



7 Year Subject Overview for Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year Rec	<p><u>The World Around Us</u></p> <ul style="list-style-type: none"> • Explore the natural world around them <ul style="list-style-type: none"> - Leaves - sort by shape/size - begin to identify some local tree species ... nature, natural • Describe what they see, hear and feel whilst outside <ul style="list-style-type: none"> - Leaf shape, size & colour... shape and colours words e.g. long, spiky, gold, rust, orange • Understand the effect of changing seasons on the natural world around them – Autumn into Winter <ul style="list-style-type: none"> - Observe / talk about changing seasons ... season, summer, autumn, winter - changes in autumn ... temperature, change, hibernation, darker, weather, wind • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Show care and concern for living things and the environment. 		<p><u>The Weather, Seasons, Plants and Animals</u></p> <ul style="list-style-type: none"> • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Understand the effect of changing seasons on the natural world around them - look closely at similarities, differences patterns and change. • Develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the environment. • Explain why some things occur with animals and plants. • Talk about the way animals and plants change. 		<p><u>The Weather, Seasons, Plants and Animals</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants <ul style="list-style-type: none"> ▪ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Explain why some things occur with plants. • Talk about the way plants change. 		
Year 1	<p><u>Our Local Area</u></p> <ul style="list-style-type: none"> • Identify the significant features (landmarks) of their local area and consider viewpoints in relation to this. • Compare journeys and landscapes and understand near/far, often /rarely. • Learn about maps, map-making and symbols. 		<p><u>People and their Communities</u></p> <ul style="list-style-type: none"> • Name and locate the world's seven continents. • Learn about the human and physical geography of a small area in several non-European countries. • Read images, maps, atlases and globes. • Ask and answer questions. 		<p><u>Animals and their Habitats</u></p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. • Use world maps, atlases and globes to identify countries, continents and oceans. • Use simple fieldwork and observational skills. 		



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Year 2	<p><u>Geography: Seasons</u></p> <ul style="list-style-type: none"> • Develop locational and place knowledge about their locality, and the UK as a whole. • Understand basic subject-specific vocabulary relating to physical geography. • Begin to use geographical skills, including first-hand observation, to enhance their locational awareness. • Identify seasonal and daily weather patterns in the UK. • Use simple fieldwork and observational skills in their school, its grounds and surroundings. • Use and construct basic symbols in a key. 		<p>• Use basic geographical vocabulary.</p> <p><u>Geography: Journeys – Food</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production. • Use locational and directional language (e.g. near and far) to describe the location of features and routes on a map. • Name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas. • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. 		<p><u>Geography: Our Wonderful World</u></p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the seven continents and oceans. • Use world maps, atlases and globes. • Understand geographical similarities and differences when studying both human and physical geography. • Identify the locations of hot and cold areas around the world. • use basic vocabulary to refer to physical and human features. • Develop knowledge about the world. 	
Year 3		<p><u>Climate and the weather</u></p> <ul style="list-style-type: none"> • Locate some of the world’s climate zones on a globe or map, name examples and have some understanding of them. 		<p><u>Our World</u></p> <ul style="list-style-type: none"> • Improve their locational knowledge through identifying the position and significance of 	<p><u>Coasts</u></p> <ul style="list-style-type: none"> • Extend their knowledge and understanding beyond the local area to include more of the UK. 	



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		<ul style="list-style-type: none"> • Extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations. • Describe and give examples of the variety of biomes and vegetation belts. • Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. • Identify the world's hottest, coldest, wettest and driest locations. 		<p>latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <ul style="list-style-type: none"> • Practise geographical skills through using maps, atlases, globes and digital/ computer mapping to locate features studied. • Use the eight points of the compass to build their knowledge of the wider world. 		<ul style="list-style-type: none"> • Name and locate (some) counties and cities of the UK. • Learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time. • Understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain). • Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety. • Consider tourism, as both an economic and a pleasurable activity. • Think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.
Year 4	<u>The Americas</u>		<u>Rivers and the Water Cycle</u>		<u>Earthquakes and Volcanoes</u>	



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	<ul style="list-style-type: none"> • Enhance their locational and place knowledge. • Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities. • Understand geographical similarities and differences through looking at regions in North and South America. • Begin to associate weather/climate with landscape and environment. • Use maps, atlases, globes and digital/computer mapping. • Learn to use the eight points of a compass. 		<ul style="list-style-type: none"> • Name and locate some of the UK's and the world's most significant rivers and mountain environments. • Learn about the features of a named river (the River Thames) in the UK, from source to mouth. • Learn how rivers and mountains are formed. • Identify some of the processes associated with rivers. • Understand where rivers and mountains fit into the water cycle. 		<ul style="list-style-type: none"> • Describe and understand the key aspects of volcanoes and earthquakes. • Understand that the distribution of earthquakes and volcanoes follows a pattern. • Be introduced to plate tectonics. • Learn about the 'Pacific Ring of Fire'. 	
<p>Year 5</p>		<p><u>Changes in our Local Environment</u> How is our country changing?</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, 		<p><u>Europe – A study of the Alpine Region</u> Where should we go on holiday?</p> <ul style="list-style-type: none"> • Use maps to focus on countries, cities and regions in Europe. • Be taught to understand a region of another European country. • Be taught to understand some of the physical and 		<p><u>Journeys – Clothes</u> Where does all our stuff come from?</p> <ul style="list-style-type: none"> • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including



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		<p>coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK 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. 		<p>human processes that shape a region.</p> <ul style="list-style-type: none"> • Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features. 		<p>energy, food, minerals and water.</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital /computer mapping to locate countries and describe features studied.
Year 6	<u>South America – the Amazon</u>		<u>Protecting the Environment</u>		<u>Our World in the Future</u>	

“As unique individuals, we do our best at work and play for the love of God and others.”



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	<ul style="list-style-type: none"> • Extend their knowledge and understanding beyond their local area to include South America. • Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. • Locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities. • Understand geographical similarities and differences through the study of human and physical geography of a region in South America. • Describe and understand key aspects of physical and human geography. • Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied. 		<ul style="list-style-type: none"> • Describe and understand key aspects of the distribution of natural resources including energy, minerals and water. • Use maps, atlases and globes to locate countries and describe features studied. • Use the eight points of a compass, symbols and keys to build their knowledge of the UK 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. 		<ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> – physical geography – human geography. • Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK. • Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
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