2024-25 Geography Overview Years 1 - 6

Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit1: Family Footsteps **Where are our heritage countries?** Introduce and use maps of the earth, atlases and globes to identify the seven continents and five oceans. Introduce flags and the location of heritage countries Tom l- re-lauch digi maps to support history and geography		**Unit 2: Mountains, Rivers and Coasts (3-4 lessons)** - Identify the world's highest mountains - What are rivers like? - What is a coastline? Vocabulary related to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather **Unit 3: Weather and Seasons (links with science unit)** Daily weather patterns and identifying seasons in the UK - How does weather change? - How do seasons change? - Adapting our clothing to season change - How are we affected by extreme weather? - Locations of the world that experience extreme weather types and recapping of continents and oceans.		**Unit 4: Hot and Cold** (links with Science Unit Amazing Animals) (the location of hot and cold areas of the world in relation to the Equator and the North and South Poles) - What are polar regions like? - What are deserts like? - What are rainforests like?	**Unit 5: Fieldwork: Does Bounds Green Playground need more shaded areas?** *Use an aerial map to identify areas and features of the playground. *Use four-point compass direction to plot a route to a feature in the playground. *Recognise things they like about their playground. *How they could improve their playground **Additional fieldtrip idea:** Consider trip to seaside
Key Language	See MTPs and Vocabulary lists in subject folder. Vocabulary Word Banks (using Communication in Print) are on tables and in books at the start of each unit					
National Curriculum	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught: **Locational knowledge** § use world maps, atlases and globes to name and locate the world's seven continents and five oceans § identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles § use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather **Geographical skills and fieldwork** § use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 § use simple fieldwork and observational skills to study the geography of their school and its grounds.					

Year 2

Term	Autumn 1 Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	**Unit 1: The United Kingdom** *Name and locate the 4 countries, capitals and the 4 surrounding seas *Identify characteristics and features of the four countries and capital cities *Create a UK Fact file *Teach compass points in order to identify the directional relationship of countries in the UK.	**Unit 2: Settlements - Villages, Towns and Cities** - What are villages like - What are towns like? - What are cities like? - Make comparison between different settlements Vocabulary related to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop **Unit 3: Fieldwork study – How to improve our local area** * Be able to describe the features and land use of our immediate local area and to identify and discuss what we could do to improve it * Use a map to plot a route * Devise a simple map and construct basic symbols to use in a key * use the points of the compass to identify the location of different features		**Revisit Y1 Learning through starters** *world map *7 continents and Oceans *Equator and polar regions **Unit 4: Compare an area of Trinidad and London through the core text 'Coming to England'** *Understand geographical similarities and differences of an area of Trinidad and London * Compare human and physical geography, including seasonal and daily weather patterns.	
Key Vocab	See MTPs and Vocabulary lists in subject folder. Vocabulary Word Banks (using Communication in Print) in books at the start of each unit				
NC objectives By the end of KS1	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught: **Locational knowledge** § name and locate the world's seven continents and five oceans § name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** § understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country § use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** § use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage § use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 § use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key § use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.				

Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Comparing global context with regional (Wales) runs across Units					
	Mountains: Snowdonia and the Andes Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming. Depth focus: Snowdonia. Sustained geographical theme: Relationship between mountains and weather. Relationship between mountains and people How do mountains interact with what is around them?	**Rivers**. **Rivers Depth focus**: The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. How do rivers, people and land affect each other? Comparing the River Indus with the River Severn. **Fieldwork Suggestions:** New River in Bowes Park and/or Thames Barrier.- with Geography Lead		**Agriculture** Differences between arable, pastoral and mixed farming; how farming practices change the landscape and How farming the food we eat (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets). Link to fish farming (builds on fish farming in Indus River Y3). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn). New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. This is the beginning of a sustained theme in rest of KS2 on farming, across the globe: Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food? How are we connected to farmers?	**Volcanoes** Structure and composition of the earth. How and why volcanoes erupt. Types of volcanoes. Formation of volcanoes. Active, dormant and extinct volcanoes. Links to settlements with section on why people still live near volcanoes. Deepen Mediterranean theme via Mount Etna and human settlements around it. Why people visit volcanoes? (work, tourism, farming, science). How do volcanoes affect a place.	
Key language	See MTPs and Vocabulary core lists; HEP Mountains, Rivers, Volcanoes, Digital Map Skills and Settlements and Agriculture					
NC objectives	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: **Locational knowledge** § name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time § 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)			**Place knowledge** ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use **Geographical skills and fieldwork** ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom § 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 tech.		

Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Digital Map Skills and Settlements Practical skills focused unit teaching map use skills and settlement types; hamlet; village; town; city etc... settlements by rivers and major cities in the UK. **Fieldwork:** orienteering with compasses in Alexandra Palace. Plotting an efficient route using OS maps With Geography lead	**Earthquakes** Causes of earthquakes: tectonic plates and fault lines Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) Depth focus: California & the San Andreas fault Revisit knowledge on volcanoes from Year 4 Spring 1. What are the pros and cons of living near a tectonic fault line?	**Coastal processes and landforms** Processes of erosion, transportation & deposition. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean. Depth focus: West Wales How does the location of west Wales affect its coast.		**Climate and biomes** Continent of Europe's Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison – Britain, Europe, South America – that culminates at end of Year 5. Introduce latitude here. Map Skills 3: Basics in navigating the globe: equator, lines of latitude (gridlines) Arctic and Antarctic. How does the climate affect the way people live? **Fieldwork Workshop**: Biomes	
Key Language	See geography MTPs and HEP core vocab lists: Climate and biomes, Earthquakes, Volcanoes, Coastal processes and Oceans					
National Curriculum	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: **Locational knowledge** • locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • 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) **Place knowledge** • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use **Geographical skills and fieldwork** • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • 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.					

Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Deserts Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert Geographical skills: Interpreting thematic maps and satellite photographs Disciplinary focus: diversity Why are deserts located where they are?	**Population** Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity Geographical skills: Thematic maps and using census data Disciplinary focus: diversity How and why does population distribution vary across Great Britain?	**The Amazon** A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest. Geographical skills: Flow diagrams, interpreting satellite photos. Disciplinary focus: interaction and change In what ways does the geography of South America affect life in the Amazon		**North and South America** Locate and identify human and physical geography in North and South America. Focus on the Amazon basin.	
Key Language	See geography MTPs and HEP core vocab lists: Earthquakes, Coastal processes and landforms, Oceans, Digital Map Skills and Settlements and North and South America					
National Curriculum	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: **Locational knowledge** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and Central America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 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) **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or Central America Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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.					

Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	**Why is California so thirsty**? Depth focus on California, continuing natural resources theme (revisit water cycle from Year 3 Autumn 1.) Water in California Farming - intensive farming Growing almonds California aqueduct How have the actions of people affected the drought in California?	**Energy and climate change** How people use energy Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources The greenhouse effect Enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK How can we respond? Local and global *Geographical skills focus: Interpreting line graphs* *Disciplinary focus: Interaction* *How do local actions in the UK affect global climate*	**Triangulated regional comparison: A region of Brazil (Manaus or Brazilia) a region of the UK and Andalusia, Spain** Understand geographical similarities & differences through study of human/physical geography of a region of UK Identify and describe human & physical characteristics, key topographical features, land-use patterns; understand how these changed over time. Use 8 points of a compass, 6-fig. grid refs, symbols, key (including use of O.S.maps) to build their knowledge of the UK/ coasts		**Ocean**s Locational framework – world oceans, seas in Europe Oceans and trade, oceans and climate, major currents. Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America. Oceans and climate change, the human impact on oceans. Geographical skills: Interpreting world and thematic maps Disciplinary focus: change How can oceans affect human behaviour and settlements	
Key language	See geography MTPs and Vocabulary lists: Why is California so Thirsty, South America, Comparing three regions, Digital Map Skills and Settlements and How do we save the planet?					
National Curriculum By the end of KS2	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 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) Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geography – key stages 1 and 2 4 Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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					