Coates Primary School

Subject: Geography	Overview and goals	Substantive Concepts (knowledge)	Disciplinary concepts (skills)	Concepts
EYFS		To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. They make observations of animals and plants and explain why some things occur, and talk about changes They know about similarities and differences between themselves and others, and among families, communities and traditions. They talk about the features of their own immediate environment and how environments might vary from one another.	**LOCATIONAL KNOWLEDGE** • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like and dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment	
			PLACE KNOWLEDGE • Observe and identify features in the place they live and the natural world. • Talk about features. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'.	

			HUMAN AND PHYSICAL GEOGRAPHY • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.	
			GEOGRAPHICAL SKILLS AND FILEDWORK • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Examine change over time. • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".	
Y1	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes 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	To know the world's seven continents and five oceans Understand that a world map shows all the countries in the world. To have place knowledge of a small area of the United Kingdom and a small area in a non-European country. To know the differences between human and physical geography. To understand what the four seasons of the year are and their differences.	**LOCATIONAL KNOWLEDGE** • Use maps and a globe to identify the continents and oceans • Locate the continents on a paper map. • Use simple compass directions (North, South, East and West) to describe the location of features on a map. • Start to ask questions like - What is it like to live in this place? How is this place different to where I live? • Express own views about a place, people and environment	To know that both a map and a globe show the same thing
			PLACE KNOWLEDGE	

	variation and change over time Are competent in the geographical skills needed to: • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	To know and use basic geographical vocabulary • Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Human features: city, tow, village, factory, farm, house, office, port, harbor and shop	• To name and describe familiar places • Link their homes with other places in their local community • To know about some present changes that are happening in the local environment • To suggest ideas for improving the school environment	
			HUMAN AND PHYSICAL GEOGRAPHY • To describe the four seasons of the year and how they are different from each other • To know the effects of the different seasons on the local area	
			GEOGRAPHICAL SKILLS AND FILEDWORK • Ask simple geographical questions e.g. What is it like to live in this place? • Use simple observational skills to study the geography of the school and its grounds • Use simple maps of the local area e.g. large scale print, pictorial etc. • Use locational language (e.g. near and far, left and right) to describe the location of features and routes • Make simple maps and plans e.g. pictorial place in a story	
Y2	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes	Name the four countries and capital cities of the United Kingdom and its surrounding seas Name, locate and identify characteristics of the seas surrounding the United Kingdom To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a	**LOCATIONAL KNOWLEDGE** • Use maps and globes to locate the UK. • Be able to identify the 4 countries and label the capital cities. • Explain the purpose of a capital city and form opinions on how this affects population size.	

	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 Are competent in the geographical skills needed to: • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	small area in a contrasting non-European country To understand the seasonal and daily weather patterns in the United Kingdom and knowing the location of hot and cold areas of the world in relation to the Equator and the North and South Poles To know and use basic geographical vocabulary • Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Human features: city, tow, village, factory, farm, house, office, port, harbor and shop		
			PLACE KNOWLEDGE • To study pictures/videos of two differing localities, one in the UK and one in a contrasting on European country, • To ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? • Study pictures of the localities in the past and in the present and ask 'How has it changed?' • Draw pictures to show how places are different and write comparatively to show the difference. • To express their own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.	
			HUMAN AND PHYSICAL GEOGRAPHY • To use both maps and globes to identify the coldest places in the world – The North and South pole • To make predictions about where the hottest places in the world are • To identify the equator and locate the places on the Equator which are the hottest.	
			GEOGRAPHICAL SKILLS AND FIELDWORK • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,	

			continents and oceans studied at this key stage • To 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 • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	
Y3	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes 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 Are competent in the geographical skills needed to:	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. Compare a region of the UK with a volcanic region in another country in Europe Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	**LOCATIONAL KNOWLEDGE** • To use maps to locate countries of Europe. • Use the language of 'north', 'south', 'east', 'west' to relate countries to each other. • Using maps, locate the Equator.	•
			PLACE KNOWLEDGE • Look at maps, pictures and other sources to identify similarities and differences between a UK region and a region in Europe • Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. • Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn?	

	• Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	Describe and understand key aspects of: physical geography, including volcanoes and earthquakes Describe and understand key aspects of human geography, including types of settlements	• Use maps to locate features of the UK e.g. rivers, mountains, large cities. • Explain which are physical and which are human features • To be able to label counties, cities, mountains and rivers. • To study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?	
			HUMAN AND PHYSICAL GEOGRAPHY • Locate places in the world where volcanoes and earthquakes occur. • Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. • To be able to explain how an earthquake happens • Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. • Ask and answer questions about the effects of volcanoes. • Ask and answer questions about the effects of earthquakes • Discuss how volcanoes and earthquakes affect human life e.g. settlements and spatial variation.	

			GEOGRAPHICAL SKILLS AND FIELDWORK • Use locational language to describe the location of points on a map of the school/local area. • To take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are • Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement • Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school. • Make an aerial plan/map of the school, drawing round different sized blocks	
Y4	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes 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	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc). Understand the difference between the Northern and Southern hemisphere. Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks.	**LOCATIONAL KNOWLEDGE** • To use maps to locate countries of Europe. • Study maps to investigate the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. • Identify the different hemispheres on a map. • Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. • Locate and label different countries/continents in the Northern and Southern hemisphere.	

	variation and change over time Are competent in the geographical skills needed to: • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	Describe and understand key aspects of: physical geography, including the water cycle and mountains Describe and understand key aspects of human geography, including land uses	• Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.	
			PLACE KNOWLEDGE • Use maps to locate countries of Europe. • Study maps to idenitfy different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. • Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. • Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there. • Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks. • Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.	

			HUMAN AND PHYSICAL GEOGRAPHY • Study maps and pictures of a region in the UK. Compare and contrast photos and maps from today. • Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. • To explain what the water cycle is • To explain the different stages in the water cycle • Research and discuss how water affects the environment, settlement, environmental change and sustainability.	
			GEOGRAPHICAL SKILLS AND FIELDWORK • Design questions and studies to conduct in the local area. • Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. • Undertake surveys. • Conduct investigations. • Classify buildings. • Use recognised symbols to mark out local areas of interest on own maps. • Choose effective recording and presentation methods e.g. tables to collect data. • Present data in an appropriate way using keys to make data clear.	

			• Draw conclusions from the data.	
Y5	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes 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 Are competent in the geographical skills needed to: • Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of South America Make connections between the Equator and the tropics and Africa. Understand geographical similarities and differences through the study of human and physical geography of a region of South America Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts Describe and understand key aspects of human geography, including distribution of natural resources	**LOCATIONAL KNOWLEDGE** • Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. • Locate the largest urban areas on a map and use geographical symbols e.g. countours to identify flattest and hilliest areas of the continent. • Ask questions e.g. what is this landscape like? What is life like there? • Study photos/pictures/maps to make comparisons between locations. • Identify and explain different views of people including themselves.	•
			PLACE KNOWLEDGE • Look at maps, pictures and other sources to identify similarities and differences between a UK region and a region in South America • Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. • Identify main trade and economy in the two regions and compare them • Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures,	

	Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.		temperatures in different locations and population numbers.	
			HUMAN AND PHYSICAL GEOGRAPHY • Use and explain the term 'climate zone'. • Identify the different climate zones. • Ask questions and find out what affects the climate. • Use maps to identify different climate zones. • Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. • Children to ask questions about global warming. • Discover the cause of global warming and research the implications. • Reach reasoned and informed solutions and discuss the consequences for the future. • Identify changes to be made in own lives in response to this. • Understand the term 'biome'. • Use knowledge of this term to make suggestions for places in the world which may be biomes. • To locate areas using maps that could be biomes • Make comparisons to life in the UK and consider how life in the UK may be similar. • To discuss what a natural resource is • To identify natural resources	

			• To investigate if the distribution amongst the world is fair	
			GEOGRAPHICAL SKILLS AND FIELDWORK • Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. • Use recognised symbols to mark out local areas of interest on own maps. • Choose effective recording and presentation methods e.g. tables to collect data. • Present data in an appropriate way using keys to make data clear. • Draw conclusions from the data.	
Y6	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes 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 Are competent in the geographical skills needed to:	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of North America Understand the significance of Latitude and longitude Understand geographical similarities and differences through the study of human and physical geography of a region of North America Describe and understand key aspects of: physical geography, including rivers Describe and understand key aspects of human geography, including economic activity and trade	**LOCATIONAL KNOWLEDGE** • Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. • Understand how these features may have changed over time. • Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village. • To explain the meaning of longitude and latitude • Use maps to identify longitude and latitude.	
			PLACE KNOWLEDGE • Study maps of the USA to identify environmental regions. Compare and contrast these regions.	

	• Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.		• Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. • Locate all the man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas. • Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. • Identify main trade and economy in the two regions and compare them	
			HUMAN AND PHYSICAL GEOGRAPHY • Use the language of rivers e.g. erosion, depositation, transportation. • Explain and present the process of rivers. • Compare how river use has changed over time and research the impact on trade in history. • Research and discuss how water affects the environment, settlement, environmental change and sustainability. • Research and present Britain's export trade. • Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this?	

			• Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?	
			GEOGRAPHICAL SKILLS AND FIELDWORK • Make field notes/observational notes about land features. • Select a method to present the differences in transport in the area today. • Record measurement of river width/depth. • Look for evidence of past river use by visiting the location. • Visit a river, locate and explain the features. • Select methods for collecting, presenting and analysing data • Analyse evidence and draw conclusions • Be aware of own responsibility in the world	•