

Capenhurst CE Primary School - Geography Long Term Overview (2 year rolling programme)

Year A	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Autumn A	<p>I can say where I live.</p> <p>I know the name of the road I live on.</p> <p>I can talk about the features of the locality where I live.</p> <p>I can talk about Autumn and its features.</p>	<p>Whole school theme TBD (The United Kingdom)</p> <p>Locational knowledge</p> <p>I can find where I live on the map of the UK.</p> <p>I can name, locate and identify characteristics of the four countries of the United Kingdom, their capital cities and the surrounding seas.</p> <p>Place knowledge</p> <p>I can learn about the geographical similarities and differences of my locality and a different small area of the UK.</p> <p>Human & physical geography</p> <p>I can identify seasonal and daily weather patterns in the UK.</p> <p>I can identify the features of Autumn and their impact on people’s lives and on their environment.</p> <p>I can secure my use of the basic geographical vocabulary needed to talk about key human and physical features.</p> <p>Geographical skills & fieldwork</p> <p>I can describe where I live compared to other places in the UK using simple compass directions.</p> <p>I can give simple directions using directional language and/or simple compass directions.</p>	<p><i>Every time KS2 pupils study a location in the world, they will need to identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic Circle and Antarctica.</i></p> <p>Whole school theme TBD (Rivers & Coasts)</p> <p>Locational knowledge</p> <p>I can name and locate the key rivers of the UK.</p> <p>I can name and locate the key coastal areas of the UK.</p> <p>I can understand how some aspects have changed over time (e.g. popularity of UK coastal resorts as holiday destinations).</p> <p>Place knowledge</p> <p>I can describe how some places are similar and others are different in relation to their human and physical features e.g. London on River Thames and Chester on River Dee.</p> <p>Human & physical geography</p> <p>I can give extended descriptions of the physical features of different places around the UK.</p> <p>I can describe how some places in the UK are similar and others are different in relation to their human and physical features.</p> <p>Geographical skills & fieldwork</p>	<p><i>Every time KS2 pupils study a location in the world, they will need to identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic Circle and Antarctica.</i></p> <p>Whole school theme TBD (Mountains & glaciers – North & South America v Europe)</p> <p>Locational knowledge</p> <p>I can name and locate the key hill and mountain ranges of the UK.</p> <p>Place knowledge</p> <p>I can describe how some places are similar and others are different in relation to their physical features (comparing 2 locations).</p> <p>Human & physical geography</p> <p>I can give extended descriptions of the physical features of different places around the world.</p> <p>I can describe how some places are similar and others are different in relation to their human and physical features.</p> <p>Geographical skills & fieldwork</p> <p>I can use the 8 points of a compass.</p> <p>I can explain scale and use maps with a range of scales.</p>

			<p>I can name and locate the UK's major rivers on a map and in an atlas.</p> <p>I can begin to understand scale and to use maps with different scales.</p>	<p>I can plan a journey to a place in another part of the world taking account of distance and time.</p> <p>I can locate the USA and Canada on a world map and find them in an atlas.</p> <p>I can name and locate some of the world's main mountain ranges on a map.</p> <p>I can name and locate some of the world's major rivers on a map.</p> <p>I can locate and name the main countries in South American on a world map and in an atlas.</p> <p>I can collect information about a place and use it in a report.</p>
Spring A	<p>I can talk about Winter and its features.</p> <p>I can talk about Spring and its features.</p> <p>I can talk about buildings and features that I pass on my way to school.</p> <p>I know my school is in a village and how it is different from a town.</p>	<p>Whole school theme TBD (Locate the cold and hot areas of the world in relation to the Equator and the North and South Poles)</p> <p>Locational knowledge</p> <p>I can name and locate the world's seven continents.</p> <p>I can name and locate the world's five oceans.</p> <p>Place knowledge</p> <p>I can describe the jobs people may do in another part of the world.</p> <p>I can think of questions to ask about a different locality.</p> <p>Human & physical geography</p> <p>I can explain the main features of a hot and cold place.</p> <p>I can identify the features of Winter & Spring and their impact on people's lives and on their environment.</p>	<p><i>Every time KS2 pupils study a location in the world, they will need to identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic Circle and Antarctica.</i></p> <p>Whole school theme TBD (Frozen Planet)</p> <p>Locational knowledge</p> <p>I can identify and name the Equator, the Tropics of Cancer and Capricorn as well as the Arctic Circle and Antarctica.</p> <p>Place knowledge</p> <p>I can describe how some places are similar and others are different in relation to both their physical and human geography (Arctic Circle vs Antarctica).</p> <p>I can locate the North and South Poles on a map, a globe and in an atlas.</p>	<p><i>Every time KS2 pupils study a location in the world, they will need to identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic Circle and Antarctica.</i></p> <p>Whole school theme TBD (South America – focus on Chile)</p> <p>Locational knowledge</p> <p>I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic Circle and Antarctica.</p> <p>I can explain how time zones work.</p> <p>I can name the largest desert in the world.</p> <p>Place knowledge</p> <p>I can describe how some places are similar and others are different</p>

		<p>I can answer questions about the weather and explain the ways in which the weather is different depending on the seasons.</p> <p>I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can explain the main features of a hot and cold place.</p> <p>Geographical skills & fieldwork</p> <p>I can point to the North and South Pole and the Equator on a map of the world or on a globe.</p>	<p>I can begin to understand how the North and South Poles became isolated from their closest landmasses (Pangea).</p> <p>Human & physical geography</p> <p>I can give extended descriptions (using the correct geographical vocabulary learnt in KS1) of the physical and human features of different places around the world.</p> <p>Geographical skills & fieldwork</p> <p>I can use the 8 points of a compass.</p> <p>I can collect data about a place and create graphs relating to that data.</p>	<p>in relation to both their physical and human geography (UK vs Chile).</p> <p>Human & physical geography</p> <p>I can give extended descriptions of the physical features of different places around the world e.g. Atacama Desert, Torres del Paine National Park – desert vs glaciers).</p> <p>I can describe the key physical features of the driest place on Earth (Atacama Desert).</p> <p>I can describe the distribution of natural resources and how it affects settlement and land use (copper mining in Chile).</p> <p>I can begin to understand the distribution of minerals (e.g. copper).</p> <p>Geographical skills & fieldwork</p> <p>I can locate Chile on a map of South America and a map of the world and describe its location relative to other countries in South America using the 4 points of the compass.</p> <p>I can use aerials maps and web resources to describe what a location might be like.</p>
Summer A	<p>Whole school theme TBD</p> <p>Local study - Capenhurst</p> <p>I can talk about Summer and its features.</p>	<p>Whole school theme TBD</p> <p>Local study - Capenhurst</p> <p>Locational knowledge</p> <p>I can tell someone my address.</p> <p>I can say what I like about my locality.</p>	<p>Whole school theme TBD</p> <p>Local study - Capenhurst</p> <p>Locational knowledge</p> <p>I can find my local area on a map of the UK.</p>	<p>Whole school theme TBD</p> <p>Local study - Capenhurst</p> <p>Locational knowledge</p> <p>I can name and locate the counties of the UK.</p>

	<p>I can talk about the differences between the seasons.</p> <p>I can identify key places in my locality – the school, the church, the library, clubs that I attend.</p> <p>I can show an interest in an atlas, globe or map.</p>	<p>Place knowledge</p> <p>I can say which country of the UK I live in.</p> <p>I can talk about the differences between the village of Capenhurst and town of Ellesmere Port.</p> <p>Human & physical geography</p> <p>I can identify the features of Summer and their impact on people’s lives and on their environment.</p> <p>I can describe key human & physical features of my locality (e.g. village, orchard, farm, church).</p> <p>I can name the key features associated with a town or village.</p> <p>Geographical skills & fieldwork</p> <p>I can find where I live on a map, in an atlas and on a globe.</p> <p>I can use a map to find where Capenhurst is.</p> <p>I can describe where I live compared to other places in the UK using simple compass directions.</p> <p>I can give simple directions using directional language and/or simple compass directions.</p> <p>I can use aerial photographs to draw a simple plan of my village using symbols to represent the key features.</p> <p>I can look carefully at my school and its grounds and talk about what I can see.</p>	<p>I can name and locate the main cities of the UK in relation to Capenhurst</p> <p>Place knowledge</p> <p>I can describe how Capenhurst is similar and different to Liverpool in relation to its key human and physical features.</p> <p>Human & physical geography</p> <p>I can talk about the key human and physical similarities and differences between Capenhurst and Liverpool using the correct geographical vocabulary.</p> <p>Geographical skills & fieldwork</p> <p>I can use maps, aerial photos and plans of Liverpool as well as web resources to describe what the locality might be like.</p> <p>I can accurately use a 4-figure grid reference.</p> <p>I can draw a map of the surrounding area and include on it some key Ordnance Survey symbols with a key.</p> <p>I can collect data and present it in a graph e.g. traffic survey.</p> <p>I can find out how the village has changed over time.</p>	<p>I can find my local area on a map of the UK and understand how the land use has changed over time.</p> <p>Place knowledge</p> <p>I can describe how some places are similar and others are different in relation to their human and physical features e.g. a rural county like Cheshire vs a densely-populated county like Greater Manchester.</p> <p>Human & physical geography</p> <p>I can explain what a place might be like in the future taking account of issues impacting on human features.</p> <p>Geographical skills & fieldwork</p> <p>I can use maps, aerial photos, plans and webs resources to describe what different counties are like.</p> <p>I can use maps to understand what scale means and how it affects the representation of different places including the level of detail.</p> <p>I can choose the best way to collect required data and decide upon the most appropriate units of measure.</p> <p>I can recognise and use the key OS symbols on my own maps.</p> <p>I can collect information about a place and use it in a report.</p> <p>I can accurately use a 6-figure grid reference.</p>
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Year B	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Autumn B	<p>I can say where I live.</p> <p>I know the name of the road I live on.</p> <p>I can talk about the features of the locality where I live.</p> <p>I can talk about Autumn and its features.</p>	<p>Our Planet, Our World (Continents, Oceans and Seas)</p> <p>Locational Knowledge</p> <p>I can name and locate the world's seven continents.</p> <p>I can name the continent where I live.</p> <p>I can name and locate the world's five oceans.</p> <p>I can name and locate the UK's surrounding seas.</p> <p>Human & Physical Geography</p> <p>I can identify seasonal and daily weather patterns of Autumn in the UK.</p> <p>I can identify the features of Autumn and their impact on people's lives and on their environment.</p> <p>Geographical Skills & Fieldwork</p> <p>I can use maps, atlases and a globe to identify the UK and its countries.</p>	<p><i>Every time KS2 pupils study a location in the world, they will need to identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic Circle and Antarctica.</i></p> <p>Our Planet, Our World (Rainforests)</p> <p>Locational Knowledge</p> <p>I can find the same place on a globe and in an atlas.</p> <p>I can use longitude and latitude to describe a location.</p> <p>Place knowledge</p> <p>I can understand the similarities and differences through the study of human and physical geography of a region in the UK and the rest of the world e.g. Trough of Bowland, UK and the Amazon Rainforest, South America.</p> <p>Human & Physical geography</p> <p>I can find out about the geographical characteristics of rainforests.</p> <p>I can investigate the different uses of rainforests.</p> <p>I can find different views about an environmental issue e.g. deforestation of the Amazon.</p> <p>I can suggest different ways that a locality could be changed and improved.</p> <p>Geographical Skills & Fieldwork</p> <p>I can use maps, aerial photos, plans and web resources to describe what a locality might be like.</p>	<p><i>Every time KS2 pupils study a location in the world, they will need to identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic Circle and Antarctica.</i></p> <p>Our Planet, Our World (Extreme Earth – earthquakes, volcanoes & tsunamis)</p> <p>Locational Knowledge</p> <p>I can explain how time zones work.</p> <p>Place knowledge</p> <p>I can understand the similarities and differences through the study of human and physical geography of a region.</p> <p>Human & Physical Geography</p> <p>I can give extended descriptions of the physical features of different places around the world.</p> <p>I can explain what a place might be like in the future, taking account of issues impacting on human features.</p> <p>Geographical skills and fieldwork</p> <p>I can collect information about a place and use it in a report.</p> <p>I can use maps, aerial photos, plans and web resources to describe what a locality might be like.</p> <p>I can use the eight point of a compass.</p>

			I can use maps and atlases appropriately using contents & indexes.	
Spring B	<p>I can talk about Winter and its features.</p> <p>I can talk about Spring and its features.</p> <p>I can talk about buildings and features that I pass on my way to school.</p> <p>I know my school is in a village and how it is different from a town.</p>	<p>Inventors & Inventions (UK Towns & Villages)</p> <p>Locational knowledge</p> <p>I can name, locate and identify characteristics of the four countries of the United Kingdom.</p> <p>I can name the capital cities of the United Kingdom.</p> <p>I can tell someone my address.</p> <p>I can say what I like about my locality.</p> <p>Place knowledge</p> <p>I can consider how a town is different from a village e.g. Ellesmere Port vs Capenhurst.</p> <p>I can describe some of the physical features of my locality using words and pictures.</p> <p>I can think of questions to ask about a different locality e.g. how are towns, villages and cities different from each other?</p> <p>Human & Physical Geography</p> <p>I can identify seasonal and daily weather patterns in the UK.</p> <p>I can identify the features of Winter and Spring and their impact on people's lives and on their environment.</p> <p>I can describe key physical & human features of towns & villages using geographical vocabulary.</p> <p>I can name the key features associated with a town or village.</p> <p>Geographical Skills & Fieldwork</p>	<p>Inventors & Inventions (Modern Europe)</p> <p>Locational knowledge</p> <p>I can locate and name a number of countries in the Northern Hemisphere e.g. Russia, Norway, Sweden, Finland and the countries of the EU.</p> <p>Place knowledge</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in Europe.</p> <p>Human & Physical geography</p> <p>I can consider and describe the 4 different biomes within a European country.</p> <p>I can describe the human features in a locality.</p> <p>I can explain why a place is like it is.</p> <p>I can explain how a locality has changed over time with reference to human features.</p> <p>I can describe the main physical features of a well-known European city.</p> <p>Geographical skills & fieldwork</p> <p>I can locate in an atlas and on a map the countries which make up Scandinavia as well as the countries of the European Union.</p>	<p>Inventors & Inventions (Ancient Egypt & the River Nile)</p> <p>Locational knowledge</p> <p>I can name and locate many of the world's major rivers on maps.</p> <p>I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic Circle and Antarctica.</p> <p>Place knowledge</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in Africa.</p> <p>Human & Physical geography</p> <p>I can explain why people are attracted to live by rivers.</p> <p>I can explain how the water cycle works.</p> <p>I can explain why water is such a valuable commodity.</p> <p>I can explain why many cities of the world are situated by rivers.</p> <p>I can explain how a location fits into its wider geographical location; with reference to physical features.</p> <p>Geographical skills & fieldwork</p> <p>I can use the 8 points of a compass.</p> <p>I can use maps, aerial photos and digital/computer mapping to locate countries and describe features studied.</p>

		I can use maps, atlases and a globe to identify the UK and some of its main towns and villages.		
Summer B	<p>I can talk about Summer and its features.</p> <p>I can talk about the differences between the seasons.</p> <p>I can identify key places in my locality – the school, the church, the library, clubs that I attend.</p> <p>I can show an interest in an atlas, globe or map.</p>	<p>One World, Many Faiths (local study –Ellesmere Port vs small area of a non-European country e.g. Kenya)</p> <p>Locational knowledge</p> <p>I can name and locate Ellesmere Port on a map of the UK and in an atlas.</p> <p>Place knowledge</p> <p>I can describe some of the physical geographical features of a small area in a non-European country e.g. Kenya.</p> <p>I can think of questions to ask about a different locality.</p> <p>Human & physical geography</p> <p>I can identify the features of Summer and their impact on people’s lives and on their environment.</p> <p>I can locate hot and cold areas of the world in relation to the Equator.</p> <p>I can explain the main features of a hot place.</p> <p>Geographical skills & fieldwork</p> <p>I can find the location of the non-European country on a map and in an atlas.</p> <p>I can describe where I live compared to another non-European small area of the world using simple compass directions e.g. Kenya.</p>	<p>One World, Many Faiths (local study – Snowdonia)</p> <p>Locational knowledge</p> <p>I can name and locate the Snowdonia National Park on a map of the UK.</p> <p>Place knowledge</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK (e.g. Snowdonia) and a region of a European country (e.g. French Alps).</p> <p>Human & Physical geography</p> <p>I can explain why a place is like it is.</p> <p>I can explain how a locality has changed over time with reference to human features.</p> <p>I can explain how Snowdonia came to be a range of mountains.</p> <p>Geographical skills & fieldwork</p> <p>I can use Ordnance Survey maps to answer questions.</p> <p>I can recognise and use key symbols used in OS maps.</p> <p>I can use a 4-figure grid reference.</p>	<p>One World, Many Faiths (Ellesmere Port – local area study)</p> <p>Locational knowledge</p> <p>I can locate and name some of the counties of the UK.</p> <p>I can locate the River Mersey on a UK map and look at how it has affected land use around it over time.</p> <p>Place knowledge</p> <p>I can describe how some places are similar and others are different in relation to their human features.</p> <p>I can describe how some places are similar and others are different in relation to their physical features.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region of a European country.</p> <p>Human & physical geography</p> <p>I can explain why people are attracted to live by rivers.</p> <p>I can describe and understand key aspects of two major rivers.</p> <p>I can describe and understand types of settlement, land use, economic activity including trade links and the distribution of natural resources.</p>

I can give simple directions using directional language and/or simple compass directions.
I can begin to use aerial photographs to recognise landmarks and key geographical features.

Geographical skills & fieldwork

I can use maps, aerial photos, plans and webs resources to describe what a locality might be like.
I can choose the best way to collect required data and decide upon the most appropriate units of measure.
I can create sketch maps when carrying out a field study.
I can map land use.
I can collect information about a place and use it in a report.
I can find answers to my own geographical questions.
I can make detailed sketches and plans improving their accuracy later.
I can make careful measurements and use the data for a purpose.
I can use Ordnance Survey maps to answer questions.
I can recognise and use key symbols used on Ordnance Survey map.
I can accurately use a 6-figure grid reference.