



**Inspiring All To Soar To New Heights**

*“But those who hope in the Lord will renew their strength. They will soar on wings like eagles.” Isaiah 40:31*

## Geography Yearly Overview

AUTUMN TERM	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Geography Focus</b>	<p><b>Physical Geography</b></p> <p>Identify seasonal and daily weather patterns.</p> <p>Understand that different countries have different climates.</p>	<p><b>Locational knowledge</b></p> <p>Name and locate the world’s continents and oceans.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p>	<p><b>Geographical skills and field work</b></p> <p>Use maps, atlases, globes and digital/ computer mapping to locate UK counties and describe features.</p> <p>Use fieldwork to observe and record 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><b>Locational knowledge</b></p> <p>Similarities and differences through the study of human and</p>	<p><b>Locational Knowledge: Egypt</b> (Pupils will be studying Ancient Egypt in History)</p> <p>Locate world’s countries (West Africa and Egypt), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (compare sustainability levels between West Africa, Egypt and England).</p>	<p><b>Geographical skills and fieldwork</b></p> <p>Begin to use latitude and longitude to describe location. (Focus: The Mayflower)</p> <p>Compare aerial photos and maps over time.</p> <p>Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Physical Geography</b></p>	<p><b>Locational knowledge and Physical Geography</b></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Begin to use latitude and longitude to describe location.</p> <p><b>Human geography</b> including: economic activity including trade links (Classes of people)</p>

			physical geography of different regions of the UK.  <b>Geographical skills and field work</b>  Use the eight points of a compass		Locate the seas around the UK, and counties which suffer flooding	
<b>Links to prior learning</b>	Physical features build on from weather and seasons	Building on knowledge of the UK from EYFS & Y1	Building on knowledge of the UK from KS1	Builds on mapwork skills in previous years	Builds on mapwork skills in previous years	Builds on mapwork skills in previous years
<b>Links to future learning</b>	Revisit human and physical features in Year 2	Be able to link knowledge to further locational concepts in countries other than the UK	Revisit geographical skills in Y4	Revisit in UKS2	Revisit in UKS2	Revisit in UKS2
<b>SPRING TERM</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Geography Focus</b>	<b>Place knowledge</b>  Local area - identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.  Use simple fieldwork and observational skills to study the geography of the school and the key	<b>Place knowledge</b>  Make comparisons between Downham, the UK and life in Africa.  <b>Physical geography</b>  Understand that different countries have different climates.  <b>Locational knowledge &amp; place knowledge,</b>	<b>Locational knowledge</b>  Similarities and differences through the study of human and physical geography of a region of the UK (Essex and Spain)  <b>Human Geography</b>  Explain how humans use physical geographical	<b>Human Geography</b>  Explain how humans use physical geographical features for a variety of purposes.  <b>Geographical skills and fieldwork</b>  Use a range of resources to identify the key physical and human features of a location.	<b>Physical &amp; Human Geography</b>  Describe and understand key aspects of:  <b>Physical geography</b> , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	<b>Physical &amp; Human Geography</b>  Describe and understand key aspects of:  <b>Physical geography</b> , including: climate zones, biomes and vegetation belts, rivers, mountains,  <b>Locational knowledge &amp; Physical geography:</b>

	<p>human and physical features of its surrounding environment</p>	<p><b>physical and human geography</b></p> <p>Make comparisons between Scotland and Malawi</p>	<p>features for a variety of purposes.</p>	<p>What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p>	<p>(Focus on North America – Yellowstone, Mississippi/Colorado)</p> <p><b>Locational knowledge &amp; Physical geography:</b></p> <p>Name and locate some of the countries and cities of North America and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Place knowledge</b></p> <p>Discuss how people are influenced by both physical and human geography on a local, national and global scale.</p>	<p>Name and locate some of the countries and cities of South America and their identifying human and physical characteristics.</p> <p>Focus – Amazon Rainforest</p> <p>Identify human and physical characteristics, including rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Place knowledge</b></p> <p>Discuss how people are influenced by both physical and human geography on a local, national and global scale.</p> <p><b>Geographical skills and field work</b></p> <p>Compare aerial photos and maps over time. Use fieldwork to observe, measure record and present data for the human and physical</p>
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						features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.
<b>Links to prior learning</b>	Build on from EYFS local area knowledge	Build on locational knowledge of the local area from EYFS & Year 1	Builds on locational knowledge of UK from KS1	Builds on previous knowledge	Builds on Y3 Natural Disasters	Builds on previous knowledge from KS2
<b>Links to future learning</b>	This will be built upon in mapwork and symbols in Key Stage 2. OS symbols and will use more photographs		Comparisons between different countries are made in Y4, Y5 and Y6	Comparisons between different countries are made in Y5 and Y6	Comparisons between different countries are made in Y6	
<b>SUMMER TERM</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Geography Focus</b>	<p><b>Physical Geography –</b></p> <p>Weather and climate Name some types of weather and describe the weather associated with the four seasons. Understand that different countries have different climates.</p> <p><b>Locational knowledge</b></p>	<p><b>Physical Geography</b></p> <p>Identify seasonal and daily weather patterns. Understand that different countries have different climates.</p> <p><b>Locational knowledge &amp; place knowledge</b></p>	<p><b>Geographical skills and field work</b></p> <p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features (location of volcanoes in the world, tectonic plates)</p>	<p><b>Physical Geography</b></p> <p>Rivers: Locate rivers in UK and two European countries. Draw diagrams, produce writing and use the correct vocabulary for rivers. Describe the journey of a river from source to sea.</p>	<p><b>Locational knowledge</b></p> <p>UK regional comparison study: Know the location of the counties within the UK and compare and contrast the different counties of the UK.</p> <p><b>Geographical skills and field work</b></p>	<p><b>Physical &amp; Human Geography</b></p> <p>Describe and understand key aspects of: <b>Human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of</p>

	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans.</p> <p>Name and locate the 5 oceans using maps and globes.</p>	<p>Local area - identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p><b>Human Geography</b></p> <p>Explain how humans use physical geographical features for a variety of purposes.</p> <p>Recognise that our choices impact the lives of other people (impact of living near a volcano, on the edge of tectonic plate etc)</p>	<p><b>Geographical skills and field work</b></p> <p>Use the eight points of a compass, four-figure grid references symbols and key</p> <p><b>Human Geography</b></p> <p>Understand how human settlement can change an environment over time</p> <p>Recognise that our choices impact the lives of other people.</p>	<p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land) (Changes during the Industrial Revolution)</p>	<p>natural resources including energy, food, minerals, and water supplies.</p> <p>(links to South America – trade of cocoa, bananas etc)</p>
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<b>Links to prior learning</b>	Building on from EYFS understanding of location		Building on mapwork skills from KS1 and Y3 A1			
<b>Links to future learning</b>	Climate zones Geographical questioning Fieldwork skills – experience different weather types physically and describe it		Human geography is developed in Y4-Y6			