



Geography: Whole School Overview

1	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
	<p>To be able to say what they like about their locality.</p> <p>To be able to answer some questions using different resources, such as books, the internet and atlases.</p> <p>To be able to think of a few relevant questions to ask about a locality.</p> <p>To be able to answer questions about the weather.</p> <p>To keep a weather chart.</p>	<p>To demonstrate understanding of where they live.</p> <p>To be able to explain the main features of a hot and cold place.</p> <p>To be able to describe a locality using words and pictures.</p> <p>To be able to explain how the weather changes with each season.</p> <p>To be able to name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'.</p>	<p>To begin to explain why they would wear different clothes at different times of the year.</p> <p>To be able to tell something about the people who live in hot and cold places.</p> <p>Can they explain what they might wear if they lived in a very hot or a very cold place?</p>	<p>To be able to identify the four countries making up the United Kingdom.</p> <p>To be able to name some of the main towns and cities in the United Kingdom.</p> <p>To be able to point out where the equator, north pole and south pole are on a globe or atlas</p>
	<p>Exceeding To be able answer questions using a weather chart. To make plausible predictions about what the weather may be like later in the day or tomorrow.</p>	<p>Exceeding To name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'.</p>	<p>Exceeding To name different jobs that people living in their area might do.</p>	<p>Exceeding To name a few towns in the south and north of the UK.</p>

2	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
	<p>To be able to label a diagram or photograph using some geographical words.</p> <p>To be able to find out about a locality by using different sources of evidence.</p> <p>To be able to find out about a locality by asking some relevant questions to someone else.</p> <p>To do able to say what they like and don't like about their locality and another locality like the seaside.</p>	<p>To be able to describe some physical features of their own locality.</p> <p>To be able to explain what makes a locality special.</p> <p>To be able to describe some places which are not near the school.</p> <p>To be able to describe a place outside Europe using geographical words.</p> <p>To be able to describe some of the features associated with an island.</p> <p>To be able to describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley.</p>	<p>To be able to describe some human features of their own locality, such as the jobs people do.</p> <p>To be able to explain how the jobs people do may be different in different parts of the world.</p> <p>Can think that people ever spoil the area? How?</p> <p>To think that people try to make the area better. How?</p> <p>To be able to explain what facilities a town or village might need.</p>	<p>To be able to name the continents of the world and find them in an atlas.</p> <p>To be able to name the world's oceans and find them in an atlas.</p> <p>To be able to name the major cities of England, Wales, Scotland and Ireland.</p> <p>To be able to find where they live on a map of the UK.</p>
	<p>Exceeding</p> <p>To be able to make inferences by looking at a weather chart.</p> <p>To be able to make plausible predictions about what the weather may be like in different parts of the world.</p>	<p>Exceeding</p> <p>To find longest and shortest route using a map.</p> <p>To use a map, photographs, film or plan to describe a contrasting locality outside Europe.</p>	<p>Exceeding</p> <p>To be able to explain how the weather affects different people.</p>	<p>Exceeding</p> <p>To be able locate some of the world's major rivers and mountain ranges.</p> <p>To be able to point out the North, South, East and West associated with maps and compass.</p>

3	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
	<p>To be able to use correct geographical words to describe a place and the events that happen there.</p> <p>To be to identify key features of a locality by using a map.</p> <p>To begin to use 4 figure grid references.</p> <p>To accurately plot NSEW on a map.</p> <p>To use some basic OS map symbols.</p> <p>To be able to make accurate measurement of distances within 100Km.</p>	<p>To use maps and atlases appropriately by using contents and indexes.</p> <p>To be able to describe how rivers are created.</p> <p>To be able to confidently describe physical features in a locality.</p> <p>To be able to locate the Mediterranean.</p> <p>To be able to recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE).</p>	<p>To be able to describe how rivers have an impact on people's lives.</p> <p>To be able to confidently describe human features in a locality.</p> <p>To be able to explain why a locality has certain human features.</p> <p>To be able to explain how the lives of people living in the Mediterranean would be different from their own – links with Rome</p>	<p>To be able to name a number of countries in the Northern Hemisphere.</p> <p>To be able to locate and name some of the world's most famous rivers.</p> <p>To be able to name and locate some well-known European countries.</p> <p>To be able to name and locate the capital cities of neighbouring European countries.</p> <p>To locate the USA and Canada on a world map and atlas.</p> <p>To be able to locate and name the main countries in South America on a world map and atlas.</p>
	<p>Exceeding To be able work out how long it would take to get to a given destination taking account of the mode of transport.</p>	<p>Exceeding To be able to explain why a locality has certain physical features.</p>	<p>Exceeding To be able to explain how people's lives vary due to weather.</p>	<p>Exceeding To be able to name the two largest seas around Europe?</p>

4	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
	<p>To be able to carry out a survey to discover features of cities and villages.</p> <p>To be able to find the same place on a globe and in an atlas.</p> <p>To be able to label the same features on an aerial photograph as on a map.</p> <p>To be able to plan a journey to a place in England.</p> <p>To accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)</p>	<p>To be able to describe the main features of a well-known city.</p> <p>To be able to describe the main features of a village.</p> <p>To be able to describe the main physical differences between cities and villages.</p> <p>To use appropriate symbols to represent different physical features on a map.</p>	<p>To explain how a locality has changed over time with reference to human features.</p> <p>To be able to find different views about an environmental issue. What is their view?</p> <p>To be able to they suggest different ways that a locality could be changed and improved.</p>	<p>To locate the Tropic of Cancer and the Tropic of Capricorn.</p> <p>To be able to locate the main mountain ranges throughout the world.</p> <p>To be able to identify the largest desert on the world.</p> <p>To be able to name and locate some well-known European countries.</p> <p>To be able to name and locate the capital cities of neighbouring European countries.</p>
	<p>Exceeding To be able to give accurate measurements between 2 given places within the UK.</p>	<p>Exceeding To be able to explain how a locality has changed over time with reference to physical features.</p>	<p>Exceeding To explain how people are trying to manage their environment.</p>	<p>Exceeding To name some of the main towns and cities in Yorkshire and Lancashire?</p>

5	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
	<p>To be able to collect information about a place and use it in a report.</p> <p>To be able to map land use.</p> <p>To find possible answers to their own geographical questions.</p> <p>To make detailed sketches and plans; improving their accuracy later.</p> <p>To plan a journey to a place in another part of the world, taking account of distance and time.</p>	<p>To be able to explain why many cities of the world are situated by seas/ rivers.</p> <p>To be able to explain how a location fits into its wider geographical location; with reference to physical features.</p> <p>To explain how the water cycle works.</p> <p>To be able to explain why water is such a valuable commodity.</p>	<p>To be able to explain why people are attracted to live by sea.</p> <p>To explain how a location fits into its wider geographical location; with reference to human and economical features.</p> <p>To explain what a place might be like in the future, taking account of issues impacting on human features?</p>	<p>To be able to name and locate many of the world's seas on maps.</p> <p>To understand the difference between the British Isles, Great Britain and UK.</p> <p>To be able to name up to six cities in the UK and locate them on a map.</p> <p>To locate and name some of the main islands that surround the UK.</p>
	<p>Exceeding To be able to work out an accurate itinerary detailing a journey to another part of the world</p>	<p>Exceeding To be able to explain what a place (open to environmental and physical change) might be like in the future taking account of physical features.</p>	<p>Exceeding To be able to report on ways in which humans have both improved and damaged the environment.</p>	<p>Exceeding To begin to recognise the climate of a given country according to its location on the map?</p>

6	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
	<p>To be able to confidently explain scale and use maps with a range of scales.</p> <p>To be able to choose the best way to collect information needed and decide the most appropriate units of measure.</p> <p>To make careful measurements and use the data.</p> <p>To use OS maps to answer questions.</p> <p>To use maps, aerial photos, plans and web resources to describe what a locality might be like?</p>	<p>To be able to give extended descriptions of the physical features of different places around the world.</p> <p>To be able to describe how some places are similar and others are different in relation to their human features.</p> <p>To be able to accurately use a 4 figure grid reference.</p> <p>To be able to create sketch maps when carrying out a field study.</p>	<p>To be able to give an extended description of the human features of different places around the world.</p> <p>To be able to map land use with their own criteria.</p> <p>To be able to describe how some places are similar and others are different in relation to their physical features.</p>	<p>To be able to an they recognise key symbols used on ordnance survey maps.</p> <p>To be able to identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.</p> <p>To be able to explain how the time zones work.</p>
	<p>Exceeding To define geographical questions to guide their research.</p> <p>To use a range of self selected resources to answer questions.</p>	<p>Exceeding To plan a journey to another part of the world which takes account of time zones.</p> <p>To understand the term sustainable development.</p>	<p>Exceeding To explain how human activity has caused an environment to change.</p> <p>To analyse population data on two settlements and report on findings and questions raised.</p>	<p>Exceeding Can they name the main lines of latitude and meridian of longitude?</p>