



**ST TERESA
of CALCUTTA**
Catholic Academy Trust

St Joseph's RC Primary
Geography Long Term Overview 2024/2025

	Nursery		Reception	
	Statement	In practice	Statement	In practice
Human Geography	Show interest in different occupations. Continue developing positive attitudes about the differences between people.	Parent Occupations Visitor assemblies All About Me – transition books Family religions & celebrations We are all different What is a family?	Name and describe people who are familiar to them. Recognise some similarities and differences between life in this country and life in other countries.	Family religions Visitor assemblies Sharing parent occupations Local community We are all different Compare our lives to someone in a different country Pen pal International day of language- Whole school
Physical Geography	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Family holidays School Pick a Country Food tasting around the world Where we live Our immediate environment Posting letters home Days of the week and weather Seasonal songs	Draw information from a simple map. Recognise some environments that are different from the one in which they live.	Where we live Local map of Ramsbottom Drawing maps Comparing pictures from our country and others

**End Point for
EYFS**

ELG:

Show interest in different occupations.

Continue developing positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

	Autumn	Spring	Summer
Year 1	Our Place in the UK The Poles and the Bit in the Middle		
	Map Work – Linked with History topic, School. Our Place in the UK <ul style="list-style-type: none"> • I can use world maps to identify the UK and its seas. • I can use aerial maps and photograph to recognise landmarks and identify human and physical features. <ul style="list-style-type: none"> • I can devise a simple map. • I can describe location of features and routes on a map. • I can use simple compass directions and directional language to describe the school environment. • I can use an infant atlas. 	Place and Locational Knowledge, Map Work Locational Knowledge- Our Place in the UK <ul style="list-style-type: none"> • To know the four countries in the UK and their capital cities. • To know about maps and learn how to draw a map. The Poles and the Bit in the Middle <ul style="list-style-type: none"> • Know where the north and south poles are. • Know what and where the equator is. • Know the location of hot and cold areas in the world. Place Knowledge Our Place in the UK <ul style="list-style-type: none"> • Understand the difference between human and physical features. The Poles and the Bit in the Middle <ul style="list-style-type: none"> • Name some similarities and differences between the countries close and far from the equator e.g. weather/climate. • Name some similarities between the United Kingdom and countries close and far from the equator e.g. weather/climate. Map Work	Environmental, Human and Physical Features and Fieldwork Our Place in the UK <ul style="list-style-type: none"> • Names of different types buildings in the local area e.g. house, shop, school, mosque. • To know about the daily and seasonal weather patterns in the UK. The Poles and the Bit in the Middle <ul style="list-style-type: none"> • Understand the term hemispheres. • Know that the temperature is hot near the equator and cold near the poles. Fieldwork Observations around Ramsbottom including a trip to a Masque.

		The Poles and the Bit in the Middle <ul style="list-style-type: none"> • I can use world maps, globes and atlases to locate the equator is. • I can use world maps, globes and atlases to locate the south and north poles. • I can use an infant atlas. 	
Geographical Enquiry	Our Place in the UK <ul style="list-style-type: none"> • I can answer teacher led questions. • I can respond to simple closed questions. • I can make observation of where things are in the immediate vicinity of the school. The Poles and the Bit in the Middle <ul style="list-style-type: none"> • I can answer teacher led questions. • I can respond to simple closed questions. • I can use everyday language to describe the features. 		
Fieldwork Skills	Our Place in the UK <ul style="list-style-type: none"> • I can use my observational skills to study the geography of the local area. • I can listen to an adult asking another child or adult about familiar environments. • I can recognise a photo taken by a teacher as a record of what they have seen. • I can use everyday language to describe features. • I can use simple compass directions and directional language to describe the school environment. 		
Year 2	What are the Continents and Oceans of the World? Where would you prefer to live, England or India?		
	What are the Continents and Oceans of the World? Map Skills <ul style="list-style-type: none"> • I can use world maps, atlases and globes to identify the continents. • I can use the world maps, atlases and globes to identify the oceans. 	Where would you prefer to live, England or Africa? Map Skills <ul style="list-style-type: none"> • I can use world maps, atlases and globes to locate Africa, the continent it is in and the oceans that are close to it. • I can use photographs and maps to recognise Tanzania and basic human and physical features of Africa. 	

	<ul style="list-style-type: none"> • I can use simple compass directions to describe the location of continents and oceans. • I can use the four compass points to describe the location of features. <ul style="list-style-type: none"> • I can use an infant atlas. <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Know the continents of the world. • Know the oceans of the world. • Know the continents and oceans in relation to the hemispheres and equator. <p>Environmental, Human and Physical Geography</p> <ul style="list-style-type: none"> • Know the climate in the continents. • Know endangered species in a continent and an ocean. 	<ul style="list-style-type: none"> • I can find land/sea on a globe. • I can use an infant atlas. <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Know where Africa is in relation to the continents, countries and the equator. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Know the similarities and difference between life in Africa and life in England. • Know the similarities and differences between the climate of Africa and England. • Know the similarities and difference between their own life including school, their home, clothes etc. and the life of a child living in Africa. <p>Environmental, Physical and Human Geography.</p> <ul style="list-style-type: none"> • Know the seasonal and weather patterns of the UK and compare them to Africa's. <p>Fieldwork</p> <p>Children to carry out a weather study.</p>	
Geographical Enquiry	<p>What are the Continents and Oceans of the World?</p> <ul style="list-style-type: none"> • I can ask simple geographical questions when encouraged to e.g. what's it like? • I can answer questions with a mainly descriptive answer e.g. the beach is flat and yellow. <p>Where would you prefer to live, England or Africa?</p> <ul style="list-style-type: none"> • I can ask simple geographical questions when encouraged to e.g. what's it like? • I can answer questions with a mainly descriptive answer e.g. the beach is flat and yellow. • I can make simple comparisons between features of different places. 		

Fieldwork Skills	Where would you prefer to live, England or Africa? <ul style="list-style-type: none"> • I can use my observational skills to study the weather of England by looking at physical features such as the trees. • I can ask familiar people prepared questions. • I can use instruments such as a rain gauge to look at the weather patterns. 		
End point for KS1	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. • Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 		
Year 3	What Makes the UK Great? Cracking Coasts		
	Map Work What Makes the UK Great? <ul style="list-style-type: none"> • I can use maps and digital mapping to locate countries and their topographical features including rivers and mountains. • I can sketch maps, plans and graphs of the local area (simple scale drawings). <ul style="list-style-type: none"> • I can use ordnance survey maps to locate topographical features of the UK. • I can use a key and standard symbols. 		Locational and Place Knowledge, Environmental, Physical and Human Features. Fieldwork Locational Knowledge What Makes the UK Great? <ul style="list-style-type: none"> • Know what a region is, which region we live in and which region our capital city is in. • Know what a county is, which county we live in and which county the capital city is in.

	<p>Cracking Coasts</p> <ul style="list-style-type: none"> • I can use an ordnance survey maps to identify human and physical features of a coastal area. • I can use maps / atlases to locate coasts around the UK. • I can create sketches focusing on the physical features of a coastal area. 		<ul style="list-style-type: none"> • Know the counties in the North West region. <p>Cracking Coasts</p> <ul style="list-style-type: none"> • Know the locations and names of some coastal towns and resorts. <p>Place Knowledge</p> <p>What makes the UK great?</p> <ul style="list-style-type: none"> • Know some similarities and differences between the counties in the North West. <ul style="list-style-type: none"> • Know how land is used in the UK. <p>Cracking Coasts</p> <ul style="list-style-type: none"> • Know some similarities and differences between coastal towns and resorts. <p>Environmental, Human and Physical Features</p> <p>What Makes the UK Great?</p> <ul style="list-style-type: none"> • Know how land is used in the UK. <ul style="list-style-type: none"> • Know what a mountain is. • Know the main mountains in the UK. <ul style="list-style-type: none"> • Know the main rivers of the UK. • Know the topographical features of the UK. Cracking Coasts <ul style="list-style-type: none"> • Know what a coast is and what we would expect to find at coasts around the UK. • Know the coastal features including human and physical features. • Know how coasts can change over time. • Know human and physical features of a coastal area.
--	--	--	--

			<ul style="list-style-type: none"> • Know what beaches are good for and identify beaches in the UK. • Know how beaches are formed. • Know how coastal erosion affects people's lives. <p>Fieldwork Trip to Morecambe Bay</p>
Geographical Enquiry	What Makes the UK Great? Cracking Coasts <ul style="list-style-type: none"> • I can begin to ask/ initiate geographical questions. • I can begin to respond to open questions e.g. where do you think the bird table should be located? • I can compare observations of the local area with the wider world. • I can begin to identify and explain different views of people including myself. 		
Fieldwork Skills	What Makes the UK Great? <ul style="list-style-type: none"> • I can use the eight points of a compass, symbols and key to build my knowledge of the United Kingdom and its features. • I can use fieldwork to observe, measure, record and present the physical features in the local area. • I can take photos to help record my findings and point out useful views to photograph. I can add titles and labels to photos giving date and location. • I can show confidence in speaking to unfamiliar people and record some of what I have found. Cracking Coasts <ul style="list-style-type: none"> • I can use the eight points of a compass, symbols and key to build my knowledge of the United Kingdom and its features. • I can use fieldwork to observe, measure, record and present the physical features. • I can take photos to help record my findings and point out useful views to photograph. I can add titles and labels to photos giving date and location. • I can show confidence in speaking to unfamiliar people and record some of what I have found. 		
Year 4	The Story of a River		
	Map Skills <ul style="list-style-type: none"> • I can use maps, atlases, globes and digital mapping to locate countries in Europe and their capitals/major cities. • I can use a key and standard symbols. 	Locational and Place Knowledge, Environmental, Human and Physical Geography and Fieldwork. Locational Knowledge	

	<ul style="list-style-type: none"> • I can begin to match boundaries e.g. boundaries of countries and counties. <ul style="list-style-type: none"> • I can use 4 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the UK and the wider world. The Story of a River • I can use maps, atlases, globes and digital mapping to locate rivers around the UK. • I can begin to recognise symbols on an OS map. • I can sketch a map from a high view point. • I can use 4 figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the UK and the wider world. 	<ul style="list-style-type: none"> • Know some countries of Europe and be able to locate them on a map. <ul style="list-style-type: none"> • Know where Bury is in the UK. • Know the location of volcanoes on a map. • Know the names of some rivers of the UK and be able to locate them on a map. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Know the similarities and differences between Bury and Naples. <p>Environmental, Human and Physical Geography</p> <ul style="list-style-type: none"> • Know types of natural disasters including volcanoes, earthquakes, tsunamis and how they are caused. • Know the impact natural disasters have on people's lives. <ul style="list-style-type: none"> • Know what a river is. • Know what the sources of a river are. • Know the course of the river including the lower, middle and upper course and its features. • Know what erosion and deposition are. <ul style="list-style-type: none"> • Know the advantages and disadvantages of cities being located by rivers. • Know the process of the water cycle and how rivers are important to the water cycle. <p>Fieldwork Study of the River Irwell</p>	
--	---	---	--

Geographical Enquiry	<ul style="list-style-type: none"> • I can ask questions and offer my own ideas. • I can respond to open questions. • I can make observations about how people are improving or damaging the environment. • I can identify and explain different views of people including themselves. • I can ask questions and offer my own ideas. • I can respond to open questions. • I can make observations about how people are improving or damaging the environment. • I can identify and explain different views of people including themselves.
Fieldwork Skills	<ul style="list-style-type: none"> • I can suggest questions to ask as part of an investigation and use appropriate geographical vocabulary. • I can suggest how photos provide useful evidence for their investigations. • I can use fieldwork to observe, measure, record and present the human and physical features of an area related to rivers and canals. • I can suggest questions to ask as part of an investigation and use appropriate geographical vocabulary. • I can pick out the key lines and features in the field of a view finder and annotate sketches with descriptive and explanatory labels. • I can suggest how photos provide useful evidence for their investigations. • I can use instruments to read. • I can count and record different types at the same time using a tally. • I can organise results in a spreadsheet.
End point for LKS2	<ul style="list-style-type: none"> • Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America. • Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Year 5	

Manchester: A Tale of Two Cities		
	<p>Map Skills</p> <ul style="list-style-type: none"> • I can use eight points of a compass to describe where countries are. • I can use 4 figure grid references to locate key features of an area. • I can use maps, atlases, globes and digital mapping to locate different areas and their features. • I can use an index and contents page within the atlas. • I can use medium scale land ranger OS maps. • I can recognise and find places on maps of difference scales. • I can draw a plan view map with some accuracy. <p>How can somewhere so rich in natural resources be so poor?</p> <ul style="list-style-type: none"> • I can use maps, atlases, globes and digital mapping to locate South America. • I can use maps, atlases, globes and digital mapping to locate Brazil and its features. • I can use an index and contents page within the atlas. • I can use medium scale land ranger OS maps. • I can recognise and find places on maps of difference scales. 	<p>Place and Locational Knowledge, Environmental, Physical and Human Geography and Fieldwork</p> <p>Place Knowledge</p> <p>Manchester: A Tale of Two Cities</p> <ul style="list-style-type: none"> • Know the similarities and difference between National Parks in the UK and USA. How can somewhere so rich in natural resources be so poor? • Know what life might be like in Brazil and how this is similar/different to life in the UK. • Know the similarities and difference between a child living in the UK and a child living in the slums of Brazil. <p>Locational Knowledge</p> <p>Manchester: A Tale of Two Cities</p> <ul style="list-style-type: none"> • Know what the tropics of Cancer and Capricorn are. • Know the main countries of North America and their capital cities. • Know how the USA is split up into states. • Know the names of National Parks in the UK and USA. <p>How can somewhere so rich in natural resources be so poor?</p> <ul style="list-style-type: none"> • Know what lines of longitude and latitude are.

	<ul style="list-style-type: none"> • I can use 8 compass points and use 4 figure grid references to locate features. • I can begin to use 6 figure grid references including the use of latitude and longitude on atlas maps. 	<ul style="list-style-type: none"> • Know where Brazil is and understand that it is divided into states. <p>Environmental, Physical and Human Geography</p> <p>Manchester: A Tale of Two Cities</p> <ul style="list-style-type: none"> • Know the topographical features of North America e.g. mountains. • Know what a national park is. • Know the major national parks near us and in the USA. <p>How can somewhere so rich in natural resources be so poor?</p> <ul style="list-style-type: none"> • Know the features of South America. • Know that Brazil is known for fruits and other natural resources. • Know how land is used within Brazil. <p>Fieldwork Trip to Manchester</p>	
Geographical Enquiry	<p>Manchester: A Tale of Two Cities</p> <ul style="list-style-type: none"> • I can begin to suggest questions for investigating. • I can move from description to explanation e.g. why has the number of visitors declined? • I can make observations of patterns and processes. • I can identify and explain different views of a wide range of people including myself. <p>How can somewhere so rich in natural resources be so poor?</p> <ul style="list-style-type: none"> • I can begin to suggest questions for investigating. • I can move from description to explanation e.g. why has the number of visitors declined? • I can make observations of patterns and processes. • I can identify and explain different views of a wide range of people including myself. 		

Fieldwork Skills	<ul style="list-style-type: none"> • I can use judgement about the best angle or viewpoint. • I can evaluate usefulness of their recordings and use them for the investigation. • I can prepare questions for an interview using appropriate language and ask questions that are responsive to the interviewee. • I can sketch and evaluate sketches against criteria and use them as evidence in an investigation. 		
Year 6	Why Should We Save Our Rainforests?		
	<p>Map Skills</p> <ul style="list-style-type: none"> • I can use maps, atlases and globes to locate places and find out about features. • I can use/ recognise OS map symbols and use atlas symbols. 		<p>Place and Locational Knowledge, Environmental, Physical and Human Geography and Fieldwork</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Know what longitude and latitude are and how to use them to find a location. • Know the Prime/Greenwich Meridians. • Know how time zones work across the world. • Know where rainforests are located in the world. <ul style="list-style-type: none"> • Know major rainforests in the world. <p>Environmental, Physical and Human Geography</p> <p>Why Should We Save Our Rainforests?</p> <ul style="list-style-type: none"> • Know what biomes and vegetation belts are. • Know about how natural resources are produced and used. • Know the features of a rainforest including its layers. • Know what deforestation is and how we can help stop it. • Know what endangered animals live in the rainforest.

			<ul style="list-style-type: none"> • Know how important the Amazon River is to the South America rainforests. • Know who lives in the Amazon Rainforest. <p style="text-align: center;">Fieldwork</p>
Geographical Enquiry	<ul style="list-style-type: none"> • I can understand and respond to complex decisions e.g. why they are building a road through that rainforest. • I can make observations on how places, patterns and process are changing e.g. the impact of a new road. • I can give increased detail of views, giving detailed reasons influencing views and how they are justified. • I can initiate my own questions for investigation. 		
End points for UKS2 <i>Covered in LKS2 also</i>	<ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (mountains and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • <i>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</i> • <i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i> • <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.</i> • <i>Describe and understand key aspects of physical geography, including climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i> • <i>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i> • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> • <i>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i> • <i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i> 		

