what they can see where - Interpret and create meaningful labels and symbols for a range of places in and outside the classroom. - Use maps and other images to talk about everyday life eg where we live, journey to school. <u>Use of ICT /Technology</u> - Use a postcode to find a place on a digital map
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		
Enquiry Question	<u>The United Kingdom</u> <u>Where are the countries in the UK and what makes them unique?</u>	<u>Weather and Climate</u> <u>Where in the world is home for Denise and how does it compare with where I live?</u>	<u>Seaside</u> <u>What makes Blackpool a popular seaside holiday destination?</u>
Y2	<u>Locational Knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Place Knowledge</u> A small area of the United Kingdom	<u>Place Knowledge</u> A small area in a contrasting non-European country. <u>Human and Physical Geography</u> Use geographical vocabulary to refer to key physical and human features – Including Hill, beach, cliff, coast, sea, ocean, river, soil, valley, season, weather, farm, house, harbour and town	<u>Place Knowledge</u> A small area of the United Kingdom <u>Human and Physical Geography</u> Use geographical vocabulary to refer to key physical and human features – Including beach, cliff, coast, sea, ocean, river, soil, valley, season, weather, farm, harbour, port and town

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Key learning and skills	Mapping • Use a range of maps and globes (including picture maps) at different scales. • Use vocabulary such as bigger/smaller • Know that maps give information about places in the world (where and what) • Locate land and sea on Maps Fieldwork • Use simple compass directions Communication • Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. Use of ICT /Technology • Do simple searches within specific geographic software • Use the zoom facility of digital maps and understand that zooming in and out means more or less detail can be seen.	Mapping • Recognise landmarks and basic human features of some aerial photographs. Fieldwork • Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Enquiry and Investigation • Recognise differences between their own lives and others lives. Communication • Use basic geographical vocabulary to describe specific local geographical features. • Use maps and other images to talk about everyday life eg where we live, journey to school. Use of ICT /Technology • Add simple labels to a digital map • Describe and label electronic images produced.	Mapping • Recognise landmarks and basic human features on aerial photos • Know which direction is North on an OS Map • Use and construct basic symbols in a map key • Know that symbols mean something on maps • Find a given OS symbol on a map with support. • Begin to realise why maps need a key Fieldwork • Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. • Use simple compass directions Communication • Notice and describe patterns Use of ICT /Technology • Do simple searches within specific geographic software • Use the zoom facility of digital maps and understand that zooming in and out means more or less detail can be seen.
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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Enquiry Question	<u>Volcanoes</u> How do volcanoes shape the land and life in Hawaii?	<u>Conservation of Bees</u> Why are bees important to our environment and how can we help protect them?	<u>Local Link – Penwortham</u> How do the physical and human features of Lancashire and Penwortham shape the lives of their communities?
Y3	<u>Locational Knowledge</u> Locate the world's countries using maps to focus on North America. <u>Place Knowledge</u> A region within North America <u>Human and Physical Geography</u> Describe and understand key aspects of physical geography including mountains and volcanoes Describe and understand key aspects of Human geography including settlement and land, natural activity, energy and minerals.	<u>Human and Physical Geography</u> Describe and understand key aspects of physical geography including climates zones, vegetation belts Describe and understand key aspects of Human geography including settlement and land, energy and food.	<u>Locational Knowledge</u> Name and locate counties and cities in the United Kingdom <u>Place Knowledge</u> A region of the United Kingdom <u>Human and Physical Geography</u> Describe and understand key aspects of physical geography including climates zones. Describe and understand key aspects of Human geography including settlement and land, trade and economic activity.
Key learning and skills	<u>Mapping</u> - Use a wider range of maps, atlases and globes to locate countries and features studied - Use the index and contents page of atlases. - Recognise that contours show height and slope. - Use 4 figure coordinates to locate features on a map <u>Fieldwork</u> - Use the 8 points of a compass <u>Communication</u> - Identify and describe geographical features and patterns - Use geographical language relating to the physical and human processes. <u>Use of ICT /Technology</u> - Use the zoom facility on digital maps to locate places at different scales. - View a range of satellite images	<u>Fieldwork</u> - Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. <u>Enquiry and Investigation</u> - Ask more searching questions including how and why as well as where and what when investigating places and processes. - Make comparisons with their own lives and their own situation - Show increasing empathy and describe similarities as well as differences. <u>Communication</u> - Identify and describe geographical processes and patterns - Use geographical language relating to the physical and human processes.	<u>Mapping</u> - Use a wider range of maps, atlases and globes to locate countries and features studied - Make and use simple route maps. - Use the index and contents page of atlases. - Label maps with titles to show their purpose - Create maps of small areas with features in the correct place. - Recognise some standard OS symbols - Link some features on maps to photos and aerial views. <u>Fieldwork</u> - Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. - Make links between features observed in the environment to those on maps and aerial photos.

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		Express opinions and personal views about what they like and don't like about specific geographical features and situations	Enquiry and Investigation - Ask more searching questions including how and why as well as where and what when investigating places and processes. - Make comparisons with their own lives and their own situation Communication - Identify and describe geographical features and patterns - Use geographical language relating to the physical and human processes. - Communicate geographical information through a range of methods including sketch maps, plans, graphs, and presentations. Use of ICT /Technology - Add a range of text and annotations to digital maps to explain features and places. - Add photos to digital maps - Draw and follow routes on digital maps. - Use presentation or multimedia software to record and explain geographical features and processes.
Key vocabulary	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.		
Enquiry Question	Africa <u>What are the similarities and differences between South Africa and the UK?</u>	Water <u>Where does Water come from?</u>	Biomes <u>How do the different biomes in Spain support diverse ecosystems and human activities?</u>
Y4	Locational Knowledge Locate the world's countries using maps to focus on Africa. Identify the position and significance of latitude, longitude, equator, northern and southern hemisphere. Human and Physical Geography Describe and understand key aspects of physical geography including climates zones, rivers and mountains. Describe and understand key aspects of Human geography including settlement and land, trade and economic activity.	Human and Physical Geography Describe and understand key aspects of physical geography including climates zones, vegetation belts, water Describe and understand key aspects of Human geography including settlement and land, water, minerals, food.	Locational Knowledge Locate the world's countries using maps to focus on Europe Place Knowledge <u>A region in a European Country.</u> Human and Physical Geography Describe and understand key aspects of physical geography including climates zones, biomes and mountains.

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			Describe and understand key aspects of Human geography including settlement and land, distribution of natural resources and food.
Key learning and skills	Mapping - Use a wider range of maps, atlases and globes to locate countries and features studied - Use maps at more than one scale - Recognise that larger map scales cover less area. - Recognise patterns on maps and begin to explain what they show. - Use the index and contents page of atlases. - Create maps of small areas with features in the correct place. - Make a simple scaled drawing - Relate measurement on large scale maps to measurements outside. Fieldwork - Use 8 points on a compass - Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Enquiry and Investigation - Ask more searching questions including how and why as well as where and what when investigating places and processes. - Make comparisons with their own lives and their own situation. Communication - Identify and describe geographical features and patterns - Use geographical language relating to the physical and human processes. Use of ICT /Technology - Use the zoom facility on digital maps to locate places at different scales.	Enquiry and Investigation - Ask more searching questions including how and why as well as where and what when investigating places and processes. - Make comparisons with their own lives and their own situation - Show increasing empathy and describe similarities as well as differences. Communication - Identify and describe geographical processes and patterns - Use geographical language relating to the physical and human processes. - Express opinions and personal views about what they like and don't like about specific geographical features and situations	Mapping - Use a wider range of maps, atlases and globes to locate countries and features studied - Use maps from a range of publications eg, holiday brochures, leaflets and town plans. - Label maps with titles to show their purpose - Use 4 figure coordinates to locate features on a map - Use plan views - Make a simple scaled drawing Fieldwork - Use the 8 points of a compass Enquiry and Investigation - Ask more searching questions including how and why as well as where and what when investigating places and processes. - Show increasing empathy and describe similarities as well as differences. Communication - Identify and describe geographical features and patterns - Use geographical language relating to the physical and human processes. - Communicate geographical information through a range if methods including sketch maps, plans, graphs, and presentations. Use of ICT /Technology - Add a range of text and annotations to digital maps to explain features and places. - Use presentation or multimedia software to record and explain geographical features and processes.

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Key vocabulary	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.		
Enquiry Question	<u>Preston Docks</u> <u>Why was the river Ribble an important trade route?</u>	<u>Greece</u> <u>What is the landscape and climate like in Greece and how does it compare to the UK?</u>	<u>Rivers</u> <u>What are the advantages and disadvantages of working in the Amazon?</u>
Y5	<u>Locational Knowledge</u> Name and locate counties and cities in the United Kingdom <u>Place Knowledge</u> A region of the United Kingdom <u>Human and Physical Geography</u> Describe and understand key aspects of physical geography including climates zones. Describe and understand key aspects of Human geography including settlement and land, trade and economic activity	<u>Locational Knowledge</u> Locate the world's countries using maps to focus on Europe <u>Place Knowledge</u> A region in a European Country. <u>Human and Physical Geography</u> Describe and understand key aspects of physical geography including climates zones, biomes rivers. Describe and understand key aspects of Human geography including settlement and land, distribution of natural resources and food.	<u>Could link to a local river</u> <u>Locational Knowledge</u> Locate the world's countries using maps to focus on South America. <u>Place Knowledge</u> A region within South America <u>Human and Physical Geography</u> Describe and understand key aspects of physical geography including climates zones, vegetation belts, water Describe and understand key aspects of Human geography including settlement and land, water, minerals, food.
Key learning and skills	<u>Mapping</u> - Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. - Relate different maps to each other and to aerial photos - Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. - Choose the most appropriate map/globe for a specific purpose. - Use six figure coordinates. - Create sketch maps using symbols and a key. <u>Fieldwork</u> - Observe, measure and record human and physical features using a range of methods including sketch	<u>Mapping</u> - Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. - Interpret and use thematic maps. - Use latitude/longitude in a globe or atlas. - Use models and maps to discuss land shape i.e. contours and slopes. <u>Communication</u> - Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. - Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.	<u>Mapping</u> - Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. - Relate different maps to each other and to aerial photos - Follow routes on maps describing what can be seen. - Understand that purpose, scale, symbols and style are related. - Use a wider range of OS symbols including 1:50K symbols. - Know that different scale OS maps use some different symbols. - Use the scale bar on maps. - Read and compare map scales.

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	maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. <u>Enquiry and Investigation</u> - Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? - Make predictions and test simple hypotheses about people and places. <u>Use of ICT /Technology</u> - Use appropriate search facilities when locating places on digital/online maps and websites.	<u>Use of ICT /Technology</u> - Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. - Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.	<u>Fieldwork</u> - Use eight cardinal points to give directions and instructions. - Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. - Interpret data collected and present the information in a variety of ways including charts and graphs. <u>Enquiry and Investigation</u> - Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? - Make predictions and test simple hypotheses about people and places. <u>Communication</u> - Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. - Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. - Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. <u>Use of ICT /Technology</u> - Use appropriate search facilities when locating places on digital/online maps and websites. - Use wider range of labels and measuring tools on digital maps.
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.		

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Enquiry Question	Local – Windermere <u>How and why has land use changed since World War II?</u>	Economical Trade <u>How sustainable is the UK Economy?</u>	Coastal Erosion <u>How is coastal erosion affecting the environment and communities in Norfolk, and what measures are being taken to manage it?</u>
Y6	Locational Knowledge Name and locate counties and cities in the United Kingdom Place Knowledge A region of the United Kingdom Human and Physical Geography Describe and understand key aspects of physical geography including climates zones. Vegetation belts Describe and understand key aspects of Human geography including settlement and land use, distribution of natural resources	Human and Physical Geography Describe and understand key aspects of physical geography including climates zones, biomes rivers. Describe and understand key aspects of Human geography including settlement and land, distribution of natural resources and food, trade and land use.	Locational Knowledge Name and locate counties and cities in the United Kingdom Place Knowledge A region of the United Kingdom Human and Physical Geography Describe and understand key aspects of physical geography including coastlines, erosion Describe and understand key aspects of Human geography including settlement and land, water.
Key learning and skills	Mapping - Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. - Relate different maps to each other and to aerial photos. - Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. - Understand that purpose, scale, symbols and style are related. - Use six figure coordinates. - Use latitude/longitude in a globe or atlas. - Use a wider range of OS symbols including 1:50K symbols. - Know that different scale OS maps use some different symbols. - Use the scale bar on maps. - Read and compare map scales. Fieldwork - Use eight cardinal points to give directions and instructions. - Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data	Fieldwork - Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. - Interpret data collected and present the information in a variety of ways including charts and graphs. Enquiry and Investigation - Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? - Make predictions and test simple hypotheses about people and places. Communication - Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. - Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. - Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news	Mapping - Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. - Relate different maps to each other and to aerial photos - Choose the most appropriate map/globe for a specific purpose. - Interpret and use thematic maps. - Create sketch maps using symbols and a key. - Use models and maps to discuss land shape i.e. contours and slopes. Fieldwork - Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. Communication - Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.

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	loggers to record (e.g. weather) at different times and in different places. <u>Enquiry and Investigation</u> - Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? - Make predictions and test simple hypotheses about people and places. <u>Communication</u> - Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. - Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes <u>Use of ICT /Technology</u> - Use appropriate search facilities when locating places on digital/online maps and websites. - Use wider range of labels and measuring tools on digital maps. - Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.	e.g. for/against arguments relating to the proposed wind farm.	<u>Use of ICT /Technology</u> - Use appropriate search facilities when locating places on digital/online maps and websites. - Use wider range of labels and measuring tools on digital maps. - Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc - Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app.
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.		