

Milby Primary School



Geography – whole school overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring maps		Outdoor adventures		Around the world- Shanghai China	
	- To describe changes over time. - To sort photographs from the past and the present. - To begin to recognise the order events happen. - To identify toys from the past.		- To compare pictures from the past and the present. - To begin to understand the concept of generations. - To recognise special achievements.		- To recognise that kings and queens are powerful people. - To understand that the environment around us changes as time passes. - To compare modes of transport of the past with the present.	
Year 1		What is it like here? <i>Locating where they live on an aerial photograph and recognising features within a local context.</i> <i>Creating maps using classroom objects before drawing simple maps of the school grounds.</i> <i>Following simple routes around the school grounds and carrying out an enquiry as to how</i>		What is the weather like in the UK? <i>Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.</i>		What is it like to live by the coast? <i>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.</i>

		<i>their playground can be improved.</i>				
		Pupils who are secure will be able to: Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey.		Pupils who are secure will be able to: Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK.		Pupils who are secure will be able to: Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK.

				Suggest appropriate clothing and activities for each season.		Suggest appropriate clothing and activities for each season.
Year 2		Would you like to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.		Why is our world wonderful? Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.		What is it like to live in Mumbai? Using a world map to start recognising continents, oceans and countries outside the UK with a focus on India. Children identify physical features of Mumbai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Mumbai to features in the local area and make a simple map using data collected through fieldwork.
		Pupils who are secure will be able to: Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map.		Pupils who are secure will be able to: Identify and locate characteristics of the UK on a map. Identify human and physical features.		Pupils who are secure will be able to: Give examples of human and physical features. Identify features they see on a walk.

		Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map		Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.		Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and India on a world map. Use an atlas to locate Europe and Asia on a world map. Identify India's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Mumbai Compare Mumbai to their locality.
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						Identify similarities and differences between human and physical features.
Year 3		Why do people live near volcanoes? Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.		Are all settlements the same? Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi		What are rivers and how are they used? Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.
		Pupils who are secure will be able to: Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent.		Pupils who are secure will be able to: Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use.		Pupils who are secure will be able to: Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location.

		<i>Describe a tectonic plate and know that mountains occur along plate boundaries.</i> <i>Correctly label the features of shield and composite volcanoes and explain how they form.</i> <i>Name three ways in which volcanoes can be classified.</i> <i>Describe how volcanoes form at tectonic plate boundaries.</i> <i>Explain a mix of negative and positive consequences of living near a volcano.</i> <i>State whether they would or would not want to live near a volcano.</i> <i>State that an earthquake is caused when two plate boundaries move and shake the ground.</i> <i>Explain that earthquakes happen along plate boundaries.</i>		<i>Follow a route on an OS map.</i> <i>Discuss reasons for the location of human and physical features.</i> <i>Locate some geographical regions in the UK.</i> <i>Identify and begin to offer explanations about changes to features in the local area.</i> <i>Describe the location of New Delhi.</i> <i>Identify some human and physical features in New Delhi.</i> <i>State some similarities and differences between land use and features in New Delhi and the local area.</i>		<i>Describe different ways a river is used.</i> <i>List some of the problems around rivers.</i> <i>Describe human and physical features around a river.</i> <i>Identify the location of a river on an OS map.</i> <i>Make a judgement on the environmental quality in a river environment.</i> <i>Make suggestions on how a river environment could be improved.</i>
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		List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.				
Year 4	Who lives in the Antarctic? Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.		Why are rainforests important to us? Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest		Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.	
	Pupils who are secure will be able to: Describe what lines of latitude and longitude are, giving an example.		Pupils who are secure will be able to: Describe a biome and give an example.		Pupils who are secure will be able to:	

	Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe Antarctica's location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica. Describe equipment researchers might use and clothes they wear. List some of the research carried out in Antarctica. State the outcome of Shackleton's expedition. Successfully plot four-figure grid references at the point		State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support.		Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process.	
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	where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica. Confidently use the zoom function on a digital map. Begin to recall the eight points of a compass, following at least four of them. Recognise and describe features on their school grounds from an aerial map. Draw a map of the route they take on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped		Summarise how the local woodland is used and suggest changes to improve the area.		Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.	
Year 5		What is life like in the Alps? Considering the climate of mountain ranges and why people choose to		Why do oceans matter? Exploring the importance of our oceans and how they have changed over time with a focus on the Great		Why does population change? Investigating why certain parts of the world are more populated than

		visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.		Barrier Reef, specifically addressing climate change and pollution.		others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.
		<i>Pupils who are secure will be able to:</i> Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.		<i>Pupils who are secure will be able to:</i> Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this.		<i>Pupils who are secure will be able to:</i> Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes.

		Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'		Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart		Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment
Year 6		Would you like to live in a desert? Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.		Where does energy come from? Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.		Individual fieldwork study. Observing, measuring, recording and presenting their own fieldwork study of the local area.

		Pupils who are secure will be able to: Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts.		Pupils who are secure will be able to: Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources.		Pupils who are secure will be able to: Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.
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		<i>Give the benefits and drawbacks of living in a desert environment.</i> <i>Identify characteristics of two contrasting biomes and compare land use.</i> <i>Discussing if a desert environment is hospitable and why</i>		<i>Design and use interview questions.</i> <i>Plot points on a sketch map</i>		
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