

Geography 8 Year Overview

Intent: To inspire a curiosity and fascination about the world and its people.

Key Skills		
Investigating (fieldwork, enquiry, questioning)	Numerical/Graphical	Cartography and map skills

Areas of Learning		
Geographical Skills and Fieldwork	Locational and Place	Human and Physical Geography

	Autumn	Spring	Summer
Pre-School	People, Culture, Communities: Begin to make sense of their own life story and family's history. Show interest in different occupations.	The World: Plant seeds and care for growing plants. Understand the key features of the lifecycle of an animal or a plant. Begin to understand to need to respect and care for the natural environment and all living things.	Past and Present: Know that there are different countries in the world and talk about the difference they have experienced or have seen in photographs. (Visitor/fieldwork opp) People, Culture, Communities: Continue to develop positive attitudes about the difference between people.
Rec	(Transition: Shoe Boxes) People, Culture, Communities: Talk about members of their immediate family and community. Name and describe people who are familiar to them. The Natural World: Seasonal changes – Autumn. Understand the effects of the changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear, and feel whilst outside.	(Chinese New Year) (Fieldwork opp) People, Culture, Communities: Recognise that people have different beliefs and celebrate special times in different ways. Draw information from a simple map (walking to Rainbow 88). Describing immediate environment using observation and maps. The Natural World: Seasonal changes – Winter, Spring. Understand the effects of the changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear, and feel whilst outside.	(Cheadle Hulme Old and New) (Cheadle Hulme, different environments in Snail and the Whale) People, Culture, Communities: Recognise some similarities and differences between life in this country and life in other countries. The Natural World: Exploration and observations of natural world (Animals from around the world, lifecycles, Plants) The Natural World: Seasonal changes – Summer. Explore the natural world around them. Describe what they see, hear, and feel whilst outside.
Key Stage 1: In KS1 pupils should develop knowledge about the world, the United Kingdom and their locality. This includes naming and locating the continents and oceans as well as the countries and capital cities within the UK. They should understand basic subject-specific vocabulary relating to human and physical geography such as naming key features, identifying weather/climate and comparing two contrasting locations. They should begin to use geographical skills, including using an atlas, world maps and a globe, as well as first-hand observation in their local surroundings to enhance their locational awareness.			
Year 1:	Around our School Geographical Skills and Fieldwork (Fieldwork opp) Key skill: Cartography - Identify features and simple landmarks on an aerial photo or plan perspective	The four countries in the UK and their capitals Locational and Place Key skill: Investigating - Name and locate the 4 countries of the UK and their capital cities	Weather Patterns Human and Physical Key skill: Cartography/Numerical and Graphical - Identify seasonal and daily weather patterns in the UK

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	<ul style="list-style-type: none"> - Make and label simple maps with keys and symbols - Use simple directional and positional language <p>Geography/History link - Shopping</p>	<ul style="list-style-type: none"> - Identify geographical similarities and differences between two places (town and city – fieldwork opportunity) <p>Human and Physical</p> <ul style="list-style-type: none"> - Recognise and identify simple human and physical features <p>Geography/History link - The First Flight</p>	<ul style="list-style-type: none"> - Identify the location of hot and cold areas of the world, in location to the equator. <p>Geography/History link - Kings & Queens</p>
Year 2	<p>7 Continents, 5 Oceans</p> <p>Locational and Place Key skill: Cartography</p> <ul style="list-style-type: none"> - Name and locate the world's 7 continents and 5 oceans - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Name, locate and identify the characteristics of the 4 countries and major cities of the UK (fieldwork opportunity) - Name, locate and identify the seas surrounding the UK <p>Geography/History link – Activists</p>	<p>The four countries in the UK and their capitals (in greater depth)</p> <p>Geography Skills and Fieldwork (Fieldwork opp) Key skill: Numerical/Graphical</p> <ul style="list-style-type: none"> - Use world maps and atlases to identify the UK & countries - Use simple maps of the local area - Recognise basic human and physical features on an aerial map of the local area (Google maps of school ground) - Use simple compass directions (NESW) - Use simple fieldwork and observational skills to study the geography of the surrounding area, including human and physical features <p>Geography/History link - Great Fire of London</p>	<p>Contrast between UK and Non-European country</p> <p>Human and Physical / Locational and Place Key skill: Inquiry</p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to describe and compare the human and physical similarities and differences between a small area of the UK and a small area of a non-European country - Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. - Use geographical vocabulary to describe how and why people use a range of human features - Investigate climate differences by revisiting knowledge of the equator and North and South Poles (Y2 Aut) <p>Geography/History link - The Great Exhibition</p>
<p>Key Stage 2: In KS2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes naming and locating the world's countries and naming the counties and cities in the UK. This then leads on to identifying key human and physical features, using technical vocabulary and explaining how they have changed over time. This should be developing their existing knowledge in more depth such as: longitude, latitude, tropics, time zones, land use patterns, types of settlements and economic activity.</p>			
Year 3	<p>Has the landscape and land use of the United Kingdom has changed over time?</p> <p>Locational and Place Key skill: Cartography</p>	<p>Common geographical features that the 4 Ancient Civilisations needed in order to survive</p> <p>Locational and Place / Human and Physical Key skill: Inquiry</p> <ul style="list-style-type: none"> - Describe and understand key aspects of human geography including land use 	<p>Earth's physical features and common processes</p> <p>Geographical Skills and Fieldwork (Fieldwork opp) Key skill: Cartography/Numerical Graphical</p> <ul style="list-style-type: none"> - Understand the formation of Earth's physical features and common processes

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	<ul style="list-style-type: none"> - Name and locate countries and cities of the UK including their human and physical characteristics - Use maps, atlases and digital mapping to locate places studied - Name and locate key topographical features of the UK (rivers, mountains, hills) <p>Geography/History link - Changes in Britain from the Stone Age to Iron Age</p>	<ul style="list-style-type: none"> - Use fieldwork to observe, measure, record and present human and physical features in the local area (sketch maps) - Use maps and atlases to describe land use <p>Geography/History link - Ancient Egypt</p>	<ul style="list-style-type: none"> - Recall 6 main climates and landscapes: polar, temperate, arid, tropical, Mediterranean and tundra. - Know the key features of each of the 6 main climates and landscapes. To be able to explain how the climate has affected the landscape in each example. <p>Geography/History link -</p>
<p>Year 4</p>	<p>Is Europe the same all over?</p> <p>Locational and Place Key Skill: Cartography</p> <p>Geography/History link - Ancient Greeks</p>	<p>How is the NW of England similar or different to the Naples Bay Region in Italy?</p> <p>Human and Physical Key skill: Inquiry</p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on Europe (Italy) - Understand geographical similarities and differences between Italy and the UK. - Explain how physical features have formed, why they are significant and how they can change. (Volcanoes) <p>Geography/History link - The Roman Empire and its impact on Britain</p>	<p>Water Cycle</p> <p>Human and Physical (Fieldwork opp) Key skill: Inquiry</p> <ul style="list-style-type: none"> - Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. (Climate change) <p>Geography/History link - Britain's Settlement by Anglo Saxons and Scots</p>
<p>Year 5</p>	<p>Comparison of Scandinavia and Britain in Europe</p> <p>Human and Physical Key skill: Inquiry</p> <ul style="list-style-type: none"> - Know that a biome is a group of animals and plants which have similar characteristics to each other because of the climate they live in. - Explain some of the common characteristics from the biome in a particular climate area. - Know a vegetation zone is an area which has a certain kind of soil, plants and weather patterns. - Locate some large vegetation zones on an atlas and describe some of their features. <p>Geography/History link - Vikings and Anglo-Saxon struggle for Kingdom of England</p>	<p>Comparison of North America to the North West of England</p> <p>Locational and Place (Fieldwork opp) Key skill: Inquiry</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human geography of a region of the UK and a region of North America (e.g. Yellowstone National Park) - Explore the impact and concept of tourism <p>Geography/History link – Non-European Study Contrasting study Maya Civilisation</p>	<p>Local Area Study of the North West of England</p> <p>Geographical Skills and Fieldwork (Fieldwork opp) Key Skill: Cartography</p> <ul style="list-style-type: none"> - Use the eight points of a compass, four and six-figure grid references, symbols and key - To create a simple map using symbols and a key. To be able to interpret 4 figure grid references. <p>-Explore the impact of humans on the world, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geography/History link - Industrial Revolution</p>

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Year 6	<p>Locate and understand how South America is similar and different to Britain</p> <p>Human and Physical Key skill: Inquiry</p> <ul style="list-style-type: none"> - Locate the world's countries, using maps to focus on South America, - Study and compare the differences in human and physical Geography between a region within South America and the UK. - 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 <p>Geography/History link - Civil Rights</p>	<p>How humans influence and are influenced by geography</p> <p>Human and Physical Key Skill: Inquiry</p> <p>Mountains:</p> <ul style="list-style-type: none"> - Formation and use of landscapes and environments. - Explain how physical features have formed, why they are significant and how they can change. <p>Geography/History link – Conflict</p>	<p>The effect of physical geography on how wars were fought</p> <p>Geographical Skills and Fieldwork (Fieldwork opp) Key Skill: Numerical / Graphical</p> <ul style="list-style-type: none"> - Observe and record the changes of human features over time - Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Geography/History link - Conquerors</p>