



Dovedale Primary School – Subject Overview

Geography



	Autumn	Spring	Summer	
Year 1	<u>Where are we?</u> <u>Focusing on our school, local area, Mossley Hill.</u> - investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, wildlife area) and how these areas are used; routes around the school site, people's jobs, places that have been/could be improved, and so on - using a questionnaire (e.g. to find out the most popular options for improving playtimes) - investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the school grounds or local area using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre) - adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house) - drawing a freehand map (e.g. of the school grounds, local street or park)	<u>Countries and Capitals of the UK.</u> Using a range of resources to look at the different countries of the UK e.g. map, globe, atlas, maps online (Ipad). Using a simple compass and cardinal compass directions (north, south, west, east). Using weather collecting apparatus – collect weather data here in Liverpool and compare it to another part of the UK e.g. Cornwall or the Shetland Islands. Get in contact with another school in a different part of the UK and share data/information.	<u>Seaside Fieldwork</u> - take a short journey by bus, tram or train to investigate a slightly more distant site that contrasts with the immediate local area - using a simple compass and cardinal compass directions (north, south, west, east) - collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school) - collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties	<u>KS1 Fieldwork techniques</u> - using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre) - adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house) - making annotated drawings to show variations (e.g. in a row of houses in a local street) - drawing a freehand map (e.g. of the school grounds, local street or park) - relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features - marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations - using a simple compass and cardinal compass directions (north, south, west, east)
Year 2	<u>UK, The World Continents and Ocean</u> - investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall) - observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area	<u>Compare Liverpool to Mumbai (India)</u> - making annotated drawings to show variations (e.g. in a row of houses in a local street) - relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features - using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features.	<u>Liverpool as a tourist destination</u> - explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features - making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job - marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations - visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there - taking digital photos (e.g. of buildings in the locality, things seen on a bus journey) - visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it - using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features	- taking digital photos (e.g. of buildings in the locality, things seen on a bus journey) - making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job - collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school) - using a questionnaire (e.g. to find out the most popular options for improving playtimes) - collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties - using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features



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Year 3	<u>UK, Countries, Cities and Regions (and counties)</u> <u>Enquiry questions:</u> What is the weather like and how do we record it? Where does the water go when it rains? How do we travel to school? <u>Vocabulary</u> – weather, season, climate, temperature, wind direction, wind speed, precipitation, cloud types, weather forecast, meteorologist <u>Skills and activities:</u> • Weather observation – weather patterns across the UK. Compare similarities and differences across different days and times. Produce maps and charts using an appropriate key. • Meteorologists - from observations, feedback forecasts using maps and symbols. • Cloud types and patterns across the UK. Compare similarities and differences across different days and times. Produce or map of UK. • Look at where the water goes when it rains. Discuss physical aspects of different parts of UK. • Travel survey across different days (WOW Travel Tracker). How can we improve our travel patterns? Surveys, graphs, O.S. maps showing routes from home to school.	<u>Mountains of the World</u> <u>Enquiry questions:</u> Where can we find hilly/ mountainous regions of the UK? What is the different between a hill and a mountain? How can we identify hills and mountains on OS maps? Why do we use contour lines? What can they reveal about the landscape? Why are mountains important? What key features can we identify on mountains? How can we describe different types of mountains? <u>Vocabulary</u> – peak, valley, ridge, cliff, plateau, summit, hill, terrain, range, tectonic plates, fold mountains <u>Skills and activities:</u> • Record geographical information on a map or large-scale plan, using colour or symbols and a key. • Use digital/aerial photos and annotate with labels or captions. • Recording their feelings about different mountains and compare to others.	<u>Geographical Skills and Fieldwork including ordnance survey maps</u> <u>Enquiry questions:</u> How do people travel around our local area? How efficient is our public transport provision? How can we improve sustainability of travel? How can I use maps to explore my local area? How can I use four-figure grid references to identify important features in my local area? How can I draw maps that represent my local area? How is land used in our local area? How has this changed over time? What is important to me in the local area? What is important to other people in my local area? How are places similar and different in my local area? <u>Vocabulary</u> – map, vegetation, weather, land, environment, local area, county, locate, route, aerial view <u>Skills and activities:</u> • Digital audio recordings – traffic noise at different times of day. Analyse and present in a chart or graph, colour coded and with a key. • Making models, annotated drawings and field sketches to record observations • Drawing freehand maps of routes (e.g. of a walk to a site in the local area) • Use a large-scale plan of the local area and identify features using symbols and a key. • Take digital photos and annotate them with labels or captions. • Developing a simple method of recording their feelings about our local area. • Create and trial weather instruments (e.g. rain gauge) and compare data across different time periods. • Create a small-scale weather investigation.	



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Year 4	<u>Tectonic Plates, Earthquakes and Volcanoes</u> <u>Enquiry questions:</u> Where are volcanoes located? Why are they formed where they are? What is the significance of tectonic plates? What causes a tsunami and how does it impact on people? How do earthquakes impact the landscape and people? How do volcanoes impact upon people? Why would you live near a volcano? <u>Vocabulary</u> – earthquake, volcano, tectonic plate, extreme weather, tsunami, core, crust, active, dormant, erupt, fault line, lava, magma, mantle, Mercalli Scale, molten, Richter, vortex, Ring of Fire <u>Skills and activities:</u> • Make models and annotate drawings and sketches to record observations. • Relating a large-scale plan of the area surrounding a volcano to the environment and identify features. • Recording findings on a map or large-scale plan, using colour or symbols and a key. • Use digital and aerial photos and annotate them with labels or captions. • Design a questionnaire aimed at those living near a volcano. • Develop a simple method of recording their feelings about a place.	<u>A Journey Across Europe</u> <u>Enquiry questions:</u> What is Europe? Why doesn't Europe look the same everywhere? How does climate vary across Europe? How do landscapes differ across Europe? Why do people visit Europe? What makes Europe culturally diverse? What makes Europe a popular place to live and visit? <u>Vocabulary</u> - continent, country, capital city, climate, temperature, Equator, landscape, mountain range, coastline, population, culture, language, tradition, tourism, landmark, diversity, region, Human Features, Physical Features <u>Skills and activities:</u> • Locate European countries on a map and identify their capital cities. • Use colour, symbols and a key to record different climates, landscapes, or regions across Europe. • Compare physical features (mountains, rivers, coastlines) using maps and atlases. • Use digital and aerial photographs of European landscapes and annotate them with labels or captions. • Create models or annotated sketches of European landscapes (e.g., Alps, Mediterranean coastline). • Build a large-scale plan of a European region and identify key features such as landmarks, climate zones or human features. • Design a questionnaire for people who have visited different parts of Europe (e.g., "Why did you choose to visit Greece?"). • Develop a simple method of recording their feelings about a European place (e.g., "How does this landscape make you feel?"). • Explore languages, traditions, and foods from different European countries. • Compare why people visit Northern Europe vs Southern Europe. • Investigate famous landmarks and explain why they attract tourists.	<u>North America (desert, temperate forest, savannah biomes)</u> <u>Enquiry questions:</u> How do we understand North America as a continent? What is the environment like in North America? How does this compare to the local environment? What is the climate like in the Caribbean? If the temperature is warm all year, why are tourists less likely to visiting between June and September? Why is the Caribbean so diverse? <u>Vocabulary</u> – continent, country, North America, climate, human geography, physical geography, physical features, land use <u>Skills and activities:</u> • Draw freehand map of where different biomes are located. • Record geographical information about different locations on a map or large-scale plan, using colour or symbols and a key. • Plan a visit to the Caribbean. • Develop a simple method of recording their feelings about different areas in North America. Why would someone want to live there? • Compare different biomes – why do they occur – and present findings.



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Year 5	<u>Longitude and Latitude</u> <u>Enquiry questions:</u> What are lines of latitude and longitude? Where are they found? How and why are they useful in locating places? What problems might occur if we did not use them? What do I think about their purpose and why? <u>Vocabulary</u> – longitude, latitude, equator, northern hemisphere, southern hemisphere, north pole, south pole, tropic of cancer, tropic of Capricorn, prime meridian, coordinate, time zone <u>Skills and activities:</u> • Making models, annotated drawings and sketches to show how longitude and latitude lines are useful. • Draw a freehand map of the globe or large-scale plan, using colour or symbols and a key. • Design and use a tool to record their feelings about the advantages and disadvantages of lines. Construct and present.	<u>South America - Brazil, The Amazon River (tropical rainforest, aquatic biomes)</u> <u>Enquiry questions:</u> How do we understand South America as a continent? How can we use locational language to describe Brazil? How can I use climate graphs to understand the Brazilian Climate? How is the climate similar / different across Brazil? How does it compare to the climate of our local area? Why is Brazil experiencing urbanization? What is it like in the urban areas? How do people live? How is this similar / different to the UK and other areas we have studied? Why is the Amazon important? How is the Amazon important to different people? Who lives in the Amazon? <u>Vocabulary</u> – continent, climate, tropical, rainforest, Amazon, biomes, aquatic, desert, Andes <u>Skills and activities:</u> • Record geographical information and features on a map or large-scale plan, using colour or symbols and a key. • Collect, analyse and present climate data in charts and graphs. • Design a questionnaire to collect fieldwork data about Brazil. • Design and conduct interviews about living along the Amazon River. • Develop a simple method of recording feelings about The Amazon. • Identify the climate, the habitats, the plant and animal types and how people live in the rainforest. • Study life in the Amazon rainforest through primary sources e.g. recounts/photographs, and ask questions. • Make comparisons to life in the UK and consider how life in the UK may be similar. • Discuss how the rainforest may be linked to us e.g. trade. • Locate other rainforests using Google Earth.	<u>Water cycle and River Fieldwork (marine biomes)</u> <u>Enquiry questions:</u> How do we get our water supply? How can I describe the geographical features found along the course of the River Mersey? What is similar / different at different parts along the course of the river? How can I locate and identify these features on a map? How can I use six-figure grid references to locate geographical features on a map? How are waterfalls formed? How do we use rivers? What impact do humans have on rivers? Why do rivers flood? What impact does this have on those who live and work alongside rivers? <u>Vocabulary</u> – bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, fresh water, meander, mouth, salt water, silt, source, stream, tributary, upstream, watershed <u>Skills and activities:</u> • Fieldtrip to River Mersey to complete sketches, identifying the geographical features of river and surrounding area. • Study how fast river flows at different parts. Present findings • Draw freehand maps and relate large-scale plans of the River Mersey, identifying relevant features. • Use standard field sampling techniques appropriately (e.g. taking water samples). • Investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers). • Explore issues of sustainability in everyday life (e.g. water supply and use).	



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Distribution of National Resources Trade links (energy, food, minerals, water)

Enquiry questions:

How real is our perception of the world?
How did trade get global?
Why do we import food?
What stages do manufactured goods go through on their journey from source to sale?
Why is fair trade important?
Why do different countries have different highest-value exports?
What does trade look like on my local high street?
How can our school reduce its plastic waste?
How can our school grounds be more friendly?
How are everyday goods produced and traded?

Vocabulary – import, export, trade, distribution, energy, minerals, banking, economy, education, farming, finance, healthcare, industry, insurance, leisure, manufacture, pollution, retain, revolution, service industry

Skills and activities:

- Drawing freehand maps of school grounds.
- Relating large-scale plans to school grounds, identifying relevant features.
- Recording global trade on a map or large-scale plan, using colour or symbols and a key.
- Observe digital and aerial photos and annotating them with labels or captions
- Collect, analyse and present quantitative data in charts and graphs.
- Design and use a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste).
- Design and conduct fieldwork interviews (e.g. to establish the range of views local people hold about trade).
- Use standard field sampling techniques appropriately (e.g. taking water samples from the school grounds).
- Design and use a tool to record their feelings about the advantages and disadvantages of trade/plastic waste.
 - Residential – investigate physical and human geography and compare to our local area.

Arctic and Antarctic circle (aquatic biomes)

Enquiry questions:

How can we describe the location of the Arctic/Antarctica? What is the Arctic/Antarctica made of?
Who discovered the Arctic/Antarctica?
How did latitude and longitude help navigate the endurance exhibition?
What is life like at the poles?
What human / physical features can we identify?
How is it similar / different to our local area? Other areas that we have studied?
Do people live in the Arctic/on Antarctica?
What is their daily life like?
What does the future hold for the Arctic/Antarctica?
How is the Arctic/Antarctica changing?

Vocabulary – Arctic Circle, Antarctic Circle, equator, latitude, longitude, location, Northern Hemisphere, Prime/Greenwich Meantime, region, Southern Hemisphere, time zone, Tropic of Cancer, Tropic of Capricorn

Skills and activities:

- Annotate drawings and sketches to record observations of the Arctic and Antarctic.
- Drawing freehand maps, identifying relevant features.
- Collect, analyse and present quantitative data in charts and graphs.
 - Design and use a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on land use).
- Compare field samples of local area to data from the Arctic/Antarctic.
- Plan an Arctic or Antarctic of the future – what geographical features would it have?

Year 6