



## Clipston Primary School – Topic Overview for Geography

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>Development Matters:</b></p> <ul style="list-style-type: none"> <li>- Draw information from a simple map.</li> <li>- Describe what we see, hear and feel whilst outside.</li> <li>- Explore the natural world around us.</li> <li>- Understand the effect of changing seasons on the natural world around us.</li> <li>- Recognise some environments that are different from the one in which we live.</li> <li>- Understand that some places are special to members of our community.</li> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>Early learning goals:</b></p> <ul style="list-style-type: none"> <li>- Describe our immediate</li> </ul>	<p><b>What is it like here?</b></p> <ul style="list-style-type: none"> <li>- Locate where we live on an aerial photograph, recognise local features.</li> <li>- Create maps using classroom objects before drawing simple maps of the school grounds.</li> <li>- Use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</li> </ul> <p><b>What is the weather like in the UK?</b></p> <ul style="list-style-type: none"> <li>- Study the countries and cities that make up the UK.</li> <li>- Discuss the four seasons and their associated weather.</li> <li>- Consider how we change our behaviour in response to different weather and keep a weather diary or record.</li> <li>- Investigate the UK's hot and cold places using weather maps with a simple key.</li> </ul> <p><b>What can you see at the coast?</b></p> <ul style="list-style-type: none"> <li>- Use atlases to name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK.</li> <li>- Learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.</li> </ul>	<p><b>Who lives in Antarctica?</b></p> <ul style="list-style-type: none"> <li>- Learn about latitude and longitude, consider how this links to climate.</li> <li>- Contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures.</li> <li>- Explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population.</li> <li>- Study Shackleton's expedition before planning their own, using mapping skills learnt so far.</li> </ul> <p><b>Why are rainforests important to us?</b></p> <ul style="list-style-type: none"> <li>- Focus on the link between biomes and climate.</li> <li>- Locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics.</li> <li>- Investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions.</li> <li>- Learn about the people who live in the rainforest and discuss the impact of human activity locally and globally.</li> </ul> <p><b>Where does our food come from?</b></p> <ul style="list-style-type: none"> <li>- Look at the distribution of the world's biomes and map food imports from around the world.</li> <li>- Learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans.</li> </ul>	<p><b>What is life like in the Alps?</b></p> <ul style="list-style-type: none"> <li>- Discover the climate of mountain ranges and consider why people choose to visit the Alps.</li> <li>- Focus on Innsbruck and identify the human and physical features that attract tourists.</li> <li>- Apply learning to investigate tourism in the local area, mapping recreational land use and presenting findings.</li> </ul> <p><b>Why do oceans matter?</b></p> <ul style="list-style-type: none"> <li>- Explore the significance of our oceans.</li> <li>- Learn how humans use and impact them and how this has changed over time.</li> <li>- Study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices.</li> <li>- Use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.</li> </ul> <p><b>Can I carry out an independent fieldwork enquiry?</b></p> <ul style="list-style-type: none"> <li>- Plan and carry out own independent enquiry.</li> <li>- Explore an issue in our local area.</li> <li>- Develop an enquiry question, design own data collection methods, and then record, analyse and present findings.</li> </ul>

<p>environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> <li>- Explore the natural world around us, making observations and drawing pictures of animals and plants.</li> <li>- Understand some important processes and changes in the natural world, including seasons and changing states of matter.</li> <li>- Know some similarities and differences between the natural world around us and contrasting environments, drawing on experiences and what has been read in class.</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>	<p><b>Where am I?</b></p> <ul style="list-style-type: none"> <li>- Locate the countries of the UK on a map, recognising features within the school grounds.</li> <li>- Use directional language to explore the location of features on maps.</li> <li>- Create own map using symbols to represent features and think about how places on the school grounds make us feel.</li> </ul> <p><b>Would you prefer to live in a hot or a cold place?</b></p> <ul style="list-style-type: none"> <li>- Introduce the basic concept of climate zones and map out hot and cold places globally.</li> <li>- Compare features in the North and South Poles and Kenya as well as in the local area.</li> <li>- Learn the four compass points and the names and location of the seven continents.</li> </ul> <p><b>What is it like to live in Shanghai?</b></p> <ul style="list-style-type: none"> <li>- Use a world map to start recognising continents, oceans and countries outside the UK with a focus on China.</li> <li>- Identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use.</li> <li>- Compare these features to those in the local area and make a simple map using data they have collected through fieldwork.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore where the food for their school dinners comes from and the pros and cons of local versus global.</li> </ul> <p><b>Why do people live near volcanoes?</b></p> <ul style="list-style-type: none"> <li>- Learn how the Earth is constructed and about tectonic plates and their boundaries.</li> <li>- Learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes.</li> <li>- Map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.</li> </ul> <p><b>Are all settlements the same?</b></p> <ul style="list-style-type: none"> <li>- Explore different types of settlements and land use.</li> <li>- Consider the difference between urban and rural.</li> <li>- Describe the different human and physical features in their local area and how these have changed over time.</li> <li>- Make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.</li> </ul> <p><b>What are rivers and how are they used?</b></p> <ul style="list-style-type: none"> <li>- Explore the different ways water is stored and moves.</li> <li>- Develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.</li> </ul>	<p><b>Why does population change?</b></p> <ul style="list-style-type: none"> <li>- Look at global population distribution, thinking about why certain areas are more populated than others.</li> <li>- Explore the factors that influence birth and death rates and use case studies to illustrate these.</li> <li>- Consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.</li> </ul> <p><b>Would you like to live in the desert?</b></p> <ul style="list-style-type: none"> <li>- Recap biomes with focus on hot desert biomes and their various characteristics.</li> <li>- Map the largest global deserts.</li> <li>- Use the Mojave Desert as a case study to learn about the physical features of a desert.</li> <li>- Consider how humans use deserts and the environmental threats that can occur in this landscape.</li> </ul> <p><b>Where does our energy come from?</b></p> <ul style="list-style-type: none"> <li>- Learn about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom.</li> <li>- Learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment.</li> <li>- Carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.</li> </ul>
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## Clipston Primary School – End Points for Geography

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Locational Knowledge</b>			
<p>Identify land and water on a map or globe.</p> <p>Make observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</p> <p>Know some vocabulary to describe different bodies of water (sea/ocean, lake, river, pond).</p> <p>Know that usually water is represented in blue on a map or globe.</p> <p>Know the name of their school and the place where they live.</p> <p>Know some vocabulary to describe the characteristics of different places (hill, field, building, road, house, old).</p>	<p>Name and locate the world's seven continents and five oceans on a world map.</p> <p>Know that there are four bodies of water surrounding the UK, name them and locate them on a map of this area.</p> <p>Name and locate the capital cities of the four countries of the UK and identify some of their characteristics (both human and physical) using maps.</p> <p>Know that a capital city is the city where a country's government is located.</p> <p>Show on a map the city, town or village where they live in relation to their capital city.</p> <p>Know that a sea is a body of water that is smaller than an ocean.</p>	<p>Use maps to name and locate some countries and major cities in Europe and North and South America.</p> <p>Use maps to name and locate some key physical features (including significant environmental regions), and some key human features of the countries studied.</p> <p>Name and locate the world's most significant mountain ranges, volcanoes and rivers on a world map, identifying any patterns.</p> <p>Know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</p> <p>Identify the position of the Northern and Southern hemispheres and explain how this shapes our seasons.</p> <p>Find the five main lines of latitude on a globe using these to name and locate the world's different climate zones.</p> <p>Locate some counties and cities in the UK (local to our school), including the name of the county that we live in and our closest city.</p> <p>Begin to locate the twelve geographical regions of the UK, using maps to identify their key physical and human characteristics.</p> <p>Describe how a locality has changed over time, giving examples of both physical and</p>	<p>Use a range of maps to name and locate more countries and major cities in Europe and North and South America.</p> <p>Use a range of maps to name and locate major cities, key physical features (including significant environmental regions), and key human features of the countries studied.</p> <p>Begin to use longitude and latitude when referencing location in an atlas or on a globe.</p> <p>Identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.</p> <p>Know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines that start of the world's time zones.</p> <p>Use maps to name and show the distribution of the world's climate zones, biomes and vegetation belts.</p> <p>Locate more counties and cities in the UK, knowing that London and the South-East regions have the largest populations.</p> <p>Locate most of the twelve geographical regions of the UK, using maps to identify their key physical and human characteristics.</p> <p>Describe why a locality has changed over time, giving examples of both physical and</p>

		human features (including land-use and types of settlement).	human features (including land-use and types of settlement).
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R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Place Knowledge</b>			
<p>Discuss how environments in stories and images are different to the environment they live in.</p> <p>Know that places within this country can differ from each other.</p> <p>Know that there are differences between places in this country and places in other countries.</p>	<p>Describe and begin to explain some key similarities and differences between our local area and a small area of a contrasting non-European country.</p> <p>Describe what physical features may occur in a hot place in comparison to a cold place.</p> <p>Know that life elsewhere in the world can be different to ours.</p>	<p>Describe and begin to explain similarities and differences between two regions studied.</p> <p>Describe how and why humans have responded in different ways to their local environments.</p> <p>Discuss how climates have an impact on trade, land use and settlement.</p> <p>Explain what measures humans have taken in order to adapt to survive in cold places.</p> <p>Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK.</p> <p>Know the positive and negative effects of living near a volcano.</p> <p>Know the negative effects an earthquake can have on a community and ways in which communities respond to earthquakes.</p>	<p>Describe and explain similarities and differences between two environmental regions studied.</p> <p>Explain why and how humans have responded in different ways to their local environments in two contrasting regions.</p> <p>Understand how climates impact on trade, land use and settlement.</p> <p>Explain how humans have used desert environments.</p> <p>Use maps to explore wider global trading routes.</p> <p>Know some similarities and differences between the UK and a European mountain range.</p> <p>Know why tourists visit mountain regions.</p>

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Human and Physical Geography</b>			
<p>Begin to use the names of the seasons in the correct context.</p> <p>Know some of the key characteristics of each season.</p> <p>Know that there are four seasons in a year marked by certain weather conditions.</p> <p>Observe weather across the seasons, discussing the effect the changing seasons have on the world around them.</p> <p>Make observations about the features and characteristics of places.</p> <p>Know some vocabulary to describe different bodies of water.</p> <p>Know some vocabulary to describe the characteristics of different places.</p>	<p>Locate the Equator and North and South Poles on a world map.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point.</p> <p>Know that the Equator is an imaginary line around the middle of the Earth and because it is the widest part of the Earth, it is much closer to the sun than the North and South Poles.</p> <p>Know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</p> <p>Know some key physical features and key human features of the UK.</p> <p>Describe the key physical features of a coast and the key human features of a coastal town using subject specific vocabulary.</p> <p>Know that physical features (including coasts) and human features change over time.</p> <p>Describe and understand the differences between a city, town and village.</p>	<p>Know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.</p> <p>Know the world's different climate zones and that climates can influence the foods able to grow.</p> <p>Understand some of the causes of climate change.</p> <p>Describe and explain how physical features, such as mountains and rivers, are formed, why volcanoes and earthquakes occur, and the impact upon the surrounding landscape and communities.</p> <p>Describe and understand types of settlement and land use, explaining: why a community has grown in a particular location; why different locations have different human features; and why people might prefer to live in an urban or rural place.</p> <p>Describe how humans use water in a variety of ways.</p> <p>Describe how humans can impact the environment both positively and negatively, using examples, including the threats to the rainforest.</p> <p>Know that a natural resource is something that people can use which comes from the natural environment.</p> <p>Know about the process of 'Fair Trade'.</p> <p>Know the UK grows food locally and imports food from other countries.</p>	<p>Name and describe some of the world's vegetation belts.</p> <p>Describe and understand the key aspects and distribution of vegetation belts in relation to the world's biomes, climate and weather.</p> <p>Understand some of the impacts and causes of climate change.</p> <p>Give examples of alternative viewpoints and solutions regarding an environmental issue and explain its links to climate change.</p> <p>Suggest reasons why the global population has grown significantly in the last 70 years.</p> <p>Know which factors are considered before people build settlements, and describe the 'push' and 'pull' factors that people may consider when migrating.</p> <p>Know why the ocean is important.</p> <p>Recognise geographical issues affecting people in different places and environments, describing and explaining how humans can impact the environment both positively and negatively.</p> <p>Understand the distribution of natural resources both globally and within a specific region or country studied, and that natural resources are used to make energy.</p> <p>Describe and understand economic activity including trade links.</p>

R	Y1 or Y2	Y3 or Y4	Y5 or Y6
<b>Geographical Skills &amp; Fieldwork</b>			
<p>Ask questions about the world around them.</p> <p>Comment on the features seen in our school and school grounds.</p> <p>Answer simple questions, guided by the teacher.</p> <p>Express likes and dislikes about a specific place and its features, beginning to explain reasoning.</p> <p>Begin to look at, talk about and draw maps in stories, non-fiction books, atlases and globes.</p> <p>Begin to use modelled directional vocabulary when describing features in the surrounding environment.</p>	<p>Use locational language and the compass points (N, S, E, W) to describe a route and/or the location of features on a map.</p> <p>Use a map to follow a prepared route.</p> <p>Recognise there are different ways to answer a question.</p> <p>Discuss features seen in the area surrounding our school when on a walk, asking simple questions about the human and physical features in our surrounding.</p> <p>Drawing a simple sketch map of the playground or school grounds using class agreed symbols (in a simple key) to represent human and physical features.</p> <p>Take digital photographs of geographical features in the locality.</p> <p>Collect quantitative data through a small survey of the local area / school to answer an enquiry question.</p> <p>Classify the features noticed into human and physical with teacher support.</p> <p>Present data in simple tally charts or pictograms and comment on what the data shows, asking and answering simple questions about the data.</p>	<p>Accurately use 4-figure grid references to locate features on a map in regions studied.</p> <p>Begin to locate features using the 8 points of a compass.</p> <p>Begin to choose the best approach to answer an enquiry question.</p> <p>Make a plan for how to collect data to answer an enquiry-based question, with the support of a teacher.</p> <p>Make annotated sketches, field drawings and freehand maps to record observations during fieldwork.</p> <p>Observe, record and name geographical features in our local environment, using simple sampling techniques appropriately.</p> <p>Design and use questionnaires / interviews to collect quantitative and qualitative fieldwork data.</p> <p>Begin to use a simplified Likert Scale to record judgements of environmental quality.</p> <p>Begin to draw conclusions, suggesting different ways that a locality could be changed and improved.</p> <p>Begin to analyse and present data, including using digital technologies, charts and graphs, to communicate geographical information.</p>	<p>Accurately use 4 and 6-figure Grid References to locate features on a map in regions studied.</p> <p>Confidently locate features using the 8 points of a compass.</p> <p>Develop own enquiry questions, choosing the best approach to answer them.</p> <p>Make an independent or collaborative plan of how to collect data to answer an enquiry-based question.</p> <p>Make sketch maps of areas studied including labels and keys where necessary.</p> <p>Select appropriate methods for data collection, and identify and mitigate potential risks during fieldwork.</p> <p>Design interviews / questionnaires to collect quantitative and qualitative data, and begin to use standard field sampling techniques appropriately.</p> <p>Use a simplified Likert Scale to record judgements of environmental quality.</p> <p>Draw conclusions about an enquiry using findings from fieldwork to support reasonings.</p> <p>Decide how to analyse and present data, including using digital technologies, charts and graphs, to communicate geographical information.</p>