

Ofsted research review

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Geography - Long term overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me Me Where I live My family People who help us Celebrations	Let's Celebrate Celebrations (General) - Birthdays/Christmas People who help us	Terrific tales Celebrations - Chinese New Year People who help us	Amazing Animals Celebrations - Easter People who help us Animals	Come outside People who help us Plants	Out of this world People who help us
Year 1	Where I live		The school, its grounds and mapwork		The United Kingdom, and where we are (the four countries, capitals and seas)	
Year 2	The UK – major cities, North, South, East and West		The World (Oceans and continents, key lines of latitude and longitude)		Habitats (a non-European country)	
Year 3	Rivers – the journey of a river		Lincolnshire and nearby counties		Human impact on the Amazon	
Year 4	Volcanoes and Earthquakes		Settlements – why there? (A UK city Historic and modern day – link to rivers / comparison with a European city).		Europe and the Northern Hemisphere (Countries, Cities)	
Year 5	Time zones, day and night, locational geography – A comparison study with a South American country (UK and Brazil)		Human effects on the environment (links to Victorians and Baghdad) – climate change and pollution		Water cycle and rivers (links back to rivers)	
Year 6	Comparison study – a region of the UK, a region of a European country and a region within North America		Extreme climates – The Poles and Deserts		Human Geography – resources and the human impact on the environment	

Geography - Medium term plans

		All about me / Superheroes	Terrific tales / Amazing animals	Come outside / out of this world
EYFS	Location Knowledge	<ul style="list-style-type: none"> To understand how people celebrate Diwali - Explore. To understand what a celebration is. To understand how people celebrate Bonfire Night/Birthdays/Christmas etc. To understand how people in different countries celebrate Christmas. 	<ul style="list-style-type: none"> How is Chinese New Year celebrated? - Explore Look at similarities and differences to other celebrations. How is Easter celebrated? - Explore. Look at similarities and differences to other celebrations. To learn about animals from around the world. 	<ul style="list-style-type: none"> To learn about plants from around the world.
	Place Knowledge	<ul style="list-style-type: none"> Choose and talk about objects that are important to them. Reflect on the different types of homes that people live in. Name different people in their family Begin to understand what makes their family unique. Think about who helps us and how - Fire Service (link to Bonfire Night) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Human and physical processes	<ul style="list-style-type: none"> Think about who helps us and how - doctor 	<ul style="list-style-type: none"> Think about who helps us and how - Police (link to Big Bad Wolf) Think about who helps us and how - vets 	<ul style="list-style-type: none"> Think about who helps us and how - dentist/farmer Think about who helps us and how - teacher (new)
	Geographical skills and enquiry	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

		Where I live	The School, its grounds and mapwork	The United Kingdom and where we are in it The School, its grounds and mapwork
Year 1	Location Knowledge	<ul style="list-style-type: none"> I can name the Town I live in I can find where I live on a map of the United Kingdom. 	<ul style="list-style-type: none"> I can name the Town I live in I can locate the school on a map of the area 	<ul style="list-style-type: none"> I can name the capital city of England. I can name the four countries in the United Kingdom and locate them on a map. I can name some of the main towns and cities in the United Kingdom. I can name the capital cities of England, Wales, Scotland and Ireland. I know the flags and national symbols of the countries of the UK.
	Place Knowledge	<ul style="list-style-type: none"> I can explain where I live and tell a safe adult my address. I can say what I like and do not like about the place I live in. I can name key features associated with my town or village e.g. church, farm, shop, house. 	<ul style="list-style-type: none"> I can name key physical features associated with my town or village e.g. river, hill, sea, vegetation. I can name key human features associated with my town or village e.g. church, farm, shop, house. 	<ul style="list-style-type: none"> I can name key physical features associated with my town or village e.g. river, hill, sea, vegetation. I can name key human features associated with my town or village e.g. church, farm, shop, house.
	Human and physical processes	<ul style="list-style-type: none"> I can describe some human features of my locality such as the jobs people do. I can explain how the weather changes throughout the year and name the seasons. 	<ul style="list-style-type: none"> I can explain some of the main things that are in cold places. I can explain how the weather changes throughout the year and name the seasons. 	<ul style="list-style-type: none"> I can explain how the weather changes throughout the day. I can explain how the weather changes throughout the year and name the seasons. I can explain some of the main things that are in hot places. I can explain how the weather changes throughout the year and name the seasons..
	Geographical skills and enquiry	<ul style="list-style-type: none"> I can answer some questions using different resources, such as books, the internet and atlases. I can find out about a locality using different sources of evidence (fieldwork, see Appendix 1 – visit) 	<ul style="list-style-type: none"> I can keep a weather chart and answer questions about the weather. I can answer questions about the weather. I can use simple fieldwork and observational skills to study the geography of the school and its grounds, and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> I can answer some questions using different resources, such as books, the internet and atlases.

		The UK major cities - North, South, East and West	The World (Oceans and continents, key lines of latitude and longitude)	Habitats (a non-European country)
Year 2	Location Knowledge	<ul style="list-style-type: none"> I can use simple compass directions and locational and directional language to describe the location of features and routes on a map. I can use locational language (North, South, East and West). I can find where I live, and the capital city on a map of the United Kingdom 	<ul style="list-style-type: none"> I can name the continents of the world and locate them on a map. I can name the world oceans and locate them on a map. I can find where I live, and other major cities, on a map of the United Kingdom 	
	Place Knowledge	<ul style="list-style-type: none"> I can say what I like and do not like about a different place. 	<ul style="list-style-type: none"> I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. 	<ul style="list-style-type: none"> I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. I can explain how an area has been spoilt or improved and give my reasons.
	Human and physical processes	<ul style="list-style-type: none"> I can describe some of the features of an island. I can explain the facilities that a village, town and city may need and give reasons. I can use the key vocabulary: (human features) City, town, village, factory, farm, house, office, port, harbour, shop I can use the key vocabulary: (Physical features) Beach, cliff, coast. Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather 	<ul style="list-style-type: none"> I can explain how jobs may be different in other locations. I can describe a place outside Europe using geographical words. I can use the key vocabulary: (human features) City, town, village, factory, farm, house, office, port, harbour, shop I can use the key vocabulary: (Physical features) Beach, cliff, coast. Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather 	<ul style="list-style-type: none"> I can use the key vocabulary: (human features) City, town, village, factory, farm, house, office, port, harbour, shop I can use the key vocabulary: (Physical features) Beach, cliff, coast. Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather
	Geographical skills and enquiry	<ul style="list-style-type: none"> I can label a diagram using key vocabulary 	<ul style="list-style-type: none"> I can use maps to locate... <ul style="list-style-type: none"> o 7 Continents o 5 Oceans o Where I live 	<ul style="list-style-type: none"> I can label a diagram using key vocabulary I can find out about a locality using different sources of evidence (fieldwork, see Appendix 1 – visit)

		Rivers - the journey of a river	Lincolnshire and nearby counties	Human impact on the Amazon
Year 3	Location Knowledge	<ul style="list-style-type: none"> I can name and locate some of the World's most famous rivers (Nile) in an atlas/on maps. I can name some countries in the Southern hemisphere. I can recall the seven continents of the world, and the five oceans. I can locate the seven continents on a World map. 	<ul style="list-style-type: none"> I can recall the seven continents of the world, and the five oceans. I can locate the seven continents on a World map. 	<ul style="list-style-type: none"> I can locate the Tropic of Cancer and Tropic of Capricorn. I can recall the seven continents of the worlds, and the five oceans. I can name and locate some of the World's most famous rivers (Nile, Amazon) in an atlas/on maps.
	Place Knowledge	<ul style="list-style-type: none"> I am aware of differences in weather in different parts of the World. 	<ul style="list-style-type: none"> I know that England is divided into counties. I can name my county and some other nearby counties. I am aware of differences in weather in different parts of the World. 	<ul style="list-style-type: none"> I am aware of differences in weather in different parts of the World.
	Human and physical processes	<ul style="list-style-type: none"> I can explain the course of a river (including naming the main parts). 	<ul style="list-style-type: none"> I can recognise the 8 points of a compass (N, NE, E, SE, S, SW, W, NW). 	<ul style="list-style-type: none"> I can explain the impact of humans on the Amazon rainforest. I can explain how the lives of people living in a warmer climate would be different from my own. I can find different views about an environmental issue and say what my view is. I can understand how land use patterns have changed over time (Amazon)
	Geographical skills and enquiry	<ul style="list-style-type: none"> I can use an atlas/google maps by using the index to find places. I can use grid references on a map. 	<ul style="list-style-type: none"> I can use some basic Ordnance Survey map symbols. I can use grid references on a map (4-digit). I can find out about a locality using different sources of evidence (fieldwork, see appendix 1 – visit) I can use an atlas/google maps by using the index to find places. 	<ul style="list-style-type: none"> I can understand grid references on a map (4 figure). I can use an atlas by using the index to find places.

		Mountains, volcanoes and earthquakes	Settlements – why there? (A UK city Historic and modern day – link to rivers / comparison with a European city).	Europe and the Northern Hemisphere (Countries, Cities)
Year 4	Location Knowledge	<ul style="list-style-type: none"> I can name and locate some of the world's most famous mountainous regions in an atlas/on maps. I can locate and name some of the world's most famous volcanoes. I can name a number of countries in the northern hemisphere (4+). 	<ul style="list-style-type: none"> I can name and locate some of the main islands that surround the United Kingdom. I can find at least six cities in the UK on a map. I can name and locate the capital cities of neighbouring European countries. 	<ul style="list-style-type: none"> I can name a number of countries in the northern hemisphere (6+).
	Place Knowledge	<ul style="list-style-type: none"> I can explain differences between cities and villages, and describe why people might choose to live in one or the other. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can explain similarities and differences between a UK city and a major European city (_____).
	Human and physical processes	<ul style="list-style-type: none"> I can describe how mountains are formed. I can describe how volcanoes are formed. I can describe how earthquakes are created. I can describe how natural disasters can have an impact on people's lives. 	<ul style="list-style-type: none"> I can explain the difference between the British Isles, Great Britain and the United Kingdom. I can explain why many cities are situated on or close to rivers. I can describe the main features of a well known city (Lincoln/Hull). 	<ul style="list-style-type: none">
	Geographical skills and enquiry	<ul style="list-style-type: none"> I can use (4 figure) grid references on a map. 	<ul style="list-style-type: none"> I can carry out research to discover features of villages, towns or cities (fieldwork, see Appendix 1). I can label features of an area on a map. I can label features of an area on an aerial photograph (Ordnance Survey map symbols) 	<ul style="list-style-type: none"> I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc) .

		Time zones, day and night, locational geography	Human effects on the environment (links to Victorians and Baghdad) – climate change and pollution	Water cycle and rivers (links back to rivers)
Year 5	Location Knowledge	<ul style="list-style-type: none"> I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. I can locate and name the main countries in South America on a world map/in an atlas. 	<ul style="list-style-type: none"> I can locate major UK cities on a map (linked to Industrial Revolution - London, Manchester, Birmingham) Identify the countries that were part of the British Empire during the Victorian era I can locate and name the main countries in Asia on a world map/in an atlas. 	<ul style="list-style-type: none"> I can name and locate some of the world's most famous rivers in an atlas (Tigris, Rhine, Danube, Thames, Elbe, Tagus, Volga).
	Place Knowledge		<ul style="list-style-type: none"> I can explain some of the main features of a major country (Iraq: Baghdad.) e.g. climate, population, language, jobs, land use. I can explain similarities and differences between the UK and a major country (Iraq: Baghdad). 	<ul style="list-style-type: none">
	Human and physical processes	<ul style="list-style-type: none"> I can describe how some places are similar and dissimilar in relation to their human and physical features. I understand how the world is divided in different ways e.g. hemispheres, time zones, longitude and latitude. 	<ul style="list-style-type: none"> I can explain what natural resources are. I can comment on the effects humans have had on the environment. I can identify actions which contribute to climate change both negatively and positively. I can explain what 'green' energy is. 	<ul style="list-style-type: none"> I can explain why many cities are situated on or close to rivers. I can explain how the water cycle works.
	Geographical skills and enquiry	<ul style="list-style-type: none"> I can use maps, aerial photographs, plans and e-resources to locate countries. I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. 	<ul style="list-style-type: none"> I can use maps, aerial photographs, plans and e-resources to locate countries. I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. 	<ul style="list-style-type: none"> Use fieldwork (see Appendix 1) to observe, measure, record and present the human and physical features in the local area (Water cycle and rivers – Hubbards Hills)

		Comparison study – a region of the UK, a region of a European country and a region within North America	Extreme climates – The Poles and Deserts	Human Geography – resources and the human impact on the environment
Year 6	Location Knowledge	<ul style="list-style-type: none"> I can use Ordnance Survey symbols and 6 figure grid references. 	<ul style="list-style-type: none"> I can recall the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. I can locate the North and South Pole on a world map. I can locate and name some of the major desert regions of the World. 	<ul style="list-style-type: none">
	Place Knowledge	<ul style="list-style-type: none"> I can describe how some places are similar and dissimilar in relation to their human and physical features. I can explain some of the main features of a major European country (_____), a region of North America (_____) and a region in the UK e.g. climate, jobs, language, land use, trade – imports and exports. I can explain similarities and differences between the regions or countries I have studies. 	<ul style="list-style-type: none"> I can describe how some places are similar and dissimilar in relation to their human and physical features. I can explain similarities and differences between the regions or countries I have studies. 	<ul style="list-style-type: none"> I can explain similarities and differences between the regions or countries I have studies.
	Human and physical processes	<ul style="list-style-type: none"> I can explain how time zones work and calculate time differences around the world. 	<ul style="list-style-type: none"> I can describe features of example of extreme climates (North and South poles, deserts). I can explain similarities differences in places with extreme climates (poles, deserts). 	<ul style="list-style-type: none">
	Geographical skills and enquiry	<ul style="list-style-type: none"> I can use 6-figure grid references on a map to locate areas or features. 	<ul style="list-style-type: none"> I can use 6-figure grid references on a map to locate areas or features. Use a range of methods including sketch maps, plans and graphs, and digital technologies to answer questions. 	<ul style="list-style-type: none"> I can answer questions by using a map. I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.

Fieldwork and Enquiry Skills

Children need competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

(Enquiry based learning should be a feature of all geographical based teaching. Fieldwork enquiries can be stand alone, can be attached to educational visits or be linked to the places/human/physical geography to be studied)

End of KS1	Year 3	Year 4	Year 5	Year 6
<p><u>Can investigate places and environments by:</u></p> <ul style="list-style-type: none"> Asking and answering basic questions Making observations Using sources such as simple maps, atlases, globes, images and aerial photos. Collecting data and presenting it in a simple way. 	<p><u>Can investigate places and environments by:</u></p> <ul style="list-style-type: none"> Making some links between observations in the local area and places they know. Using a camera, video or audio to gather appropriate data. Ask questions of people or research material to gather information. Asking geographical questions about places and environments and expressing opinions about them. Measuring accurately using a tally and standard units. Presenting data and findings simply using maps, graphs and digital technologies Reaching, with guidance, a conclusion to the teacher led fieldwork question. 	<p><u>Can investigate places and environments by:</u></p> <ul style="list-style-type: none"> Making clear links and between observations in their local area and place studied. Beginning to form and ask questions, using geographical vocabulary, to gather the opinions of views of others or question resources used. Measuring and recording information using a variety of methods including digital technologies or simple equipment. Describing the benefits and limitations of their data collection methods Presenting data and findings using maps, graphs and digital technologies to show a clear enquiry route from question to conclusion. Expressing their different opinions relating to issues and realising others may think differently. Reaching a simply explained child led conclusion to the teacher led fieldwork question or prediction 	<p><u>Can investigate places and environments by:</u></p> <ul style="list-style-type: none"> Making some links between observations in the local area and places in the wider world. Devising and asking their own relevant questions (with guidance), using geographical vocabulary, to gather data to answer child led enquiry questions. Measuring human and/or physical features in the local area using a range of appropriate instruments and methods. Simply justifying data collection methods. Presenting data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion Reaching a described and explained conclusion to the fieldwork question or prediction. 	<p><u>Can investigate places and environments by:</u></p> <ul style="list-style-type: none"> Making clearly explained links between observations in the local area and places the wider world to identify patterns. Devise and ask questions, using geographical vocabulary, to gather the relevant data needed to answer the child led enquiry question. Accurately measuring human/ physical features Using a range of appropriate instruments and methods Justifying and evaluating data collection methods. Independently presenting data and findings using maps, graphs and digital technologies to show a clear enquiry route from child led question to child led conclusion. Forming conclusions that recognise and represent their views and those with different views equally. Reaching a described and explained conclusion to the fieldwork question or prediction that is backed up with data or evidence they have collected.

Appendix- Fieldwork skills progression