

GEOGRAPHY NEW CURRICULUM OVERVIEW: TERMLY COVERAGE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<ul style="list-style-type: none"> • Geographical skills and Fieldwork • Ask simple geographical questions e.g. What is it like to live in this place? • Use simple observational skills to study the geography of the school and its grounds • Human and physical Geography • Describe seasonal weather changes • Place knowledge • Name, describe and compare familiar places • Link their homes with other places in their local community • Know about some present changes that are happening in the local environment e.g. at school • Suggest ideas for improving the school environment 	<ul style="list-style-type: none"> • Geographical 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 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 • Human and physical Geography • 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 • 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 	<ul style="list-style-type: none"> • Geographical and Fieldwork • Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features • Place Knowledge • Recognise there are similarities and differences between places • Develop an awareness of how places relate each other 	•	<ul style="list-style-type: none"> • Locational Knowledge • Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night • Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent • Human and Physical Geography • Understand why people seek manage and sustain their environment • 	•
Autumn 2	<ul style="list-style-type: none"> • Human and physical Geography • Describe seasonal weather changes 	•	<ul style="list-style-type: none"> • Geographical and Fieldwork • Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features • Place Knowledge • Recognise there are similarities and differences between places • Develop an awareness of how places relate each other 	•	<ul style="list-style-type: none"> • Locational Knowledge • Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night • Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas 	•

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					<p>and the largest cities in each continent</p> <ul style="list-style-type: none"> • Human and Physical Geography • Understand why people seek manage and sustain their environment 	
Spring 1	<ul style="list-style-type: none"> • Geographical skills and Fieldwork • Use simple maps of the local area e.g. large scale, pictorial etc. • Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes • Make simple maps and plans e.g. pictorial place in a story • Human and physical Geography • Describe seasonal weather changes 	<ul style="list-style-type: none"> • Human and physical Geography • 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 	<ul style="list-style-type: none"> • Human and Physical Geography • Identify physical and human features of the locality • Place Knowledge • Recognise there are similarities and differences between places • Develop an awareness of how places relate each other 	<ul style="list-style-type: none"> • Locational Knowledge • Recognise that people have differing quality of life living in different locations and environments • Recognise the different shapes of continents • Place Knowledge • Know about the wider context of places - region, country • Understand why there are similarities and differences between places 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Geographical and Fieldwork • 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 • Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. • Use maps, charts etc. to support decision making about the location of places e.g. new bypass • Locational Knowledge • 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) • 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 • 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

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						country, and a region within North or South America
<p>Spring 2</p>	<ul style="list-style-type: none"> • Human and physical Geography • Describe seasonal weather changes 	<ul style="list-style-type: none"> • Geographical and Field work • 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 • 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 • Name, locate and identify characteristics of the seas surrounding the United Kingdom • 	<ul style="list-style-type: none"> • Geographical and Fieldwork • Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office • 	<ul style="list-style-type: none"> • Geographical and Fieldwork • Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. • Measure straight line distances using the appropriate scale • Explore features on OS maps using 6 figure grid references • Draw accurate maps with more complex keys • Plan the steps and strategies for an enquiry • Locational knowledge • Recognise the different shapes of continents • Demonstrate knowledge of features about places around him/her and beyond the UK • Identify where countries are within Europe; including Russia • Recognise that people have differing quality of life living in different locations and environments • Know how the locality is set within a wider geographical context • Place Knowledge • Know about the wider context of places - region, country • Understand why there are similarities and differences between places 	<ul style="list-style-type: none"> • 	

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<p>Summer 1</p>	<ul style="list-style-type: none"> • Human and physical Geography • Describe seasonal weather changes 	<ul style="list-style-type: none"> • Human and physical Geography • 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 • 	<ul style="list-style-type: none"> • Geographical and Fieldwork • Use fieldwork instruments e.g. camera, rain gauge • Human and physical Geography • Explain about weather conditions / patterns around the UK 	<ul style="list-style-type: none"> • Locational Knowledge • Demonstrate knowledge of features about places around him/her and beyond the UK • Human and physical Geography • Describe human features of UK regions, cities and /or counties • Understand the effect of landscape features on the development of a locality • Describe how people have been affected by changes in the environment • Explain about key natural resources e.g. water in the locality • Explore weather patterns around parts of the world 	<ul style="list-style-type: none"> • Geographical and Fieldwork • Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Locational Knowledge • Recognise the different shapes of countries • Identify the physical characteristics and key topographical features of the countries within North America • Know about the wider context of places e.g. county, region and country • Know and describe where a variety of places are in relation to physical and human features • Human and Physical Geography • Understand about world weather patterns around the World and relate these climate zones • Know how rivers erode, transport and deposit materials • Know about the physical features of coasts and begin understand erosion and deposition • Understand how humans affect the environment over time • Know about changes to world environments over time • Understand why people seek manage and sustain their environment • Place knowledge • Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences 	<ul style="list-style-type: none"> •
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Summer 2	<ul style="list-style-type: none"> • Locati9onal Knowledge • Understand how some places are linked to other places e.g. roads, trains • Human and physical Geography • Describe seasonal weather changes 	<ul style="list-style-type: none"> • Human and physical Geography • 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 • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> • Geographical and Fieldwork • Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. • Make more detailed fieldwork sketches/diagrams • Use four figure grid references • Use the 8 points of a compass • Make plans and maps using symbols and keys • Locational Knowledge • Identify where counties are within the UK and the key topographical features • Name and locate the cities of the UK • 	<ul style="list-style-type: none"> • Locational Knowledge • Demonstrate knowledge of features about places around him/her and beyond the UK • Human and physical Geography • Describe human features of UK regions, cities and /or counties • Understand the effect of landscape features on the development of a locality • Describe how people have been affected by changes in the environment • Explain about key natural resources e.g. water in the locality • Explore weather patterns around parts of the world 	<ul style="list-style-type: none"> • Geographical and Fieldwork • Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Locational Knowledge • Recognise the different shapes of countries • Identify the physical characteristics and key topographical features of the countries within North America • Know about the wider context of places e.g. county, region and country • Know and describe where a variety of places are in relation to physical and human features • Human and Physical Geography • Understand about world weather patterns around the World and relate these climate zones • Know how rivers erode, transport and deposit materials • Know about the physical features of coasts and begin understand erosion and deposition • Understand how humans affect the environment over time • Know about changes to world environments over time • Understand why people seek manage and sustain their environment • Place knowledge • Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences • 	<ul style="list-style-type: none"> • 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 • 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 and water •
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