Clipston Primary School: Two-Year Rolling Programme Overview for Geography

This document should be used with reference to the Big Picture for Geography

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Development Matters: - Draw information from a simple map. - Describe what we see, hear and feel whilst outside and explore the natural world around us. - Understand the effect of changing seasons on the natural world around us. - Recognise some environments that are different from the one in which we live, including between life in this country and life in other countries. - Understand that some places are special to members of our community. **Early learning goals:** - Describe our immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explore the natural world around us, making observations and drawing pictures of animals and plants. - Understand some important processes and changes in the natural world, including seasons and changing states of matter.	**Year A:** - What is it like here? - What is the weather like in the UK? - What can you see at the coast? **Year B:** - Where am I? - Would you prefer to live in a hot or a cold place? - What is it like to live in Shanghai?	**Year A:** - Who lives in Antarctica? - Why are rainforests important to us? - Where does our food come from? **Year B:** - Why do people live near volcanoes? - Are all settlements the same? - What are rivers and how are they used?	**Year A:** - What is life like in the Alps? - Why do oceans matter? - Can I carry out an independent fieldwork enquiry? **Year B:** - Why does population change? - Would you like to live in the desert? - Where does our energy come from?

- Know some similarities and differences between the natural world around us and contrasting environments, drawing on experiences and what has been read in class. - 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.			

Clipston Primary School – Progression & End Points for Geography

End point outcomes are integrated into the programme of units taught.

R	KS1	LKS2	UKS2
Locational Knowledge			
• Know the name of their school and the place where they live. • Can identify land and water on a map or a globe.	• Can name and locate the world's seven continents and five oceans on a world map, knowing that a sea is a body of water that is smaller than the ocean. • Can name the four countries of the UK, their capital cities and the four bosies of water surrounding the UK, locating them on a map. • Can show on a map the city, town or village where they live in relation to their capital city.	• Can use maps to name and locate some countries and major cities in Europe and North and South America. • Can use maps to name, locate and describe some key physical features and human features of the countries studied, including mountain ranges, volcanoes and rivers, using subject-specific vocabulary. • Can identify the position of the Northern / Southern hemispheres and the five main lines of latitude on a globe, using these to name and locate the world's different climate zones. • Can name some geographical regions, counties and cities in the UK, including the county that we live in and our closest city, locating these on a map, and say how these places have changed over time.	• Can use a range of maps to name and locate more countries and major cities in Europe and North and South America. • Can use a range of maps to name and locate key physical features and human features of the countries studied. • Is beginning to use longitude and latitude when referencing location in an atlas or on a globe. • Can use maps / globes to name and show the distribution of the world's climate zones, biomes and vegetation belts. • Can locate more geographical regions, counties and cities in the UK, giving examples of how some of these places have changed over time.

R	KS1	LKS2	UKS2
Place Knowledge			
• Can talk about how environments in stories and images are different to the environment they live in. • Can explain how places within this country can differ from each other. • Can talk about differences between places in this country and places in other countries.	• Knows that life elsewhere in the world can be different to ours. • Is beginning to explain some key similarities and differences between our local area and a small area of a contrasting non-European country. • Can describe what physical features may and weather conditions may occur in a hot pace in comparison to a cold place.	• Can describe and is beginning to explain similarities and differences between two regions studied, including how people who live in a contrasting physical area may have different lives to people in the UK. • Can discuss how climates have an impact on trade, land use and settlement. • Can explain positive and negative effects of living in different environments (e.g. rainforests, cold places, volcanoes).	• Can describe and explain similarities and differences between two environmental regions studied, including comparisons to the UK and how humans have responded in different ways to their local environments. • Understands how climates impact trade, land use, settlement and tourism, using maps to explore global trade routes. • Can explain how humans use a wider range of different environments (e.g. deserts, mountainous regions).

R	KS1	LKS2	UKS2
Human and Physical Geography			
• Can name the four seasons marked by certain weather conditions and is beginning to use the names of the seasons in the correct context. • Can observe weather across the seasons, discussing the effect the changing seasons have on the world around them. • Can describe different bodies of water and make observations about the features and characteristics of different places, using appropriate vocabulary.	• Can locate the Equator and North and South Poles on a world map, identifying hot and cold areas of the world on a map/globe relative to these locations. • Knows that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point. • Can name and describe some key physical features and key human features of the UK using subject specific vocabulary, beginning to understand that these features can change over time. • Can describe the differences between a city, town and village.	• Can explain how the world's different climate zones influence the foods able to grow, including naming foods grown locally in the UK, food imported from other countries and the process of 'Fair Trade'. • Can explain what a biome is and some of the causes and impacts of climate change. • Can describe mountains and rivers are formed, why volcanoes and earthquakes occur, and the impact upon the surrounding landscape and communities. • Can describe different types of settlement and land use, explaining differences exist and people's preferences. • Can describe how humans can impact the environment both positively and negatively, using examples, including the threats to the rainforest, uses of water and natural resources.	• Can explain some of the key causes, impacts, viewpoints and solutions to climate change, with reference to biomes. • Can identify factors considered before people build settlements, describing the 'push' and 'pull' factors for migration, giving reasons for changes in local and global population sizes over time. • Recognises some geographical issues affecting people in different places and environments, describing and explaining how humans can impact the environment both positively and negatively (e.g. oceans). • Can explain that natural resources are used to make energy and that distribution globally, regionally and locally differs, leading to economic activity / trade links.

R	KS1	LKS2	UKS2
Geographical Skills & Fieldwork			
• Asks questions about the world around them and can answer simple questions, guided by the teacher. • Can express likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Is beginning to look at, talk about and draw maps in stories, non-fiction books, atlases and globes. • Is beginning to use modelled directional vocabulary when describing features in the surrounding environment.	• Can use the cardinal compass points (N, S, E, W) to describe and follow a route and/or the location of features on a map. • Can discuss features seen in the local area when on a walk, asking simple questions about the human and physical features observed, recognising there are different ways to answer these questions. • Can draw a simple sketch map of the playground or school grounds using class agreed symbols (in a simple key) to represent human and physical features. • Can collect data via a simple survey to answer an enquiry question, presenting this in simple tally charts or pictograms.	• Can accurately use 4-figure grid references and is beginning to locate features using the 8-points of a compass. • Is beginning to choose the best approach to answer an enquiry question, planning how to collect data with the support of a teacher. • Can make annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Can design and use questionnaires, interviews and Likert Scales to collect data, judgements and opinions. • Is beginning to draw conclusions, analyse and present geographical data, suggesting different ways that a locality could be changed and improved.	• Can use 4 and 6-figure grid references and locate features using the 8-points of a compass, with growing confidence. • Can develop own enquiry question, making a collaborative plan of how to collect data to answer it. • Can make annotated sketch maps of areas studied including labels and keys where necessary. • Can select appropriate methods for data collection and identify and mitigate potential risks during fieldwork. • Can draw conclusions, analyse and decide how to present geographical data about an enquiry.