

# Geography Yearly Overview

Key: Green -key question Red – curriculum Purple – visits and visitors Blue – key skills covered

Gold – Progression of skills (subject outcomes) – children may use the specialised vocabulary in key stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>Key Question:</b> What is the geography of where I live?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom <u>Place Knowledge:</u> Small area of the UK <u>Human and Physical geography:</u> Features Basic subject vocabulary</p> <p><b>Skills taught:</b> World maps Atlases and globes Compass directions Aerial photographs and plans</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate</p> <p><b>Fieldwork opportunities:</b> Walk around Petersfield town or walk to the park next to school</p>		<p><b>Key Question:</b> Why do we love being beside the seaside so much?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom <u>Place Knowledge:</u>  <u>Human and Physical geography:</u> Features Basic subject vocabulary Weather Seasons Hot and cold areas</p> <p><b>Skills taught:</b> World maps Atlases and globes Compass directions Aerial photographs and plans</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate</p>		<p><b>Key Question:</b> How does the weather affect our lives?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom <u>Place Knowledge:</u>  <u>Human and Physical geography:</u> Features Basic subject vocabulary Weather Seasons Hot and cold areas</p> <p><b>Skills taught:</b> World maps Atlases and globes Compass directions Aerial photographs and plans</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate</p>	<p><b>Fieldwork opportunities:</b> Checking local weather weekly and comparing to non-local country.</p>

<p><b>Year 2</b></p>	<p><b>Key Question:</b> Why does it matter where our food comes from?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom <u>Human and Physical geography:</u> Features Basic subject vocabulary</p> <p><b>Skills taught:</b> World maps Atlases and globes Compass directions Aerial photographs and plans</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate</p> <p><b>Fieldwork opportunities:</b> Trip to local supermarket</p>		<p><b>Key Question:</b> How does Kampong Ayer compare with where I live?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> Continents and Oceans Lines of latitude and longitude Equator North and South Poles <u>Place Knowledge:</u> Small area in a contrasting non-European country <u>Human and Physical geography:</u> Features Basic subject vocabulary</p> <p><b>Skills taught:</b> World maps Atlases and globes Compass directions Aerial photographs and plans</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate</p> <p><b>Fieldwork opportunities:</b> Comparison of trip in year one to Petersfield town</p>		<p><b>Key Question:</b> Why don't penguins need to fly?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom <u>Human and Physical geography:</u> Features Basic subject vocabulary</p> <p><b>Skills taught:</b> World maps Atlases and globes Compass directions Aerial photographs and plans</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate</p>	
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## Geography Yearly Overview: KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 3	<p><b>Key Question:</b> Beyond the Magic Kingdom: what is the sunshine State really like?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere <u>Place Knowledge:</u> Region within North or South America <u>Human and Physical geography:</u> Climate Zones Settlement and land use Economic activity and trade</p> <p><b>Skills taught:</b> World maps Atlases and globes Digital/computer mapping Eight point of compass Map symbols and key</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate, summarise, synthesize, explain, demonstrate understanding</p>		<p><b>Key Question:</b> Why do some earthquakes cause more damage than others?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> South America Latitude and longitude Northern and Southern Hemisphere and time zones <u>Human and Physical geography:</u> Volcanoes and earthquakes</p> <p><b>Skills taught:</b> World maps Atlases and globes Digital/computer mapping Map symbols and key</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate, summarise, synthesize, explain, demonstrate understanding</p> <p><b>Fieldwork opportunities:</b> Map skills Gilbert White House</p>	<p><b>Key Question:</b> Why do so many people live in megacities?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere <u>Human and Physical geography:</u> Settlements and land use Economic activity and trade</p> <p><b>Skills taught:</b> World maps Atlases and globes Digital/computer mapping</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate</p> <p><b>Fieldwork opportunities:</b> Fruit farm trip</p>			

<p><b>Year 4</b></p>	<p><b>Key Question:</b> How and why is my local environment changing?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> United Kingdom <u>Human and Physical geography:</u> Settlements and land use</p> <p><b>Skills taught:</b> World maps Atlases and globes Digital/computer mapping Eight points of compass Map symbols and key. Use of Ordnance Survey maps</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate, summarise, synthesize, explain, demonstrate understanding</p> <p><b>Fieldwork opportunities:</b> To observe, measure, record and present</p>	<p><b>Key Question:</b> How can we live more sustainably?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> United Kingdom <u>Human and Physical geography:</u> Natural resources</p> <p><b>Skills taught:</b> World maps Atlases and globes Digital/computer mapping To observe, measure, record and present findings</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate, summarise, synthesize, explain, demonstrate understanding</p>			<p><b>Key Question:</b> Why are jungles so wet and deserts so dry?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> South America United Kingdom Latitude and longitude Northern and Southern Hemisphere <u>Human and Physical geography:</u> Climate Zones Biomes and vegetation belts</p> <p><b>Skills taught:</b> World maps Atlases and globes Digital/computer mapping Eight point of compass Map symbols and key</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate, summarise, synthesize, explain, demonstrate understanding</p>	
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<p><b>Year 5</b></p>		<p><b>Key Question:</b> How do volcanoes affect the lives of people on Hiemaey?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> Europe including Russia Latitude and longitude Northern and Southern Hemisphere and the time zones <u>Place Knowledge:</u> A region in a European country <u>Human and Physical geography:</u> Climate Zones Volcanoes and earthquakes Settlements and land use Economic activity and trade</p> <p><b>Skills taught:</b> World maps Atlases and globes Digital/computer mapping Eight points of compass Map symbols and key.</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate, summarise, synthesize, explain, demonstrate understanding, empathise, reach informed conclusions, make reasoned judgements, justify, apply, evaluate, critique, hypothesis</p>			<p><b>Key Question:</b> Why are mountains so important?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere <u>Human and Physical geography:</u> Mountains Natural resources</p> <p><b>Skills taught:</b> World maps Atlases and globes Digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key. Use of Ordnance Survey maps</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate, summarise, synthesize, explain, demonstrate understanding, empathise, reach informed conclusions, make reasoned judgements, justify, apply, evaluate, critique, hypothesis</p>	<p><b>Key Question:</b> What is a river?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> Europe including Russia United Kingdom Latitude and longitude Northern and Southern Hemisphere <u>Place Knowledge:</u> A region of the United Kingdom <u>Human and Physical geography:</u> Rivers and the water cycle Natural resources</p> <p><b>Skills taught:</b> World maps Atlases and globes Digital/computer mapping Eight points of compass Map symbols and key. Use of Ordnance Survey maps To observe, measure, record and present</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate, summarise, synthesize, explain, demonstrate understanding, empathise, reach informed conclusions, make reasoned judgements, justify,</p>
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						<p>apply, evaluate, critique, hypothesis</p> <p><b>Fieldwork opportunities:</b> Minstead River study</p>
Year 6		<p><b>Key Question:</b> How is climate change affecting the world?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> North America United Kingdom Latitude and longitude Northern and Southern Hemisphere <u>Human and Physical geography:</u> Climate zones Biomes and vegetation belts Types of settlements and land use Natural resources</p> <p><b>Skills taught:</b> World maps Atlases and globes Digital/computer mapping Map symbols and key.</p> <p><b>Progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate, summarise, synthesize, explain, demonstrate understanding, empathise, reach informed conclusions, make reasoned judgements, justify, apply, evaluate, critique, hypothesis</p> <p><b>Fieldwork opportunities</b></p>		<p><b>Key Question:</b> Why is fair trade fair?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> Europe including Russia South America United Kingdom Latitude and longitude Northern and Southern Hemisphere <u>Human and Physical geography:</u> Climate zones Biomes and vegetation belts Type of settlement and land use Natural resources</p> <p><b>Skills taught:</b> World maps Atlases and globes Digital/computer mapping Map symbols and key.</p> <p><b>Mastery progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate, summarise, synthesize, explain, demonstrate understanding, empathise, reach informed conclusions, make reasoned judgements, justify, apply, evaluate, critique, hypothesis</p>		<p><b>Key Question:</b> Who are Britain's National Parks for?</p> <p><b>Covered through NC:</b> <u>Local Knowledge:</u> North America United Kingdom Latitude and longitude Northern and Southern Hemisphere <u>Place Knowledge:</u> A region of the United Kingdom <u>Human and Physical geography:</u> Mountains Types of settlement and land use Economic activity Natural resources</p> <p><b>Skills taught:</b> World maps Atlases and globes Digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key. Use of Ordnance Survey maps</p> <p><b>Mastery progression:</b> Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall,</p>

		Map skills Gilbert White House				reason/speculate, summarise, synthesize, explain, demonstrate understanding, empathise, reach informed conclusions, make reasoned judgements, justify, apply, evaluate, critique, hypothesis
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