



# Pilgrims' Way Primary School

## Whole School Geography Overview 20/21



Year	Skills and Fieldwork	Locational Knowledge	Place Knowledge	Human and Physical geography
EYFS	<p><b>Understanding the world ELG</b></p> <p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. 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.</p> <p><b>The world:</b> children 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 make observations of animals and plants and explain why some things occur, and talk about changes.</p>			
1	<ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>Use a map and a globe to identify the UK and its countries</i></p> <p><i>Use a map and a globe to locate the continents.</i></p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul> <p><i>Use aerial photographs to look at familiar landmarks e.g. their home and school</i></p> <ul style="list-style-type: none"> <li>Use simple observational skills to study key human and physical features of environments.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> </ul> <p><i>Identify the continents on a map or globe and know that the UK is located in Europe.</i></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><i>Use a map and a globe to identify the UK and its countries</i></p>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul> <p><i>Compare the climate of the United Kingdom with other countries around the world. Make simple observations about the impact that weather has on people living in different environments.</i></p>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical and human features.</li> </ul> <p><i>forest, mountain, hill, sea, river, buildings, countryside, city, town, village, farm, house, season and weather</i></p> <ul style="list-style-type: none"> <li>Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.</li> </ul> <p><i>Identify daily and seasonal weather patterns in the UK.</i></p>



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	<p><i>Observe the weather in the local area using basic fieldwork skills</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><i>Observe simple human and physical features within a familiar local area.</i></p> <p><i>Produce a simple sketch map with labels of an area in the immediate vicinity of their home or school.</i></p> <ul style="list-style-type: none"> <li>• Use simple compass directions and locational and directional language to describe the location of features and routes on a map</li> </ul> <p><i>Use the terms 'near', 'far' 'left' and 'right' to describe location of features on a map.</i></p>			
2	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> </ul> <p><i>Identify all seven continents and five oceans on a map and a globe and have knowledge of</i></p>		<ul style="list-style-type: none"> <li>• Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.</li> </ul>



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	<p><i>Use a map and a globe to locate the United Kingdom, its four countries and its capital cities, all seven continents and the oceans.</i></p> <ul style="list-style-type: none"> <li>• Use simple compass directions and locational and directional language to describe the location of features and routes on a map</li> </ul> <p><i>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</i></p> <ul style="list-style-type: none"> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul> <p><i>Use aerial photographs of the world to identify land, sea, ice, desert and forest. Use aerial photographs to make comparisons between two locations.</i></p> <ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study key human and physical features of environments.</li> </ul> <p><i>Use simple fieldwork skills to explore a location other than the local area (the beach).</i></p>	<p><i>two contrasting continents (Africa and Antarctica).</i></p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></p>		<p><i>As for year one and demonstrate an understanding of why some places are hotter and colder than others.</i></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> </ul> <p><i>As for year one and: urban, rural, habitat, coast, cliff, beach, pier, harbour, port promenade, desert, rainforest, soil, valley, vegetation</i></p>
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	<p><i>Conduct a simple enquiry into other people's views of the seaside.</i></p> <p><i>Draw a simple map with key of a familiar seaside town.</i></p>			
3	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><i>Build on KS1 knowledge of maps and globes. Use maps, atlases and globes to locate and identify countries around the world. Use maps and digital/computer mapping to identify plate boundaries.</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>Use a four point compass to find the predominant wind direction within the UK. Locate countries in the United Kingdom and locations in the wider world (New Zealand and South America).</i></p> <p><i>Use simple keys.</i></p>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>Refer to prior learning in KS1 on continents and oceans. Identify South America and its varying environmental regions.</i></p> <ul style="list-style-type: none"> <li>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).</li> </ul> <p><i>Identify the position of the Equator, latitude and longitude.</i></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom,</li> </ul>		<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p><i>Describe and understand key aspects of earthquakes including the terms epicentre, plate boundaries, magnitude and Richter Scale. Understand how climate affects both the landscape of different biomes and the plants and animals that can live there</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>Understand through explanation and reaching conclusions that economic activity can cause</i></p>



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		<p>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.</p> <p><i>Build on KS1 knowledge of the UK. Know and locate the four countries that make up the UK. Compare the climate of different locations around the UK.</i></p>		<p><i>the most death and destruction in earthquake zones rather than the severity of the earthquake.</i></p>
4	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><i>Use maps, atlases and globes to locate countries around the world and identify the features being studied. Use digital/computer mapping to look at features of cities.</i></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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 concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> </ul> <p><i>Build on prior learning from KS1 identifying the continents and oceans. Locate North America and then use more</i></p>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> </ul> <p><i>Compare and contrast the climate (building on a knowledge of climate in KS1) of the UK and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours.</i></p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p><i>Describe and understand key aspects of climate zones.</i></p> <ul style="list-style-type: none"> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural</li> </ul>



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	<p>United Kingdom and the wider world. Use symbols and keys on maps to build their knowledge. Use a four point compass to compare locations of countries around the world.</p> <ul style="list-style-type: none"> <li>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>Build on prior fieldwork skills taught in KS1 of observing the weather and exploring a location not in the local area (the beach). Complete fieldwork skills during the topic of sustainability.</i></li> </ul>	<p><i>detailed maps to locate countries and cities within North America.</i> <i>Locate South America and then use more detailed maps to locate countries and cities within South America.</i></p> <ul style="list-style-type: none"> <li>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). <i>Build on prior learning of the equator, latitude and longitude. Introduce the concept of time zones.</i></li> </ul>	<p><i>Identify and locate the UK's largest cities and compare and contrast these with Brasilia (South America).</i></p>	<p>resources including energy, food, minerals, water. <i>Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density (settlement and landuse). Understand what is meant by economic activity and trade.</i></p>
5	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <i>Use both physical and political maps to locate countries around the world and to identify the distribution of volcanoes. Describe the distribution of the volcanoes</i></li> </ul>	<ul style="list-style-type: none"> <li>The countries (including the location of Russia), major cities and key physical and human geography of Europe. <i>Locate countries within Europe (including Russia) and identify key physical features (volcanoes) and human features (cities).</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. <i>Compare and contrast, using an increasing range of geographical vocabulary, the physical and human geography of Vestmannaeyjar</i></li> </ul>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography including climate zones and volcanoes, biomes and vegetation belts, rivers, mountains, earthquakes, and the water cycle. <i>Build on learning from lower KS2 about earthquakes to explain</i></li> </ul>



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	<p><i>and the impact these may have.</i></p> <p>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.</p> <p><i>Use the eight points of a compass.</i></p> <p><i>Use increasingly complex symbols and key on a range of maps to build their knowledge of the UK and the wider world.</i></p> <p><i>Use political maps to understand the impact the location of the volcanoes may have.</i></p> <p><i>Use physical and political maps in conjunction to help understand the impact of climate change in varying locations around the world.</i></p> <p><i>Use OS maps to find locations in the UK using four-figure grid references.</i></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><i>Use maps to locate countries around the world (physical and political maps) to identify various environmental regions and countries/major cities.</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><i>When studying climate change 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.</i></p>	<p><i>with that of the local area/region.</i></p>	<p><i>how and why volcanoes form. Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution.</i></p> <ul style="list-style-type: none"> <li>• Human geography including economic activity and trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><i>Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey;</i></p> <p><i>Understand the stages in the manufacture of an economic activity – fish processing – together with what export, import and trade entails;</i></p> <p><i>Describe and explain how each of the main renewable sources of energy works, evaluate their advantages and disadvantages and make a judgement regarding which</i></p>
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		<ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>Build on prior learning of the UK and its countries from KS1 and lower ks2. Locate Starcross, Devon. Identify its key human and physical characteristics. Identify, describe and explain how Starcross has changed over time due to climate change.</i></p>		<p><i>would be most suitable for the poorest countries in the world.</i></p>
6	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><i>Use a wide variety of maps (including OS maps), aerial photographs and GIS to describe, compare, contrast and explain how physical features change along the course of a river.</i></p> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four and six-figure</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>Locate the world's countries on a range of maps. Identify key physical characteristics and name the country and city (if</i></p>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.</li> </ul> <p><i>Understand similarities and differences in the physical geography (mountains) of the United Kingdom, and other countries around the world</i></p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p><i>Build upon learning of earthquakes (year 3) and volcanoes (in year 5) to explain how mountains are formed, the impact that they</i></p>



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	<p>grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><i>Use the eight points of a compass, four and six-figure grid references, complex symbols and key (including OS maps) to build their knowledge of mountain ranges and rivers located in the UK and in the wider world.</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>Build on fieldwork skills learnt in KS1 and Year 4. Use a range of fieldwork techniques to measure, record, present and explain changes along a section of local river and to reach a conclusion as to whether it constitutes a healthy habitat.</i></p>	<p><i>applicable) in which they are located (mountains and rivers).</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>Name and locate counties in cities of the UK (Cumbria and Somerset). Identify key topographical features (hills and mountains).</i></p>	<p><i>correctly using a wide range of geographical vocabulary.</i></p>	<p><i>have on climate and the differences between mountains around the world. Describe the components of the water cycle and explain the important role that rivers play.</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><i>Evaluate a range of evidence to make a judgement on how and why humans make use of natural resources including energy and water.</i></p>
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National Curriculum objectives *Broken down for year group*