

Geography Overview of Long Term Planning



Current subject leader: Miss Joanne Arnold

Year 1	<ul style="list-style-type: none"> • Locality of school • PoS 1a/b/c/d 2a/b/d/e 3a/b/c 4a 5a/b 6a 7a/b 	•	•	•	<ul style="list-style-type: none"> • Map skills (Draw maps) 1a 2e 	<ul style="list-style-type: none"> • Knowing the countries that make up the UK and their capital cities
Year 2	<ul style="list-style-type: none"> • Contrasting locality • PoS 1a/b/c/d 2a/b/c/d/e 3a/b/d 4a/b 5a/b 7a/b 	<ul style="list-style-type: none"> • Where do things/people come from? E.g. Where do banana's come from? Where did Zena come from? • PoS 3e 	•	•	<ul style="list-style-type: none"> • Map skills (Draw and read maps) 1a 2a/b/c/e 3a 	<ul style="list-style-type: none"> • As Year 1 and some countries that make up Europe and their capital cities. E.g. France, Spain, Italy
Year 3	<ul style="list-style-type: none"> • An environmental issue • PoS 1a/b/c/d/e 2a/b/c/d/e/g 3a/c/d/e 4a/b 5a/b 	•	•	•	<ul style="list-style-type: none"> • Map skills (Draw, read and interpret maps) • PoS 1a 2a/b/c/d/e 3b 	<ul style="list-style-type: none"> • As Year 1 + 2 • Continents • 2a/c/e 3b
Year 4	<ul style="list-style-type: none"> • Water • PoS 1a/b/c/e 2a/b/c/d/e/g 3a 4a/b 	•	•	•	<ul style="list-style-type: none"> • Map skills (Draw, read and interpret maps) • PoS 1a 2a/b/c/d/e 3b 	<ul style="list-style-type: none"> • As Years 1,2,3 • Main countries of the world and capital cities • 2a/c/e 3b
Year 5	<ul style="list-style-type: none"> • A UK settlement • PoS 1a/b/c/d/e 2a/b/c/d/e 3a/b/c/d/e/f/g 4a/b 5a/b 	•	•	•	<ul style="list-style-type: none"> • Map skills (Draw, read and interpret maps) • PoS 1a 2a/b/c/d/e 3b 	<ul style="list-style-type: none"> • As Years 1,2,3,4 • Main seas and rivers • Mountains • Deserts • 2a/c/e 3b
Year 6	<ul style="list-style-type: none"> • A less economically developed settlement • PoS 1a/b/c/d/e 2a/b/c/d/e 3a/b/c/d/e/f/g 4a/b 5a/b 	•	•	•	<ul style="list-style-type: none"> • Map skills (Draw, read and interpret maps) • PoS 1a 2a/b/c/d/e 3b 	<ul style="list-style-type: none"> • As Years 1,2,3,4,5 • Lines of latitude and longitude • The equator • 2a/c/e 3b

Geography Overview of Long Term Planning – Year 1

Statutory National Curriculum Areas to be covered by the end of the year

Geography Locality of the school Year 1 Area 1	
<p>Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>National Curriculum Level 1c Some children will not have made so much progress & will: Children can make observations about physical features of localities. They can talk about the environment of a locality. They can use resources given to them to ask and respond to simple questions about places and environments.</p> <p>National Curriculum Level 1a Age related expectation we need to be delivering at is that the majority of children will: Children can recognise and make observations about physical and human features. They can express their views on features of the environment. They can use resources given to them and their own observations to ask and respond to questions about places and environments.</p> <p>National Curriculum Level 2c The AA/AA+ children will have progressed further and will also: Describe physical and human features of places at a local scale. Recognise and make observations about those features that give places their character. Show an awareness of places beyond their own locality. Express views on the environment of a locality. Use this information and their own observations to help them ask and respond to questions about places and environments. Begin to use appropriate geographical vocabulary.</p>	<p>Programme of Study Area</p> <p>1) In undertaking geographical enquiry, pupils should be taught to:</p> <ul style="list-style-type: none">• Ask geographical questions [for example, 'What is it like to live in this place?']• Observe and record• Express their own views about people, places and environments communicate in different ways <p>2) In developing geographical skills, pupils should be taught to:</p> <ul style="list-style-type: none">• Use geographical vocabulary• Use fieldwork skills• Use secondary sources of information make maps and plans <p>3) Pupils should be taught to:</p> <ul style="list-style-type: none">• Identify and describe what places are like• Identify and describe where places are• Recognise how places have become the way they are and how they are changing <p>4) Pupils should be taught to:</p> <ul style="list-style-type: none">• Make observations about where things are located <p>5) Pupils should be taught to:</p> <ul style="list-style-type: none">• Recognise changes in the environment• Recognise how the environment may be improved and sustained <p>6) During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two localities</p> <ul style="list-style-type: none">• Study at a local area <p>7) In their study of localities, pupils should:</p> <ul style="list-style-type: none">• Study at a local scale• Carry out fieldwork investigations outside the classroom <p>Key Skills to be delivered during the coverage above Working with others, information processing, enquiry skills, communication, evaluation skills, information technology</p>

Geography Map Skills (Drawing Maps) Year 1 Area 2

<p style="text-align: center;">Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>National Curriculum Level 1c Some children will not have made so much progress & will: Ask very simple geographical questions Share their ideas on making simple maps and plans.</p> <p>National Curriculum Level 1a Age related expectation we need to be delivering at is that the majority of children will: Use resources given to them and respond to questions about places and environments. Make simple maps and plans.</p> <p>National Curriculum Level 2c The AA/AA+ children will have progressed further and will also: Begin to use simple geographical vocabulary. Use resources given to them and their own observations to ask and respond to questions about places and environments. Make more detailed maps and plans.</p>	<p style="text-align: center;">Programme of Study Area</p> <p>1) In undertaking geographical enquiry, pupils should be taught to: a) Ask geographical questions</p> <p>2) In developing geographical skills, pupils should be taught to: e) Make maps and plans</p> <hr/> <p style="text-align: center;">Key Skills to be delivered during the coverage above</p> <p style="text-align: center;">Working with others, information processing, enquiry skills, communication, evaluation skills, problem solving</p>
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Geography Knowing about the UK Year 1 Area 3

<p style="text-align: center;">Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>National Curriculum Level 1c Some children will not have made so much progress & will: Know some of the countries which make up the United Kingdom. Know the capital cities of these countries.</p> <p>National Curriculum Level 1a Age related expectation we need to be delivering at is that the majority of children will: Know which countries make up the United Kingdom. Know the capital cities of these countries.</p> <p>National Curriculum Level 2c The AA/AA+ children will have progressed further and will also: Know some of the main countries in Europe e.g. France, Spain, Portugal, Italy, Germany.</p>	<p style="text-align: center;">Programme of Study Area</p> <ul style="list-style-type: none"> ✓ Know the countries that make up the United Kingdom. ✓ Know the capital cities of the countries that make up the United Kingdom. <hr/> <p style="text-align: center;">Key Skills to be delivered during the coverage above</p> <p style="text-align: center;">Working with others, information processing, communication,</p>
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Geography Overview of Long Term Planning – Year 2

Statutory National Curriculum Areas to be covered by the end of the year

Geography A contrasting locality, in the UK or overseas Year 2 Area 1	
<p style="text-align: center;">Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>National Curriculum Level 2c Some children will not have made so much progress & will: Describe physical and human features of places at a local scale. Recognise and make observations about those features that give places their character. Show an awareness of places beyond their own locality. Express views on the environment of a locality. Use this information and their own observations to help them ask and respond to questions about places and environments. Begin to use appropriate geographical vocabulary.</p> <p>National Curriculum Level 2b Age related expectation we need to be delivering at is that the majority of children will: Describe physical and human features of places at a local scale. Recognise and make observations about those features that give places their character. Show an awareness of places beyond their own locality. Express views on the environment of a locality and recognise how people affect the environment. Carry out simple tasks and select information using resources given to them. Use this information and their own observations to help them ask and respond to questions about places and environments. Children begin to use appropriate geographical vocabulary.</p> <p>National Curriculum Level 2a The AA/AA+ children will have progressed further and will also: Describe physical and human features of places at a local scale. Recognise and make observations about those features that give places their character. Show an awareness of places beyond their own locality. Express views on the environment of a locality and recognise how people affect the environment. Carry out simple tasks and select information using resources given to them. Use this information and their own observations to help them ask and respond to questions about places and environments. Children begin to use appropriate geographical vocabulary. Describe and compare the physical and human features of different localities and offer explanations for the locations of some of the features.</p>	<p>Programme of Study Area</p> <p>1) In undertaking geographical enquiry, pupils should be taught to:</p> <ul style="list-style-type: none"> • Ask geographical questions [for example, 'What is it like to live in this place?'] • Observe and record • Express their own views about people, places and environments communicate in different ways <p>2) In developing geographical skills, pupils should be taught to:</p> <ul style="list-style-type: none"> • Use geographical vocabulary • Use fieldwork skills • Use globes, maps and plans at a range of scales • Use secondary sources of information make maps and plans <p>3) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and describe what places are like • Identify and describe where places are • Recognise how places compare with other places <p>4) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Make observations about where things are located • Recognise changes in physical and human features <p>5) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise changes in the environment • Recognise how the environment may be improved and sustained <p>7) In their study of localities, pupils should:</p> <ul style="list-style-type: none"> • Study at a local scale <p>Carry out fieldwork investigations outside the classroom</p> <p>Key Skills to be delivered during the coverage above Working with others, information processing, enquiry skills, communication, evaluation skills, information technology, problem solving, reasoning skills</p>

Geography Where do things/people come from? Year 2 Area 2

<p style="text-align: center;">Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>National Curriculum Level 2c Some children will not have made so much progress & will: They show an awareness of places beyond their own locality. Children begin to use appropriate geographical vocabulary.</p> <p>National Curriculum Level 2b Age related expectation we need to be delivering at is that the majority of children will: They show an awareness of places beyond their own locality. They carry out simple tasks and select information using resources given to them. Children begin to use appropriate geographical vocabulary.</p> <p>National Curriculum Level 2a The AA/AA+ children will have progressed further and will also: They show an awareness of places beyond their own locality. They carry out simple tasks and select information using resources given to them. They use this information and their own observations to help them ask and respond to questions about places and environments. Children begin to use appropriate geographical vocabulary.</p>	<p>Programme of Study Area 3) Pupils should be taught to recognise how places are linked to other places in the world. E.g. Where do banana's come from? Where in the world did Zena come from? Etc.</p>
	<p>Key Skills to be delivered during the coverage above Enquiry skills, communication, information processing skills, information technology, working with others, problem solving, reasoning skills.</p>

Map Skills (Drawing and Reading Maps) Year 2 Area 3

<p style="text-align: center;">Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>National Curriculum Level 2c Some children will not have made so much progress & will: Be able to ask simple geographical questions. Use geographical vocabulary. Be able to make simple maps. Describe in simple terms where places are.</p> <p>National Curriculum Level 2b Age related expectation we need to be delivering at is that the majority of children will: Be able to ask geographical questions. Use geographical vocabulary. Be able to make simple maps and plans. Describe in simple terms where places are.</p> <p>National Curriculum Level 2a The AA/AA+ children will have progressed further and will also: Be able to ask more complex geographical questions. Use geographical vocabulary more frequently. Be able to make more detailed maps and plans. Describe in more detail where places are.</p>	<p>Programme of Study Area</p> <p>1) In undertaking geographical enquiry, pupils should be taught to:</p> <ul style="list-style-type: none"> • Ask geographical questions <p>2) In developing geographical skills, pupils should be taught to:</p> <ul style="list-style-type: none"> • Use geographical vocabulary • Use fieldwork skills • Use globes, maps and plans at a range of scales • Make maps and plans <p>3) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and describe where places are
	<p>Key Skills to be delivered during the coverage above Working with others, information processing, enquiry skills, communication, evaluation skills, problem solving, reasoning skills</p>

Knowing about the UK and major countries in Europe Year 2 Area 4

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 2c

Some children will not have made so much progress & will:

Know only 1 or 2 of the main countries in Europe and know the capital cities of these countries.

National Curriculum Level 2b

Age related expectation we need to be delivering at is that the majority of children will:

Know some of the main countries in Europe e.g. France, Spain, Portugal, Italy, Germany.

Know the capital cities of these countries in Europe.

National Curriculum Level 2a

The AA/AA+ children will have progressed further and will also:

Know some of the seven continents of the world.

Programme of Study Area

- ✓ Know the countries that make up the United Kingdom.
- ✓ Know the capital cities of the countries that make up the United Kingdom.
- ✓ Know some of the main countries in Europe e.g. France, Spain, Portugal, Italy, Germany.
- ✓ Know the capital cities of these countries in Europe

Key Skills to be delivered during the coverage above

Working with others, information processing, enquiry skills, communication, evaluation skills, problem solving, information technology, reasoning skills.

Geography Overview of Long Term Planning – Year 3

Statutory National Curriculum Areas to be covered by the end of the year

Geography An Environmental Issue Year 3 Area 1	
<p style="text-align: center;">Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>National Curriculum Level 2b Some children will not have made so much progress & will: Describe physical and human features of places at a local scale. Recognise and make observations about those features that give places their character. Show an awareness of places beyond their own locality. Express views on the environment of a locality and recognise how people affect the environment. Carry out simple tasks and select information using resources given to them. Use this information and their own observations to help them ask and respond to questions about places and environments. Children begin to use appropriate geographical vocabulary.</p> <p>National Curriculum Level 2a Age related expectation we need to be delivering at is that the majority of children will: Describe physical and human features of places at a local scale. Recognise and make observations about those features that give places their character. Show an awareness of places beyond their own locality. Express views on the environment of a locality and recognise how people affect the environment. Carry out simple tasks and select information using resources given to them. Use this information and their own observations to help them ask and respond to questions about places and environments. Children begin to use appropriate geographical vocabulary. Describe and compare the physical and human features of different localities and offer explanations for the locations of some of the features.</p> <p>National Curriculum Level 3c The AA/AA+ children will have progressed further and will also: Describe the physical features of different localities and offer simple explanations for the locations of some of the features. Be aware that different places may have similar and different characteristics. Offer simple reasons for some of their observations and for their views about places and environments. Recognise how people seek to improve environments. Use skills and sources of evidence to respond to a range of simple geographical questions. Begin to use appropriate vocabulary.</p>	<p>Programme of Study Area</p> <p>1) In undertaking geographical enquiry, pupils should be taught to:</p> <ul style="list-style-type: none"> • Ask geographical questions • Collect and record evidence • Analyse evidence and draw conclusions • Identify and explain different views that people, including themselves, hold about topical geographical issues • Communicate in ways appropriate to the task and audience <p>2) In developing geographical skills, pupils should be taught to</p> <ul style="list-style-type: none"> • Use appropriate geographical vocabulary • Use appropriate fieldwork techniques and instruments • Use atlases and globes, and maps and plans at a range of scales • To use secondary sources of information, including aerial photographs • Draw plans and maps at a range of scales • Use decision making skills <p>3) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and describe what places are like • Describe where places are • Explain why places are like they are • Identify how and why places change <p>4) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise and explain patterns made by individual physical and human features in the environment • Recognise some physical and human processes and explain how these can cause changes in places and environments. <p>5) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people's lives <p>Key Skills to be delivered during the coverage above Working with others, information processing, enquiry skills, communication, evaluation skills, problem solving, application of number, information technology, reasoning skills, creative thinking</p>

Geography Map Skills (Drawing, Reading and Interpreting Maps) Year 3 Area 2

<p style="text-align: center;">Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>National Curriculum Level 2b Some children will not have made so much progress & will: Be able to ask geographical questions. Use geographical vocabulary. Be able to make simple maps and plans. Describe in simple terms where places are.</p> <p>National Curriculum Level 2a Age related expectation we need to be delivering at is that the majority of children will: Be able to ask more complex geographical questions. Use geographical vocabulary more frequently. Be able to make more detailed maps and plans. Describe in more detail where places are.</p> <p>National Curriculum Level 3c The AA/AA+ children will have progressed further and will also: Be able to answer and ask more complex geographical questions. Consistently use geographical vocabulary correctly. Be able to make and read more detailed maps and plans.</p>	<p style="text-align: center;">Programme of Study Area</p> <p>1) In undertaking geographical enquiry, pupils should be taught to:</p> <ul style="list-style-type: none"> • Ask geographical questions <p>2) In developing geographical skills, pupils should be taught to:</p> <ul style="list-style-type: none"> • Use geographical vocabulary • Use fieldwork skills • Use globes, maps and plans at a range of scales • Use secondary sources of information • Make maps and plans <p>3) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and describe where places are
	<p style="text-align: center;">Key Skills to be delivered during the coverage above</p> <p style="color: blue;">Working with others, information processing, enquiry skills, communication, evaluation skills, problem solving, application of number, information technology, reasoning skills.</p>

Knowing about the UK, Europe and continents of the world Year 3 Area 3

<p style="text-align: center;">Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>National Curriculum Level 2b Some children will not have made so much progress & will: Know some of the main countries in Europe e.g. France, Spain, Portugal, Italy, Germany. Know the capital cities of these countries in Europe.</p> <p>National Curriculum Level 2a Age related expectation we need to be delivering at is that the majority of children will: Know the countries that make up the United Kingdom. Know the capital cities of the countries that make up the United Kingdom. Know some of the main countries in Europe e.g. France, Spain, Portugal, Italy, Germany. Know the capital cities of these countries in Europe To be able to name and locate the 7 continents of the world.</p> <p>National Curriculum Level 3c The AA/AA+ children will have progressed further and will also: Begin to know the names of some of the main countries of the world, and their capital cities.</p>	<p style="text-align: center;">Programme of Study Area</p> <ul style="list-style-type: none"> ✓ Know the countries that make up the United Kingdom. ✓ Know the capital cities of the countries that make up the United Kingdom. ✓ Know some of the main countries in Europe e.g. France, Spain, Portugal, Italy, Germany. ✓ Know the capital cities of these countries in Europe ✓ To be able to name and locate the 7 continents of the world <p>2) In developing geographical skills, pupils should be taught to:</p> <ul style="list-style-type: none"> • Use geographical vocabulary • Use globes, maps and plans at a range of scales • Make maps and plans <p>3) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and describe where places are
	<p style="text-align: center;">Key Skills to be delivered during the coverage above</p> <p style="color: blue;">Working with others, information processing, enquiry skills, communication, evaluation skills, information technology</p>

Geography Overview of Long Term Planning – Year 4

Statutory National Curriculum Areas to be covered by the end of the year

Geography Water Year 4 Area 1	
<p style="text-align: center;">Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>National Curriculum Level 3c Some children will not have made so much progress & will: Describe the physical features of different localities and offer simple explanations for the locations of some of the features. Be aware that different places may have similar and different characteristics. Offer simple reasons for some of their observations and for their views about places and environments. Recognise how people seek to improve environments. Use skills and sources of evidence to respond to a range of simple geographical questions. Begin to use appropriate vocabulary.</p> <p>National Curriculum Level 3b Age related expectation we need to be delivering at is that the majority of children will: Describe and compare the physical features of different localities and offer explanations for the locations of some of the features. Be aware that different places may have similar and different characteristics. Offer reasons for some of their observations and for their views about places and environments. Recognise how people seek to improve and sustain environments. Use skills and sources of evidence to respond to a range of geographical questions. Begin to use appropriate vocabulary to communicate their findings.</p> <p>National Curriculum Level 3a The AA/AA+ children will have progressed further and will also: Describe and compare the physical and human features of different localities and offer explanations for the locations of some of the features. Be aware that different places may have similar and different characteristics. Offer more sophisticated reasons for some of their observations and for their views about places and environments. Recognise how people seek to improve and sustain environments. Use skills and sources of evidence to respond to a range of more complex geographical questions. Begin to use appropriate vocabulary to communicate their findings.</p>	<p>Programme of Study Area</p> <p>1) In undertaking geographical enquiry, pupils should be taught to:</p> <ul style="list-style-type: none"> • Ask geographical questions • Collect and record evidence • Analyse evidence and draw conclusions • Communicate in ways appropriate to the task and audience <p>2) In developing geographical skills, pupils should be taught to</p> <ul style="list-style-type: none"> • Use appropriate geographical vocabulary • Use appropriate fieldwork techniques and instruments • Use atlases and globes, and maps and plans at a range of scales • To use secondary sources of information, including aerial photographs • Draw plans and maps at a range of scales • Use decision making skills <p>3) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and describe what places are like <p>4) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise and explain patterns made by individual physical and human features in the environment • Recognise some physical and human processes and explain how these can cause changes in places and environments. <p>Key Skills to be delivered during the coverage above</p> <p>Working with others, information processing, enquiry skills, communication, evaluation skills, problem solving, information technology, application of number, reasoning skills</p>

Geography Map Skills (Drawing, Reading and Interpreting Maps) Year 4 Area 2

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 3c

Some children will not have made so much progress & will:

Be able to answer and ask more complex geographical questions.

Consistently use geographical vocabulary correctly.

Be able to make and read more detailed maps and plans.

National Curriculum Level 3b

Age related expectation we need to be delivering at is that the majority of children will:

Be able to answer and ask more complex geographical questions.

Consistently use geographical vocabulary correctly.

Be able to make and read maps and plans.

Be able to use globes.

Use given secondary sources of information.

Identify and describe where places are.

National Curriculum Level 3a

The AA/AA+ children will have progressed further and will also:

Be able to choose and use appropriate secondary sources of information.

Identify and describe places in more detail, commenting on location, land use and physical and human features.

Programme of Study Area

1) In undertaking geographical enquiry, pupils should be taught to:

- Ask geographical questions

2) In developing geographical skills, pupils should be taught to:

- Use geographical vocabulary
- Use fieldwork skills
- Use globes, maps and plans at a range of scales
- Use secondary sources of information
- Make maps and plans

3) Pupils should be taught to:

- Identify and describe where places are

Key Skills to be delivered during the coverage above

Working with others, information processing, enquiry skills, communication, evaluation skills, problem solving, application of number, information technology, reasoning skills, creative thinking

Knowing about the UK, Europe and the rest of the world Year 4 Area 3

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 3c

Some children will not have made so much progress & will:

Begin to know the names of some of the main countries of the world, and their capital cities.

National Curriculum Level 3b

Age related expectation we need to be delivering at is that the majority of children will:

Know the countries that make up the United Kingdom.

Know the capital cities of the countries that make up the United Kingdom.

Know some of the main countries in Europe e.g. France, Spain, Portugal, Italy, Germany.

Know the capital cities of these countries in Europe

To be able to name and locate the 7 continents of the world

To know the names of the main countries of the world, and their capital cities

National Curriculum Level 3a

The AA/AA+ children will have progressed further and will also:

Begin to know the names of some of the main seas, rivers, mountains and deserts.

Programme of Study Area

- ✓ Know the countries that make up the United Kingdom.
- ✓ Know the capital cities of the countries that make up the United Kingdom.
- ✓ Know some of the main countries in Europe e.g. France, Spain, Portugal, Italy, Germany.
- ✓ Know the capital cities of these countries in Europe
- ✓ To be able to name and locate the 7 continents of the world
- ✓ To know the names of the main countries of the world, and their capital cities

2) In developing geographical skills, pupils should be taught to:

- Use geographical vocabulary
- Use globes, maps and plans at a range of scales
- Make maps and plans

3) Pupils should be taught to:

- Identify and describe where places are

Key Skills to be delivered during the coverage above

Working with others, information processing, enquiry skills, communication, evaluation skills, information technology

Geography Overview of Long Term Planning – Year 5

Statutory National Curriculum Areas to be covered by the end of the year

Geography A UK settlement Year 5 Area 1

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 3a

Some children will not have made so much progress & will:

Describe and compare the physical and human features of different localities and offer explanations for the locations of some of the features.

Be aware that different places may have similar and different characteristics.

Offer more reasons for some of their observations and for their views about places and environments.

Recognise how people seek to improve and sustain environments.

Use skills and sources of evidence to respond to a range of more difficult geographical questions.

Begin to use appropriate vocabulary to communicate their findings.

National Curriculum Level 4c

Age related expectation we need to be delivering at is that the majority of children will:

Show an understanding of a range of places at more than one scale.

Begin to recognise and describe basic geographical patterns.

Recognise and describe physical and human processes.

Begin to understand how these can change the features of places.

Understand how people can improve and damage the environment.

Explain their own views about environmental change.

Suggest suitable geographical questions and use a range of skills to help them investigate places and environments.

Use primary and secondary sources in their investigations and communicate findings using appropriate vocabulary.

National Curriculum Level 4b

The AA/AA+ children will have progressed further and will also:

Show an understanding of a range of places and environments at more than one scale.

Begin to recognise and describe geographical patterns.

Recognise and describe physical and human processes.

Begin to understand how these can change the features of places and how these affect the lives of people living there.

Understand how people can improve and damage the environment.

Explain their own views and the views about environmental change.

Suggest suitable geographical questions and use a range of skills to help them investigate places and environments.

Programme of Study Area

1) In undertaking geographical enquiry, pupils should be taught to:

- Ask geographical questions
- Collect and record evidence
- Analyse evidence and draw conclusions
- Identify and explain different views that people, including themselves, hold about topical geographical issues
- Communicate in ways appropriate to the task and audience

2) In developing geographical skills, pupils should be taught to

- Use appropriate geographical vocabulary
- Use appropriate fieldwork techniques and instruments
- Use atlases and globes, and maps and plans at a range of scales
- To use secondary sources of information, including aerial photographs
- Draw plans and maps at a range of scales

3) Pupils should be taught to:

- Identify and describe what places are like
- The location of places and environments they study and other significant places and environments
- Describe where places are
- Explain why places are like they are
- Identify how and why places change and how they may change in the future
- Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world.
- Recognise how places fit within a wider geographical context and are interdependent

4) Pupils should be taught to:

- Recognise and explain patterns made by individual physical and human features in the environment
- Recognise some physical and human processes and explain how these can cause changes in places and environments.

5) Pupils should be taught to:

- Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people's lives.
- Recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement

6) Children will study a locality in the United Kingdom

- Children will be taught how settlements differ and change, including why they differ in size and character, and an issue

<p>Use primary and secondary sources in their investigations.</p>	<p>arising from changes in land use.</p> <p>7) In their study of localities and themes, pupils should:</p> <ul style="list-style-type: none"> • Study at a range of scales – local, regional and national • Carry out fieldwork investigations outside the classroom
	<p>Key Skills to be delivered during the coverage above</p> <p>Working with others, information processing, enquiry skills, communication, evaluation skills, problem solving, information technology, reasoning skills</p>

Geography Map Skills (Drawing, Reading and Interpreting Maps) Year 5 Area 2

Outcomes & Assessment Judgement Based from
Level Descriptors

National Curriculum Level 3a

Some children will not have made so much progress & will:
Be able to choose and use appropriate secondary sources
of information.

Identify and describe places in simple detail, commenting
on location, land use and physical and human features.

National Curriculum Level 4c

Age related expectation we need to be delivering at is that
the majority of children will:

Be able to answer and ask geographical questions.

Use appropriate geographical vocabulary.

Be able to use fieldwork skills.

Use maps, globes and plans.

Make maps and plans.

Be able to identify places and describe them.

National Curriculum Level 4b

The AA/AA+ children will have progressed further and will
also:

Be able to answer and ask more complex geographical
questions.

Use appropriate geographical vocabulary frequently.

Be able to use fieldwork skills.

Use more detailed maps, globes and plans.

Make detailed maps and plans.

Be able to identify places and describe them, commenting
on human and physical features, land use and the
environment.

Programme of Study Area

1) In undertaking geographical enquiry, pupils
should be taught to:

- Ask geographical questions

2) In developing geographical skills, pupils
should be taught to:

- Use geographical vocabulary
- Use fieldwork skills
- Use globes, maps and plans at a
range of scales
- Use secondary sources of information
- Make maps and plans

3) Pupils should be taught to:

- Identify and describe where places are

Key Skills to be delivered during the coverage above

Working with others, information processing,
enquiry skills, communication, evaluation skills,
information technology

Knowing about the main rivers, seas, mountains and deserts of the world

Year 5 Area 3

Outcomes & Assessment Judgement Based from Level Descriptors	Programme of Study Area
<p>National Curriculum Level 3a Some children will not have made so much progress & will: Know some of the countries that make up the United Kingdom. Know the capital cities of these countries. Know some of the main countries in Europe e.g. France, Spain, Portugal, Italy, Germany. Know the capital cities of these countries. Be able to name some of the 7 continents of the world. Know the names of some of the main countries of the world. Begin to know the names of some of the main seas, rivers, mountains and deserts.</p> <p>National Curriculum Level 4c Age related expectation we need to be delivering at is that the majority of children will: Know the countries that make up the United Kingdom. Know the capital cities of these countries. Know some of the main countries in Europe e.g. France, Spain, Portugal, Italy, Germany. Know the capital cities of these countries. Be able to name and locate the 7 continents of the world. Know the names of the main countries of the world, and their capital cities Know the names of the main seas, rivers, mountains and deserts</p> <p>National Curriculum Level 4b The AA/AA+ children will have progressed further and will also: Begin to understand about the North and the South poles.</p>	<ul style="list-style-type: none"> ✓ Know the countries that make up the United Kingdom. ✓ Know the capital cities of the countries that make up the United Kingdom. ✓ Know some of the main countries in Europe e.g. France, Spain, Portugal, Italy, Germany. ✓ Know the capital cities of these countries in Europe ✓ To be able to name and locate the 7 continents of the world ✓ To know the names of the main countries of the world, and their capital cities ✓ To know the names of the main seas, rivers, mountains and deserts <p>2) In developing geographical skills, pupils should be taught to:</p> <ul style="list-style-type: none"> • Use geographical vocabulary • Use globes, maps and plans at a range of scales • Make maps and plans <p>3) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and describe where places are <p>Key Skills to be delivered during the coverage above Working with others, information processing, enquiry skills, communication, evaluation skills, problem solving, information technology.</p>

Geography Overview of Long Term Planning – Year 6

Statutory National Curriculum Areas to be covered by the end of the year

Geography A less economically developed settlement Year 6 Area 1	
<p style="text-align: center;">Outcomes & Assessment Judgement Based from Level Descriptors</p> <p>National Curriculum Level 4b Some children will not have made so much progress & will: Show an understanding of a range of places and environments at more than one scale. Begin to recognise and describe simple geographical patterns. Recognise and describe some physical and human processes. Begin to understand how these can change the features of places and how these affect the lives of people living there. Understand how people can improve and damage the environment. Explain their own views about environmental change. Suggest suitable geographical questions and use a range of skills to help them investigate places and environments. Use primary and secondary sources in their investigations.</p> <p>National Curriculum Level 4a Age related expectation we need to be delivering at is that the majority of children will: Show an understanding of a range of places and environments at more than one scale and in different parts of the world. Begin to recognise and describe geographical patterns and start to appreciate the importance of wider geographical location in understanding places. Recognise and describe physical and human processes. Begin to understand how these can change the features of places and how these affect the lives of people living there. Understand how people can improve and damage the environment. Explain their own views and the views that other people hold about environmental change. Suggest suitable geographical questions and use a range of skills to help them investigate places and environments. Use primary and secondary sources in their investigations and communicate findings using appropriate vocabulary.</p> <p>National Curriculum Level 4 The AA/AA+ children will have progressed further and will also: Recognise some of the links/relationships that make places dependent on each other. Draw on their knowledge and understanding and</p>	<p>Programme of Study Area</p> <p>1) In undertaking geographical enquiry, pupils should be taught to:</p> <ul style="list-style-type: none"> • Ask geographical questions • Collect and record evidence • Analyse evidence and draw conclusions • Identify and explain different views that people, including themselves, hold about topical geographical issues • Communicate in ways appropriate to the task and audience <p>2) In developing geographical skills, pupils should be taught to</p> <ul style="list-style-type: none"> • Use appropriate geographical vocabulary • Use appropriate fieldwork techniques and instruments • Use atlases and globes, and maps and plans at a range of scales • To use secondary sources of information, including aerial photographs • Draw plans and maps at a range of scales <p>3) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Identify and describe what places are like • The location of places and environments they study and other significant places and environments • Describe where places are • Explain why places are like they are • Identify how and why places change and how they may change in the future • Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world. • Recognise how places fit within a wider geographical context and are interdependent <p>4) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise and explain patterns made by individual physical and human features in the environment • Recognise some physical and human processes and explain how these can cause changes in places and environments. <p>5) Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people's lives. • Recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement <p>6) Children will study a locality in a country that is less economically developed</p> <ul style="list-style-type: none"> • Children will be taught how settlements differ and change, including why they differ in size and character, and an issue arising

<p>select and use appropriate skills and ways of presenting information.</p>	<p>from changes in land use.</p> <p>7) In their study of localities and themes, pupils should:</p> <ul style="list-style-type: none"> • Study a range of places and environments in different parts of the world, including the United Kingdom and the European Union
	<p>Key Skills to be delivered during the coverage above</p> <p>Working with others, information processing, enquiry skills, communication, evaluation skills, problem solving, information technology, reasoning skills</p>

Geography Map Skills (Drawing, Reading and Interpreting Maps) Year 6 Area 2

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 4b

Some children will not have made so much progress & will:
Be able to answer and ask more detailed geographical questions.

Use appropriate geographical vocabulary frequently.

Be able to use fieldwork skills.

Use detailed maps, globes and plans.

Make detailed maps and plans.

Be able to identify places and describe them, commenting on human and physical features, land use and the environment.

National Curriculum Level 4a

Age related expectation we need to be delivering at is that the majority of children will:

Be able to answer and ask more complex geographical questions.

Use appropriate geographical vocabulary consistently.

Be able to use fieldwork skills as part of a team and independently.

Use more detailed maps, globes and plans.

Make more detailed maps and plans.

Be able to identify places and describe them, commenting on human and physical features, land use and the environment, in detail.

National Curriculum Level 4

The AA/AA+ children will have progressed further and will also:

Be able to answer and ask more complex and detailed geographical questions.

Use appropriate geographical vocabulary consistently and correctly.

Recognise some of the links/relationships that make places dependent on each other.

Programme of Study Area

1) In undertaking geographical enquiry, pupils should be taught to:

- Ask geographical questions

2) In developing geographical skills, pupils should be taught to:

- Use geographical vocabulary
- Use fieldwork skills
- Use globes, maps and plans at a range of scales
- Use secondary sources of information
- Make maps and plans

3) Pupils should be taught to:

- Identify and describe where places are

Key Skills to be delivered during the coverage above

Working with others, information processing, enquiry skills, communication, information technology

Knowing about how the world is split up e.g. hemispheres Year 6 Area 3

Outcomes & Assessment Judgement Based from Level Descriptors

National Curriculum Level 4b

Some children will not have made so much progress & will:

Know some of the countries that make up the United Kingdom.

Know the capital cities of these countries.

Know some of the main countries in Europe e.g.

France, Spain, Portugal, Italy, Germany and know the capital cities of these countries.

Be able to name and locate some of the 7 continents of the world.

Know the names of the main countries of the world, and their capital cities

Know some of the names of the main seas, rivers, mountains and deserts.

Know that the equator and the North and South poles exist.

National Curriculum Level 4a

Age related expectation we need to be delivering at is that the majority of children will:

Know the countries that make up the United Kingdom.

Know the capital cities of these countries.

Know some of the main countries in Europe e.g.

France, Spain, Portugal, Italy, Germany and know the capital cities of these countries.

Be able to name and locate the 7 continents of the world

Know the names of the main countries of the world, and their capital cities

Know the names of the main seas, rivers, mountains and deserts

Know that the equator splits the world into the northern and southern hemispheres and to know the North pole and the South pole.

National Curriculum Level 4

The AA/AA+ children will have progressed further and will also:

Start to understand about the lines of longitude and latitude.

Programme of Study Area

- ✓ Know the countries that make up the United Kingdom.
- ✓ Know the capital cities of the countries that make up the United Kingdom.
- ✓ Know some of the main countries in Europe e.g. France, Spain, Portugal, Italy, Germany.
- ✓ Know the capital cities of these countries in Europe
- ✓ To be able to name and locate the 7 continents of the world
- ✓ To know the names of the main countries of the world, and their capital cities
- ✓ To know the names of the main seas, rivers, mountains and deserts
- ✓ To know that the equator splits the world into the northern and southern hemispheres and to know the North pole and the South pole.

2) In developing geographical skills, pupils should be taught to:

- Use geographical vocabulary
- Use globes, maps and plans at a range of scales
- Make maps and plans

3) Pupils should be taught to:

- Identify and describe where places are

Key Skills to be delivered during the coverage above

Working with others, information processing, enquiry skills, communication, evaluation skills, problem solving, information technology, reasoning skills