WHITMORE
PRIMARY SCHOOL AND NURSERY

Geography Overview 2024 – 25

		End of Year Objectives				
Year		**Communication and Language**	**Oracy Skills**	**Understanding the World The Natural World**	**Understanding the World People, Culture and Communities**	**Understanding the World Past and Present**
EYFS	**N1**	*I can understand action words e.g. Who's jumping?* *I enjoy listening to stories and remember what happens* *I can use a wider range of vocab/understand a 2-part instruction* *I can understand 'why' questions* *I can sing a repertoire of songs* *I am able to talk about familiar stories* *I am able to tell a long story* *I am beginning to use longer sentences of 4-6 words* *I am beginning to turn take in conversations* *I can use talk to organise myself and my play*	**Physical** *I can speak loud enough to be heard clearly by others* **Linguistic** *I can join phrases with words such as 'if', 'because' 'so' 'could' 'but'* **Cognitive** *I can begin to understand 'how' and 'why' questions* **Social and Emotional** *I can describe events currently happening and what might happen next* *I can take turns to speak*	*I can explore natural materials and my own environment using my senses* *I can observe what I see and talk about it using newly learnt vocabulary* *I can use magnifying glasses to support my observations* *I am beginning to understand the changes in seasons*	*I can explore my own life stories* *I can show interest in a range of occupations* *I am developing positive attitudes to other cultures through Diwali, Christmas, Chinese New Year, etc. and listening to stories, puppets, small world*	*I know that before 'now' there was 'the past'* *I know that life could be different in the past* *I can engage with stories set in the past* *I can say how life in the past is different to now*
	N2	*I can use a sentence of 4-6 words* *I can use 'because' and 'and'* *I can answer simple 'why' questions using past and future tenses*				
	R	*I can hold a back-and-forth conversation and explain why things happen* *I can use new vocabulary and ask relevant questions* *I can connect ideas using connectives* *I can retell stories* *I can articulate ideas in sentences* *I understand social phases* *I can engage with stories* *I can start a conversation* *I can learn new vocabulary* *I can show active listening* *I can engage with non-fiction books* *I can describe an event*	**Physical** I can often use gestures to support meaning in play **Linguistic** I can use talk in play to practice new vocabulary **Cognitive** *I can wonder about ideas* *I can describe events that have happened to me in detail* **Social and Emotional** *I can take turns to speak with a partner independently*	*I am able to make collections of natural objects I am interested in* *I can talk about similarities and differences between my life and life in other countries* *I am able to explore the natural world – use senses, songs, close observation, drawings, etc.* *I can discuss contrasting environments to where I live* *I am able to draw information from a simple map* *I understand the change in seasons* *I know there are other countries in the world – non-fiction books, globes, maps, google*	*I can talk about my own family and look at real life families in books and discuss different types of families* *I am able to talk about important people in the community – lollipop man, nurse, doctor, dentist, etc.* *I can learn about people in the past – bonfire night, Xmas story, Homes in the past, etc.* *I can look at important place in the community churches, mosques, etc.*	*I can talk about the lives of the people around me and their roles in society* *I can describe some similarities and differences between things in the past and now* *I can understand the past through settings, characters and events encountered in class*
Notes for teachers		These objectives and skills are covered through both explicit teaching and free-flow activities. These objectives and skills have been chosen to ensure that children entering year 1 are able to fully access their learning in geography.				
Links to future learning		Children will build on their skills throughout their time at Whitmore and beyond				

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I	**Weather and Seasons** *I can make simple recordings of my findings* *I can create first-hand observations using my senses* *I can ask and answer simple questions about what I have heard* *I can spot the differences between seasons* *I can order the months of the year* *I can say how the weather can affect different jobs*		**United Kingdom** *I can use north, south, east and west for simple navigation* *I can use simple locational language to describe where things are* *I can locate the four countries of the UK on a map* *I know the four capital cities of the UK* *I can explain the differences between human and physical features* *I can describe the human and physical features of one of the UK's capital cities*	**Local Area** *I can use basic symbols in a key* *I can follow a simple map* *I can use photographs to recognise basic features* *I can explain the differences between different image types* *I know the differences between rural and urban areas* *I can explore and record the features of my local area*		
Fieldwork Activities	**Explore and experience weather over the course of the year** *This fieldwork will take place throughout the year*		**Measuring Shadows** *Children will measure shadows and compare to the cardinal points of the compass*	**Local Maps** *Children will look at different maps of the school, including aerial photographs, and compare them* *Children will describe routes around the school using maps*		
Notes for teachers	Easy in school fieldwork to record physical sensations of varied weather types, recording their thoughts on the matter		Children will be able to locate the countries of the United Kingdom, and say where they are in relation to each other (e.g. Scotland is north of England) Could measure east/south/west from shadows direction (easy and in school)	Children will compare aerial photographs and maps of the school (and close local area) and identify the differences and similarities Children will compare aerial photographs of urban and rural areas and describe the similarities and differences Children can follow a simple map of the school to get from one place to another I suggest children having a map of the school site that they need to follow, and have to collect OS symbol cards at places and use them on their map (with a key)		
Links to prior learning			Physical features link to weather and seasons from last topic	North, south, east and west		
Links to future learning	Climate zones (year 3) Geographical questioning Fieldwork skills – experience different weather types physically and describe it		Fieldwork skills (cardinal points) United Kingdom Human and physical features conceptual understanding	Mapwork and symbols - will later use OS symbols and will use more photographs		

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2		**Continents and Oceans** *I can use north, south, east and west to describe locations and routes on a map* *I can show an interest in what I am learning about by asking questions* *I can use digital maps* *I can understand where I am in the world* *I can locate and name the seven continents* *I can locate and name the oceans on a map*		**Hot and Cold Places** *I can use simple locational language* *I can start to choose the information I use* *I can begin to highlight and annotate maps* *I can identify hot and cold places on a map* *I can recognise the features of hot and cold places* *I can say how animals have adapted to hot and cold places*		**Contrasting Locality Study** *I can use aerial photographs and plan perspectives to recognise landmarks and basic features* *I can use simple grid references to locate squares on a map* *I can recognise and identify basic OS symbols* *I can describe the physical and human features of Lagos* *I can locate Lagos on different maps* *I can say how daily life in Lagos is different to life in Basildon*
Fieldwork Activities		**Planning a route** *Children will use the cardinal compass points to plan routes through their classroom, school and local area using maps*				**Orienteering** *Children will have to use simple-grid references using a map of the school to complete an orienteering expedition*
Notes for teachers		Will need access to IT resource so they can use digital maps. Any questions related to the learning are valid at this stage. Maybe a map following exercise focussing on using the language of north, south, east, west to follow and then make a route. (with, "look to the north at this point to see…"		Locate hot and cold places in relation to poles, equator and lines of latitude. (can include tropics of cancer and Capricorn, and northern/southern hemisphere) – children to choose suitable maps to help them. Provide images of features of hot and cold places – children to decide which to use. Simple locational language is using the cardinal points to say where things are in relation to other things (the UK is to the north and east of Mexico)		Use aerial photographs to identify shape from above to locate on plan perspectives (maps) Introducing grid references – give grid references to direct children to find items. Use a plan map of the school grounds and use that to introduce the idea of using 'plan perspective' shapes from a map to identify location. Put grid referencing system on that map so the children can carry out orienteering investigation.
Links to prior learning		Cardinal points covered in year 1. Have knowledge of the geography of the UK. Questioning – ask and answer simple questions about what I have heard		North, south, east, west and other simple locational language		Use symbols in a key in year 1 – relates to recognise OS symbols
Links to future learning		Questioning – moves toward asking geographically valid questions		Questioning – the choosing of information is about asking and answering questions		Development of map skills – more OS symbols and more ability to read maps

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3		**North America** *I can start to measure distance on Digimaps* *I can annotate digital maps with text and labels* *I can use sketch maps, tables, jotted diagrams, lists, etc.* *I can identify countries within North America and states in the USA* *I can describe the physical geography of the Rocky Mountains* *I can say how the physical geography has impacted a local area*		**South America and Rio de Janeiro** *I can create a sketch map* *I can start to ask geographically valid questions* *I can select the information I need according to relevance* *I can locate countries in South America* *I can use photographs and information texts to describe what daily life is like in Rio* *I can explain how my life is linked to Rio and Brazil*		**Climate Zones** *I can use maps, atlases and globes and start to describe the features I can see* *I can locate different climate zones on a world map* *I can say how temperate and tropical climates are different* *I can describe the key features of climate zones* *I identify different lines of latitude* *I can link latitude to climate zones*
Fieldwork Activities		**Site Survey** *Children will have a sketch map of the school and will have to complete a data table* *They will need to create a jotted diagram of a specific thing, and also list what they see on their journey*		**Creating Sketch Maps** *Children will need to create their own sketch maps of a part of, or the whole, school site*		**Weather Survey** *Children will measure the weather conditions over a period of weeks* *Children will compare their data to somewhere from a different climate zone*
Notes for teachers		Use Digimaps to explore North America and the various sections. Use labels in Digimaps and use Digimaps to measure distances between states/physical geography. Children can create their own sketch maps of North America Provide children with a sketch map to use to explore and complete a table of data. On the way, ask them to do a jotted diagram of something specific, and ask them to list what they see of the journey (eg, types types of bird that they see)		Valid used here is the standard usage (meaning having a sound basis) regarding how it applies to the geography topic. For example, "What is the population of Rio?" is a valid geographical question (pertaining to human geography), as is, "Do parrots live in Rio?" (pertaining to natural geography, climates, biomes, settlements, impact of humans etc) but "What colour do their home football team wear?" is not, as it does not relate to a geographic strand. "Do they have a football team?" would be valid, but, "Do they have professional football?" would be better. Search 'sketch maps'. Give children the challenge of creating a sketch map of part of school grounds. Do this as a project where they can have multiple attempts. How will they make it accurate? Eg of g.v.questions how far is it from A to B compared to B to C?		Use a range of non-os informational maps to provide evidence for climate zones. Take measurements of local weather conditions across a few weeks, comparing the results to those expected in temperate zones/tropical zones (at the time of year) to evidence.
Links to prior learning		Used digital maps in year 2 Year 2 topic comparing local area to Lagos should have introduced how physical geography affects a local area.		Locating states of North America, locating UK and regions on a world map. Understanding how local area is affected by physical environment (year 2 Lagos and year 3 NA)		Use of various maps. Language to understand and describe features. Located hot and cold places Y1
Links to future learning		Physical geography and climate/biomes are revisited frequently		More world map work Human and physical geography		

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4			**Rainforests** *I can use the contents and index of an atlas* *I can ask and answer geographically valid questions* *I can locate the world's rainforests on a map* *I can describe the different layers of a rainforest* *I can explain the impact of deforestation* *I can explain the importance of rainforests*	**Rivers** *I can use oblique and aerial views* *I can use a scale to reasonably estimate distances* *I can accurately measure distances on digital maps* *I can describe the key features and stages of a river* *I can describe how human activity affects rivers* *I can locate and describe the key features of the world's longest rivers*		**South America and the Amazon Basin** *I can use complex keys to build my knowledge* *I can use digital maps for a purpose* *I can recognize that geographical 'facts' can vary by source and suggest reasons for this* *I can locate the physical features of South America* *I can find out if the Amazon River is the world's longest* *I can describe the key characteristics of the Amazon Basin*
Fieldwork Activities		**Measuring with maps** *Children will look at maps of the local area and use scales to help them find distances; they will then check these using a variety of equipment*	**Woodland Visit** *Children will visit a wooded area and learn about the different plants and animals at each layer, before comparing to the layers in a tropical rainforest*			
Notes for teachers		Provide a map with a scale (of the school or a local area). Have the children calculate the estimated size of some things, then go out and actually measure to confirm.	Valid used here is the standard usage (meaning having a sound basis) regarding how it applies to the geography topic. For example, "Are there any rainforests in temperate regions?" is a valid geographical question (pertaining to biomes/climate), as is, "Do humans live in rainforests?" (pertaining to human geography, settlements, impact of humans etc) but "What colour do rainforest football teams wear?" is not, as it does not relate to a geographic strand. "How do they play football in a rainforest?" would be valid, but, "Are there any football teams that play in rainforests?" would be better. Visit a local wooded area to identify the layers of a temperate forest and link to tropical rainforest	Learn about the water cycle and the stages of a river. Use Digimaps/digital maps to measure the lengths of significant UK rivers and those of other significant rivers (eg, the Nile). Could use google maps streetview or similar to fine oblique and aerial views of the different parts of a specific river (eg, the Thames).		'I can use digital maps for a purpose' – children will need access to an IT device and a purpose for finding and selecting a map, eg they could produce a short summary of the amazon basin and need to find/generate a map to include in it. This could be done as an oracy presentation (where they use the map they find as part of their presentation)
Links to prior learning			Questioning South America Climates/biomes	Digital maps, reading and using maps.		Rivers and Rainforests topics
Links to future learning				AmazonBasin in Summer – digimaps for presentation		

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	**Mountains** *I can use maps, atlases, globes and digital maps to locate and describe features* *I can compare differently-scaled maps of the same location* *I can locate the world's 'seven summits' on a map* *I can describe how mountains are formed* *I can describe the climate of mountains* *I can describe what it is like to live on a mountain*			**Volcanoes and Earthquakes** *I can explain my ideas, using a thematic map for reference* *I can start to create my own thematic maps* *I can start to estimate temperature and area* *I can describe and draw the structure of the Earth* *I can describe and explain the key features of a volcano* *I can explain why earthquakes happen*	**European Region** *I can ask and answer geographically valid questions* *I can explain the usefulness and reliability of information* *I can explain how geographical 'facts' can be interpreted to support opinions* *I can locate the countries of Europe on a map* *I can explain why people might like to visit the Mediterranean region* *I can explain how tourism can be good and bad for an area*	
Fieldwork Activities		**Map making** *Children will make a detailed map of their classroom using measurements they have taken* *Children can create a thematic map of the school or local area to show features, population, resources, etc.*		Using the school site, create a thematic map with estimated sizes (or measured) and estimating temperature change (just done by feeling). Could also measure usage in some way, so the map could be coloured by population density either at a specific time or with the time averaged out. **Map making** *Children will increase their knowledge and skills at using and creating thematic maps by creating maps of the United Kindgom that show population, resources, housing density, wind farms and other power plants, etc.*		**Traffic survey** *Children will use maps to look at routes into work. Children will survey different types of vehicles outside the school at different times, and different days of the week.*
Notes for teachers	Six figure grid references are not a required skill to be taught but might be useful, especially when 'comparing differently scaled maps' Should introduce contour lines (link to fieldwork) on OS maps and refer back to climates so that peaks can be identified on both OS maps and satellite maps.	'Create a map from fieldwork measurements' is another target on the progression document and could link to 'start to create my own thematic maps'…so: Could use spirit-levels and string to attempt to measure how the altitude changes at places of the school grounds. Children may make detailed measurements of a small area and use this to create a scaled map		Explain the structure of the earth, including techtonic plates. Gain understanding the features of a volcano and the different statuses (dormant, active, extinct), what that means and why. How this links to earthquakes.	Valid used here is the standard usage (meaning having a sound basis) regarding how it applies to the geography topic. For example, "What is the population of Paris?" is a valid geographical question (pertaining to human geography), as is, "Are tigers indigenous to Paris?" (pertaining to natural geography, climates, biomes, settlements, impact of humans etc) but "What colour do their home football team wear?" is not, as it does not relate to a geographic strand. "Do they have a football team?" would be valid, but, "Do they have professional football?" would be better.	What patterns are spotted? This fieldwork will need to take place at different times of the day across the term so that the data can be correctly analysed
Links to prior learning	Identification of global places Climate zones by latitude (hot and cold places in year 1, climates zones in yr3) How climate affects human usage			Development of mapping skills (sketch maps, measurements)	Climates, human and physical features and human use	
Links to future learning	Human and physical geography, mapping					

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6		**United Kingdom** *I can confidently use thematic or distribution maps to illustrate an idea or discuss a point* *I can design and draw my own distribution or thematic maps* *I can use careful selections from digital maps to illustrate ideas or points verbally* *I can explain how people have affected the UK's landscape* *I can locate key mineral and energy resources of the UK* *I can describe and explain the sorts of industries in which people in the UK work*			**Local Area** *I can regularly ask and answer perceptive questions in geographically valid ways* *I can organise information by relevance and politely critique others* *I can explain and critique the way 'facts' are used to support opinions* *I can explain how Basildon and Essex fit into the wider world* *I can locate and describe the main features of Basildon and Essex* *I can explain if Basildon meets the needs of the local population*	
Fieldwork Activities		**School Traffic Survey** *Children will analyse the human 'traffic' at different points of the school day; they will then use this to create a thematic map of the school which highlights 'traffic hotspots'; they will then suggest ways to manage these*			**Basildon Survey** *Children will create surveys which ask for opinions on the school or local area and plan follow-up actions based on their findings; children will also compare their findings*	
Notes for teachers		Kids to work over the unit to create an oral presentation with supporting digital maps or other illustrations which answers how people have affected the UK landscape, key mineral and energy resources of the UK and industries. Link these ideas together. Start with natural resource locations on maps. Move on to industry creation around those (and non-physical resource based industry) before examining how we have affected the UK Make observations in the school of human traffic at various times, or count how many people in the places in the school at different times in the day. Use this to colour code a map of the school site with population density at different times of day			Valid used here is the standard usage (meaning having a sound basis) regarding how it applies to the geography topic. For example, "What is the population of Basildon?" is a valid geographical question (pertaining to human geography), but is not hugely perceptive. "What colour do Basildon Town FC play in?" is neither valid nor perceptive (geographically). A more perceptive question might be, "Why is the population of Basildon smaller than that of London?" as it has a more analytical nature about the reason behind the simple answer. Create a survey which asks for some opinions on school life, with a fact-based follow up (restricted option on the fact/best fit). Analyse whether similar opinions come from similar supporting facts	
Links to prior learning		Using various maps to identify physical features or land usage			Everything they have done in geography to this point.	