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

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

## **Geography Yearly Overview: KS2**

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

| Year 4 | Key Question:                  | Key Question:                  |  | Key Question:               |  |
|--------|--------------------------------|--------------------------------|--|-----------------------------|--|
|        | How and why is my local        | How can we live more           |  | Why are jungles so wet and  |  |
|        | environment changing?          | sustainably?                   |  | deserts so dry?             |  |
|        | 3 3 3                          | <i>'</i>                       |  |                             |  |
|        | Covered through NC:            | Covered through NC:            |  | Covered through NC:         |  |
|        | Local Knowledge:               | Local Knowledge:               |  | Local Knowledge:            |  |
|        | United Kingdom                 | United Kingdom                 |  | South America               |  |
|        | Human and Physical             | Human and Physical             |  | United Kingdom              |  |
|        |                                |                                |  | _                           |  |
|        | geography:                     | geography:                     |  | Latitude and longitude      |  |
|        | Settlements and land use       | Natural resources              |  | Northern and Southern       |  |
|        |                                |                                |  | Hemisphere                  |  |
|        | Skills taught:                 | Skills taught:                 |  | Human and Physical          |  |
|        | World maps                     | World maps                     |  | geography:                  |  |
|        | Atlases and globes             | Atlases and globes             |  | Climate Zones               |  |
|        | Digital/computer mapping       | Digital/computer mapping       |  | Biomes and vegetation belts |  |
|        | Eight points of compass        | To observe, measure, record    |  |                             |  |
|        | Map symbols and key. Use of    | and present findings           |  | Skills taught:              |  |
|        | Ordnance Survey maps           |                                |  | World maps                  |  |
|        | oraniano carro, mapo           |                                |  | Atlases and globes          |  |
|        | Progression:                   | Progression:                   |  | Digital/computer mapping    |  |
|        | Recognise, identify, describe, | Recognise, identify, describe, |  | Eight point of compass      |  |
|        | observe, select, categorise,   | observe, select, categorise,   |  | Map symbols and key         |  |
|        |                                |                                |  | Map symbols and key         |  |
|        | classify, sequence, compare    | classify, sequence, compare    |  | Burnette                    |  |
|        | and contrast, recall,          | and contrast, recall,          |  | Progression:                |  |
|        | reason/speculate, summarise,   | reason/speculate,              |  | Recognise, identify,        |  |
|        | synthesize, explain,           | summarise, synthesize,         |  | describe, observe, select,  |  |
|        | demonstrate understanding      | explain, demonstrate           |  | categorise, classify,       |  |
|        |                                | understanding                  |  | sequence, compare and       |  |
|        | Fieldwork opportunities:       |                                |  | contrast, recall,           |  |
|        | To observe, measure, record    |                                |  | reason/speculate,           |  |
|        | and present                    |                                |  | summarise, synthesize,      |  |
|        |                                |                                |  | explain, demonstrate        |  |
|        |                                |                                |  | understanding               |  |
|        |                                |                                |  |                             |  |
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| Year 5 | Key Question:                  | Key Question: Key Question:                        |
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|        | How do volcanoes affect the    | Why are mountains so What is a river?              |
|        | lives of people on Hiemaey?    | important?   |
|        |                                | Covered through NC:                                |
|        | Covered through NC:            | Covered through NC: Local Knowledge:               |
|        | Local Knowledge:               | Local Knowledge: Europe including Russia           |
|        | Europe including Russia        | Europe including Russia United Kingdom             |
|        | Latitude and longitude         | North America Latitude and longitude               |
|        | Northern and Southern          | South America Northern and Southern                |
|        | Hemisphere and the time        | United Kingdom Hemisphere                          |
|        | zones                          | Latitude and longitude Place Knowledge:            |
|        | Place Knowledge:               | Northern and Southern A region of the United       |
|        | A region in a European         | Hemisphere Kingdom                                 |
|        | country                        | Human and Physical Human and Physical              |
|        | Human and Physical             | geography: geography:                              |
|        | geography:                     | Mountains Rivers and the water                     |
|        | Climate Zones                  | Natural resources cycle                            |
|        | Volcanoes and earthquakes      | Natural resources                                  |
|        | Settlements and land use       | Skills taught:                                     |
|        | Economic activity and trade    | World maps Skills taught:                          |
|        |                                | Atlases and globes World maps                      |
|        | Skills taught:                 | Digital/computer mapping Atlases and globes        |
|        | World maps                     | Eight points of compass Digital/computer           |
|        | Atlases and globes             | Four and six figure grid mapping                   |
|        | Digital/computer mapping       | references Eight points of compass                 |
|        | Eight points of compass        | Map symbols and key. Use Map symbols and key.      |
|        | Map symbols and key.           | of Ordnance Survey maps Use of Ordnance Survey     |
|        |                                | maps   |
|        | Progression:                   | Progression: To observe, measure,                  |
|        | Recognise, identify, describe, | Recognise, identify, record and present            |
|        | observe, select, categorise,   | describe, observe, select,                         |
|        | classify, sequence, compare    | categorise, classify, Progression:                 |
|        | and contrast, recall,          | sequence, compare and Recognise, identify,         |
|        | reason/speculate,              | contrast, recall, describe, observe, selec         |
|        | summarise, synthesize,         | reason/speculate, categorise, classify,            |
|        | explain, demonstrate           | summarise, synthesize, sequence, compare and       |
|        | understanding, empathise,      | explain, demonstrate contrast, recall,             |
|        | reach informed conclusions,    | understanding, empathise, reason/speculate,        |
|        | make reasoned judgements,      | reach informed conclusions, summarise, synthesize, |
|        | justify, apply, evaluate,      | make reasoned judgements, explain, demonstrate     |
|        | critique, hypothesis           | justify, apply, evaluate, understanding,           |
|        |                                | critique, hypothesise empathise, reach             |
|        |                                | informed conclusions,                              |
|        |                                | make reasoned                                      |
|        |                                | judgements, justify,                               |

|        |  |  | apply, evaluate, critique, hypothesis  Fieldwork opportunities: Minstead River study   |
|--------|--|--|--|
| Year 6 | Key Question: How is climate change affecting the world?  Covered through NC: Local Knowledge: North America United Kingdom Latitude and longitude Northern and Southern Hemisphere Human and Physical geography: Climate zones Biomes and vegetation belts Types of settlements and | Key Question: Why is fair trade fair?  Covered through NC: Local Knowledge: Europe including Russia South America United Kingdom Latitude and longitude Northern and Southern Hemisphere Human and Physical geography: Climate zones Biomes and vegetation belts Type of settlement and land | Key Question: Who are Britain's National Parks for?  Covered through NC: Local Knowledge: North America United Kingdom Latitude and longitude Northern and Southern Hemisphere Place Knowledge: A region of the United Kingdom Human and Physical geography: |
|        | land use Natural resources  Skills taught: World maps Atlases and globes Digital/computer mapping  | use Natural resources  Skills taught: World maps Atlases and globes Digital/computer mapping   | Mountains Types of settlement and land use Economic activity Natural resources  Skills taught:   |
|        | Progression: Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate, summarise, synthesize, explain, demonstrate   | Mastery progression: Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate, summarise, synthesize, explain, demonstrate   | 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  |
|        | understanding, empathise, reach informed conclusions, make reasoned judgements, justify, apply, evaluate, critique, hypothesis  Fieldwork opportunities  | understanding, empathise,<br>reach informed conclusions,<br>make reasoned judgements,<br>justify, apply, evaluate,<br>critique, hypothesis   | Mastery progression:<br>Recognise, identify,<br>describe, observe, select,<br>categorise, classify,<br>sequence, compare and<br>contrast, recall,  |

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