

Geography Subject Overview

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| Rec | Marvellous Me | Sensational Celebrations | Frozen Kingdom | Spring has sprung | Minibeasts and metamorphosis | A pirate's life for me |
| | Drawing information from a simple map – local area map drawing/plotting routes to school | | Seasonal changes in the weather. Recognise some environments that are different from the one in which they live - Compare and contrast a country against the UK (Arctic & Antarctic) Recognise some similarities and differences between life in this country and life in other countries. | Seasonal changes in the weather. | | Drawing information from a simple map |
| Year 1/2 | Cycle 1 | Healthy Humans | Let's Celebrate | Wonderful Weather | Regal Royals | Beastly Bugs |
| | | Human (Contrasting Locality - Mugumareno Village, Zambia) Locating Zambia on a map. Exploring physical and human features. Locating the village of Mugurameno. | | Physical (Weather and Seasons* fieldwork opportunity): Months of the year and seasons. Differences between the seasons. Features of different seasons. | | Locational (The United Kingdom* fieldwork opportunity) The location of the four countries. The four capitals and surrounding seas. Human and physical features of the UK. |

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| | | <p>Finding out how the river is used in the village.</p> <p>Looking at the villagers' houses.</p> <p>Comparing our life with that of the villagers.</p> | | <p>Clothing worn in different weather.</p> <p>Weather types in the UK.</p> <p>How the weather affects different jobs.</p> | | <p>Human and physical features of the capital cities.</p> <p>Sharing our understanding of the UK.</p> |
| | Cycle 2 | All About Me | Fire! Fire! | Fantastic Fabrics | How Does Your Garden Grow? | Plastic Ocean |
| | | <p>Physical (Hot and Cold Places):</p> <p>Identifying hot and cold places.</p> <p>Locating hot and cold places.</p> <p>Features of a hot or cold place.</p> <p>How animals adapt to a hot or cold place.</p> <p>How to pack for a hot or cold holiday.</p> | | | <p>Physical (Local Area* integrates fieldwork):</p> <p>Differences between urban and rural areas.</p> <p>Features of our school grounds.</p> <p>Features of our local area.</p> <p>How to identify Ordnance Survey map symbols.</p> <p>How to create a map of our local area.</p> | <p>Locational (Continents and Oceans)</p> <p>Understanding where I am in the world.</p> <p>Locating the seven continents.</p> <p>Locating the five oceans.</p> <p>Human features of the continents.</p> <p>Physical features of the continents.</p> |
| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | | <p>Locational:</p> <p>France study:</p> | | <p>Human Geography:</p> <p>Local area and change of land use over time (Aire and Calder river)</p> | | <p>Physical: Volcanoes and Earthquakes</p> |

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| | | <p>Countries of Northern Hemisphere (UK, Poland, France, Canada, Spain, Ireland, Russia)</p> <p>Capital cities in Europe (London, Dublin, Paris, Amsterdam, Berlin, Madrid, Rome, Prague, Stockholm, and Vienna)</p> <p>N&S Hemisphere</p> <p>Tropics of Cancer and Capricorn</p> <p>Greenwich meridian</p> <p>Physical and human features of France</p> | | <p>Name and locate counties and cities of the United Kingdom, local regions and their identifying human and physical characteristics, key topographical features (rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> | | <p>Describe and understand key aspects of physical geography (volcanoes and earthquakes)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> |
| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | | <p>Human, Physical and Locational Knowledge: Comparing and contrasting two countries – Canada with the UK</p> <p>Understand geographical</p> | | <p>Locational, Human and Physical: The United Kingdom</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the</p> | | <p>Locational and fieldwork: Planning a journey</p> <p>To locate the local area on an aerial image in relation to other places around it</p> |

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| | | similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America | | <p>United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans surrounding</p> <p>Use basic geographical vocabulary to describe key physical and human features</p> | | <p>To use an aerial image to describe the key physical and human features of the area</p> <p>To use geographical language to describe places at different scales</p> |
| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | <p>Locational, Physical and Human: Rivers</p> <p>Describe and understand key aspects of physical geography, including: rivers and the water cycle</p> <p>Use maps, atlases, globes and digital/computer mapping to locate</p> | | <p>Locational, Physical, Human: South America</p> <p>Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities</p> <p>Use maps, atlases, globes and</p> | | <p>Map Skills: Time Zones</p> <p>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)</p> | <p>Locational, Physical: Mountains</p> <p>Describe and understand key aspects of physical geography, including: mountains, climate zones, biomes and vegetation belts, rivers, volcanoes and earthquakes, and the water cycle</p> |

Geography Subject Overview

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| | <p>countries and describe features studied</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use near rivers, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> | | <p>digital/computer mapping to locate countries and describe features studied</p> <p>Identify the position and significance of the Equator</p> <p>Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America</p> | | | <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals</p> |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 6 | | <p>Map Skills: Local Area</p> <p>To locate the region and local area in relation to other places (counties, cities)</p> <p>To use an aerial image to describe the key physical and human features of the region and local area</p> | | <p>Physical: Climate and measuring information</p> <p>Describe and understand key aspects of physical geography (climate zones)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern</p> | | <p>Locational, Physical: Deserts</p> <p>Physical geography including: climate zones, biomes</p> <p>Human geography including: types of settlement and land use, economic activity including trade links, and the distribution of</p> |

Geography Subject Overview

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| | | <p>To understand local, regional, national and international links to the local area</p> <p>To use scale on a map to measure approximate distances</p> <p>To use distance and compass points to identify the approximate location of a place</p> | | <p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> | | <p>natural resources including energy, food, minerals and water</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> |
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