

NATIONAL CURRICULUM GEOGRAPHY PLANNING OVERVIEW

GEOGRAPHY	AUTUMN TERM	SPRING TERM	SUMMER TERM
Year 1	<p style="text-align: center;">Hunting and Hiding</p> <ul style="list-style-type: none"> ● identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world ● 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. ● use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: coast, forest, hill, mountain, sea, ocean, river, season and weather ● 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. key human features, including: city, town, 	<p style="text-align: center;">Me and My Wonderful World</p> <ul style="list-style-type: none"> ● name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ● use aerial photographs and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ● use world maps, atlases and globes to identify the United Kingdom and its countries ● Identify seasonal and daily weather patterns in the United Kingdom <p>use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, season and weather.</p> <p>-key human features, including: city, town, village, house,</p>	<p style="text-align: center;">Beside The Sea</p> <ul style="list-style-type: none"> ● 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 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. ● use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, , sea, ocean, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. ● Identify seasonal and daily weather patterns in the United Kingdom ● 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.

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Year 2	Knights Castles and Dragons	Ice and Fire	Wild and Wonderful
	<ul style="list-style-type: none"> ● identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world ● use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: coast, forest, hill, mountain, sea, ocean, river, season and weather ● 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. key human features, including: city, town, 	<ul style="list-style-type: none"> ● 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 ● name and locate the world's seven continents and five oceans. ● 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. ● location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ● name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. ● use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. ● 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	Rumble in the Jungle	Superheroes	Digging up the Past

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	<ul style="list-style-type: none"> ● 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. ● identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. ● 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 South America ● describe and understand key aspects of: <ul style="list-style-type: none"> - physical geography, including: climate zones, rivers and mountains - human geography, including: types of settlement and land use and trade links. ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● use the eight points of a compass 	<ul style="list-style-type: none"> ● -human geography, including: types of settlement and land use and trade links. ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● 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. ● locate the world's countries, using maps to focus on Europe 	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> ● 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. ● 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 ● physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Year 4	Walk Like An Egyptian	Born in the USA, Story of a Raindrop, Go with the Flow	Invaders and Settlers, Cool to be Me

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	<p>To locate the world's countries.</p> <p>To understand key physical and human characteristics of countries and major cities.</p> <p>To compare ancient and modern Egypt.</p>	<p>To describe and understand key aspects of mountains. To locate some of the main mountains in the world.</p> <p>To describe and understand types of settlement in and land use in mountain ranges</p> <p>To locate some of the main rivers in the world.</p> <p>To describe and understand key aspects of rivers.</p> <p>To use maps and atlases to locate and describe features studied.</p> <p>To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods,</p> <p>To describe and understand key aspects of human geography including settlement, land use and trade links.</p> <p>To locate the world's countries using maps to focus on North America.</p> <p>To recognise environmental regions and key physical characteristics of the United States of America.</p> <p>To identify the position of the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic circle and the significance of these within the United States of America.</p> <p>To know that the United States of America is divided into 50 states.</p> <p>To recognise some major cities in the United States of America.</p> <p>To recognise different time zones within the United States of America.</p> <p>To recognise physical features human features and major cities.</p> <p>To understand geographical similarities and differences through the study of human and physical geography within the United States of America</p>	<p>To locate the world's countries using maps to focus on countries invaded by the Saxons (History link)</p> <p>To name and locate the countries of Anglo-Saxon Britain. (History link)</p> <p>To locate the world's countries using maps to focus on countries invaded by the Vikings (History link)</p>
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Year 5	Astronomical! & The Terrible Tudors	Groovy Greeks	The United Kingdom / London Calling Experimental Changes
	<p style="color: blue; text-align: center;">All Geography taught through Summer Term topic </p>		<p>To 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.</p> <p>Use maps, atlases, globes and digital/computer mapping.</p> <p>To name and locate physical characteristics - key topographical features (including hills, mountains, coasts and rivers).</p> <p>To name and locate counties and cities of the United Kingdom their identifying human and physical characteristics.</p> <p>Look at land UK use patterns of regions or around cities and how these have changed over time. Rampion - Worthing. Medmerry - Chichester Glass houses - Sussex</p> <p>Look at UK economic activity including trade links.</p> <p>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.</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. Digital calipers, large tape measure, clinometers, GORING BEACH TRIP</p> <p>Look at the changes to the Sussex coastline (managed retreat).</p> <p>To understand geographical differences and similarities through the study of human and physical geography London & New York.</p>

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Year 6	Extreme Earth	Through the Ages	Marvellous Mayans / Moving On
	<p>To describe and understand key aspects of physical geography volcanoes. To describe and understand key aspects of physical geography earthquakes.</p> <p>To describe and understand key aspects of physical geography earthquakes and tsunamis.</p> <p>To identify settlement and land</p> <p>To use maps, atlases, globes and digital computer mapping to locate countries.</p> <p>To identify the position of northern/southern hemispheres.</p> <p>To identify local geographical knowledge, plotting key landmarks on a map.</p>	<p>To identify the location of Russia on a map.</p> <p>Place: Developing place knowledge and how humans interact with the physical environment.</p> <p>Space: Understanding the physical and human characteristics of real places. Developing 'geographical imaginations' of places.</p> <p>Scale: Appreciating different scales - from personal and local to national, international and global</p> <p>Interdependence: Exploring the social, economic and environmental and political connections between places.</p> <p>To identify the physical features of Russia</p> <p>Physical and human processes: Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.</p> <p>To describe the population distribution in Russia.</p> <p>To compare two different locations and their human and physical geographies.</p>	<p style="text-align: center;">To follow</p>