



Dovedale Primary School

Geography

Locational place and knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Look at a globe. Planet earth. Maps. Map stories. Where do we live?	Name, locate and identify the characteristics of the 4 countries and capital cities of the UK. Navigate their way around the classroom and school grounds. Understand that a world map shows all the countries in the world.	Name and locate the world's 7 continents. Understanding the terms 'continent' and 'sea'. Know and locate the world's oceans on a world map. Use maps and globes to identify features. Locate the equator. Make predictions about places based on where in the world they are. E.g. which is the hottest? Study pictures/videos of two differing localities, one in the UK and 1 in a European area with	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. Name and locate counties and cities of the UK	Identify the continents of North and South America, using maps, globes and Google Earth. Major cities, rivers, lakes and landmarks. Understand the term 'climate zones' and identify some differing ones. Have an understanding of Global warming and its implications.	In depth study of the UK: Environmental regions and national parks. Look at, hills, mountains, and coasts. Choose 3 key areas of the UK and look at how land use has changed over time. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate mountains and volcanoes. Poland, Italy, Japan, USA etc).	Identify countries and major cities in Asia e.g. rivers, mountains, capitals, landmarks. - In depth study into a country in Asia, focusing on China. 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) Understand geographical similarities and

		different environmental conditions, and ask geographical questions e.g. -- What is it like to live in this place? How is this place different to where I live?				differences through the study of a region in the UK, a region in a European country and a region in north or south America. Choose these from countries studies so far.
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Human and physical

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Our school building. What is it made of? Who are the people in it? Who are the people in our houses? How do they differ from each other? What is the weather like this week? Keep a weather diary.	What are the seasons like in the UK? Identify hot and cold areas of the world in relation to the North and South Pole and equator and Identify seasonal weather patterns Identify the human and physical features of Long Eaton (Derbyshire and Nottingham). Understand the geographical similarities and differences through	Use basic geographical vocab to refer to key <u>physical</u> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocab to refer to key <u>human</u> features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use basic geographical vocab to refer to key human features of our local area, including: city, town, village,	Explore and learn the stages of the water cycle Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. How do rivers and canals contribute to this? Learn about key Physical and human characteristics of	What were their settlements like? History Link How did they use the land and how has land use changed today? How did they trade? How is that different today? Vocabulary: climate zones, biomes, vegetation belts and the water cycle. Using photographs, children to make connections between human and physical characteristics of a country.	Identify human and physical characteristics, key topographical features of the UK (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Compare land use and settlements over the historical periods studied throughout school. Choose at least 2 contrasting periods. On a world map, locate the main countries in Europe and Asia and identify their main environmental regions, key physical and human characteristics, and major cities. Explain how rivers are formed Identify features of a river and how the

	studying the human and physical geography of a small area of the UK. Link to different areas of the UK and their History. Old and new. E.G Compare buildings in Long Eaton to York.	factory, farm, house, office, port, harbour and shop. How life has changed in the local area over the last 60 years - link to 1960's for History. (geographical features-human and physical).	countries and major cities in Europe. Complete a study into a region in Europe looking at physical and human features.	Complete a study into a region in North or South America looking at physical and human features.	Locate places in the world where volcanoes occur. Draw diagrams, produce explanation writing and use the correct vocabulary for each stage of the process of volcanic eruption. Draw conclusions about the impact of disasters through the study of photographs, population numbers and other primary sources. How could have these been mitigated?	landscape changes from source to mouth. Understand the impact of droughts and floods linked to climate change.
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Field work

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Welly walks. Make a route to walk- talk about where it is safe to walk and where it isn't on our playground. Fences and roads. Collect objects from around the school to create a memory map.	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 e.g. note taking, videoing, data collection, sketches,	Use simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding environment. Use mapping skills to record 4 points of a	Use the eight points of a compass, symbols and keys (including the use of Ordnance Survey maps) to explain/identify points on a map and build their knowledge of the local area, United Kingdom and	Children begin to experiment with and understand 4 figure grid references on maps. Study of the wider local area-Sawley Church. Use recognised symbols to mark out local areas of interest	Use the eight points of a compass, four and six figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use the following	Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers,

	and observations. Children to take photos of interesting things in the local area and explain what the photos show. Use a world map and atlases to identify the uk and its countries. Use locational and directional language. Left, right, near, far	compass in relation to our school and our position in the UK. Do a survey-tally marks with regard to the school – where is best to sit etc. Local area-West park – map. Scavenger hunt using a map. Use aerial photographs and plan perspectives to recognise landmarks Create a simple map with a key	the wider world. Use locational language to describe the location of points on a map of the school/local area. (e.g. Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key). Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement.	on own maps. - Choose effective recording and presentation methods e.g. tables to collect data.	classifications for buildings: Residential, retail, professional/ commercial, industrial and storage, entertainment/ leisure and public authorities. Wider local area- Nottingham canal system-Shardlow and Sawley marina.	children, senior citizens, businesses. Collate the data collected and record it using data handling software to produce graphs and charts of the results. - Ask Geographical questions e.g. How is traffic controlled? What are the main problems? - Analyse evidence and draw conclusions - Be aware of own responsibility in the world.
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