

Geography

WHOLE SCHOOL OVERVIEW



Early Years Foundation Stage (EYFS)

	Autumn	Spring	Summer
Nursery	Explore the natural world around them, observing and talking about different weather. Unit Overview: What do you notice around you during autumn?	Explore the natural world around them, observing and talking about different weather. Unit Overview: - Have you visited anywhere recently? - What did you notice about the place that you visited? - Can you use photographs, books and maps to explore identified countries? - Do you know any countries from around the world? - Can you talk about where you live? - Can you explore the local environment using maps? - What features of school can you identify using Google maps? - What methods of travel are there and what do you use?	Explore the natural world around them, observing and talking about different weather. Unit Overview: What are your experiences of the weather? (See Science curriculum for cross curricular links - using senses to explore the local environment).
Reception	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. 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 seasons and changing states of matter. Unit Overview: How do seasons influence animal behaviour?	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. 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 seasons and changing states of matter. Unit Overview: - How can you travel to different parts of the UK and to different countries? What are the different methods of transport? - Can you use a map to identify where you live in the UK and on a world map? - Can you identify London on a map and describe some of its features, e.g., Big Ben, The Tower of London etc?	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. 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 seasons and changing states of matter. Unit Overview: - Can you explore the natural world around you and talk about what you can hear, see and feel when you are outside? - Do you understand seasonal changes based on your learning throughout the year as the seasons have changed? - How can you care for the natural environment, e.g. through recycling?

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		• Can you recognise that some environments are different to others? • Can you use books, maps and photographs to identify differences between countryside and towns/cities? • Can you make your own map? • Can you locate known countries using a map? • How do seasons influence animal behaviour?	
The Early Learning Goals (ELG) for knowledge and understanding of the world, aims to ensure that all pupils: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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 seasons and changing states of matter.			

Key Stage 1 (KSI)			
	Autumn	Spring	Summer
	Where do you call home?	What if we lived in London?	Is it always cold in the South Pole?
Year 1	Retrieval Opportunity Where do they live?	Retrieval Opportunity Where do they live?	Retrieval Opportunity Where do they live? Name countries in the UK Name the capital city – London Identify the seasons and weather – Science link
	This is a shorter unit as a mini local study has previously been completed (history and geography skills combined) FOCUS – Geographical skills and fieldwork (Features of a map) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.	FOCUS – Locational knowledge (Comparison between UK towns and cities) Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	FOCUS – Human and physical geography (Hot and cold countries) Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Unit Overview Week 1 – Where and what is the South Pole like? Week 2 – Where and what is the equator?? Week 3 – Is the weather the same all over the world?

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	Unit Overview Week 1 – Why do we use maps and what would a map of our classroom look like? Week 2 – What would a map of our playground look like? LOTC – work in the playground Week 3 – What would a map of our school grounds look like? LOTC – walk around the school and grounds Week 4 – Where do you call home? (using local maps) Geographical sources Aerial maps, maps of the local area, images of the school,	Unit Overview Week 1 – What are the countries of the United Kingdom? Week 2 – Can you name the capital cities of the UK? Week 3 – Where do we belong? Is it a city or town? Week 4 – What are the features of London city? Week 5 – What are the similarities and differences between London city and Cradley Heath town? Week 6 – What if we lived in London? Geographical sources Aerial maps/maps of our town and a city, images of features in a town and city, town and city fact files, compasses	Week 4 – What is the weather like in the South Pole and the UK? Week 5 – Are animals the same in the South pole and the UK? Week 6 – Is it always cold in the South Pole? Geographical sources Aerial maps/maps, globes, weather reports, country fact files, online pictures/videos,
	What is the Black Country?	What ocean do we sit on?	What if we lived in India?
	Retrieval Opportunity Where do they live? Name the countries in the UK Name the capital city – London Identify human and physical Features of a map	Retrieval Opportunity Name the countries in the UK Name the capital city – London Identify the seasons and weather – Science link Locate the equator on a map Identify compass points	Retrieval Opportunity Name the countries in the UK Name the capital city – London Name the continents of the world Name the 5 oceans Locate the equator on a map
Year 2	FOCUS – Geographical skills and fieldwork (A local study of Cradley Heath) Use world maps, atlases and globes to identify the United Kingdom and its countries, Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map Unit Overview Week 1 – Where is the United Kingdom and what country do I live in? Week 2 – What is the difference between human and physical features? Week 3 – What physical features are around my local area? Week 4 – What human features are around my local area? LOTC – walk in the local area	FOCUS – Locational knowledge (Continents and oceans) Name and locate the world's 7 continents and 5 oceans Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Unit Overview Week 1 – Where is the UK, what is the capital city and what are the oceans that surround it? Week 2 – What are the 5 oceans? Week 3 – What are the continents of the world? Week 4 – What are the key characteristics of the continents? Week 5 – What is the climate in each continent? Week 6 – Which continent and ocean do we sit in? Geographical sources Maps, globe, compass, Arial view photographs, atlas.	FOCUS – Place knowledge (Comparison between UK and India) Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Unit Overview Week 1 – Where is the UK and India; which continent do they lie in? Week 2 – Is the climate the same in both countries? Week 3 – How is the food similar and different? Week 4 – What languages are spoken in the countries? (MFL opportunity) Week 5 – What are the big differences and similarities between the two countries?

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Week 5 – What are compass points and how do they link to map work? LOTC – walk in the local area Week 6 – What is the black country and what are its features? <u>Geographical sources</u> Compasses, ordnance map, satellite map, aerial map, atlases, globes.	Week 6 – What if we lived in India? <u>Geographical sources</u> Maps, globe, compass, Aerial view photographs, atlas.
<u>The National Curriculum for geography aims to ensure that all pupils:</u> - Develop knowledge about the world, the United Kingdom and their locality - Understand basic subject-specific vocabulary related to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	

Lower Key Stage 2 (LKS2)			
	Autumn	Spring	Summer
Year 3	Come fly with me!! What countries can we visit in Europe?	Ain't no mountain high enough! Are mountains high and rivers deep?	Location, location, location! Where would you settle?
	<u>Retrieval Opportunity</u> Name the countries in the UK Name the capital city – London Name the continents of the world Name the 5 oceans Identify compass points Name and identify human and physical features on a map	<u>Retrieval Opportunity</u> Name the continents of the world Name the countries of the UK.	<u>Retrieval Opportunity</u> Name the continents of the world Name and identify human and physical features on a map
	<u>FOCUS – Locational knowledge (Europe)</u> Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <u>Unit Overview</u> Week 1 – What countries are in Europe and where are we? Week 2 – What information can we find out about Spain? Week 3 – What information can we find out about Italy? Week 4 – What information can we find out about Germany?	<u>FOCUS – Place knowledge / Human and physical geography (Mountain and Rivers)</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. Key topographical features (including hills, mountains and rivers), and land-use patterns; and understand how some of these aspects have changed over time <u>Unit Overview</u> Week 1 – How does a river start and where does it end?	<u>FOCUS – Human and physical geography (Settlements)</u> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Unit Overview</u> Week 1 – What did early settlers need? Week 2 – Where would you settle? Week 3 – What's in a settlement name? Week 4 – How is land used in settlements?

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	Week 5 - What information can we find out about France? Week 6 - What information can you find out about a European country of your own choice? (Or UK?) Week 7 - Come fly with us! What countries have we visited in Europe? Presentation focus to parents to share knowledge <u>Geographical sources</u> atlases, globes, websites, maps	Week 2 - How does the water cycle play an important role in the journey of a river? LOTC- draw water cycle on playground. Week 3 -Where does the River start, what is its journey and where does it end? Week 4 - What is life like for people in one of the tallest mountain regions of the world - The Himalayas? Week 5 - How are mountains formed? Week 6 - What are the features of a mountain range? Week 7 - Are mountains high and rivers long? <u>Geographical sources</u> atlases, globes, websites, maps, photographs	LOTC- draw settlement on the playground. Week 5 - How are settlements linked? Week 6 - Where do you think is the best place to settle? <u>Geographical sources</u> atlases, globes, websites, maps, photographs
Year 4	Are all deserts hot?	What makes the Earth angry?	Where in the world are we?
	Retrieval Opportunity Name the continents of the world Name the 5 oceans Identify compass points Name and identify human and physical features on a map Locate the equator on a map	Retrieval Opportunity Name the continents of the world Name the 5 oceans	Retrieval Opportunity Name the continents of the world Name the 5 oceans Identify compass points Name and identify human and physical features on a map
	FOCUS: Locational knowledge (Deserts) Label the Tropic of Cancer and the Tropic of Capricorn. Explain why places are like they are and can point them out on a map. <u>Unit Overview</u> Week 1- Can you share your prior knowledge about deserts? Week 2- Where are deserts located in the world? (Where are the tropics of Capricorn and Cancer?) Week 3 -Are all deserts hot? Week 4- What features and formations might you find in a desert? Week 5- How are deserts used by humans? Week 6- Are any deserts habitable and who can be found there? Week 7- What is desertification and how does it affect our planet? <u>Geographical sources</u> atlases, globes, websites, maps, photographs	FOCUS: Human and physical geography (Volcanoes and Earthquakes) Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Explain why places are like they are and can point them out on a map. <u>Unit Overview</u> Week 1- What is the Earth made up of? Week 2- Where can volcanoes be found and what are the different types? Week 3- What is inside a volcano? Week 4- Why do Earthquakes occur? Week 5- Where can Earthquakes happen and what are the affects? Week 6- How do humans protect themselves from earthquakes? <u>Geographical sources</u> atlases, globes, websites, maps, photographs	FOCUS: Geographical skills and fieldwork (The seven seas) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Annotate a map as evidence of historical activity. Explain why places are like they are and can point them out on a map. <u>Unit Overview</u> Week 1- Where are the continents and which seas surround them? Week 2- How do the oceans help humans? Week 3- How and why do we use a compass? LOTC - Compass work in the playground Week 4- What is an ordinance survey map and how do we use them? Week 5- How is our land and local area different now to many years ago? Week 6- Where in the world are we? <u>Geographical sources</u>

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			atlases, globes, websites, maps, ordinance survey maps
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Upper Key Stage 2 (UKS2)			
	Autumn	Spring	Summer
	To buy or not to buy?	How could we get around if modern technology? did not exist?	How does climate differ around the world?
Year 5	Retrieval Opportunity Name the continents of the world Name and locate different countries using a map. Name and identify human and physical features on a map Locate the equator on a map	Retrieval Opportunity Name the continents of the world Name the countries in the UK Name the 5 oceans and the seas Identify compass points	Retrieval Opportunity Name the continents of the world Name and locate different countries using a map. Name and identify human and physical features on a map Locate the equator on a map Identify compass points
	FOCUS – Human and physical geography (Fair Trade) Human geography, economic activity including trade links. Understand geographical similarities and differences through the study of human. Physical geography of a region of the United Kingdom Unit Overview Week 1: - Is there a difference between Fairtrade and non-Fairtrade prices? LOTC – trip to local Tesco Week 2: What is trade and who does the UK trade with? Week 3: What is fair trade? Week 4: What is life like for cocoa farmers?	FOCUS – Geographical skills and field work (Marvellous Maps) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Geography. 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. Unit Overview	FOCUS – Place knowledge (Countries of Europe, North and South America) Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Locate the world's countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions Unit Overview Week 1: What does climate mean and look like in the UK?

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	Week 5: What are the benefits of Fairtrade? Week 6: Which companies support Fairtrade? Week 7: Do Fairtrade products taste different to non-Fairtrade products? – Chn to taste to see if they will buy Fairtrade of non-Fairtrade. <u>Geographical Evidence</u> World map, video of cocoa farmers at work	Week 1: -How do I use an atlas? Week 2: What do these map symbols mean? Week 3: What are the 8 points on a compass? Week 4: How do I use a compass? LOTC – compass work in the playground Week 5: How do I use a 4-figure grid reference? Week 6: Can I plan a journey? <u>Geographical Evidence</u> Atlas, ordinance maps, compasses, 4-grid reference maps	Week 2: Where in the world are the different countries in Europe, North and South America? Week 3: What does the climate look like in different regions of Europe? Week 4: What does the climate look like in different regions of North America? Week 5: What does the climate look like in different regions of South America? Week 6: How does climate differ around the world? <u>Geographical Evidence</u> Atlas, world map, climate graphs (e.g. weather reports, average rainfall, average temperature), example informational leaflets.
	Where is it? Retrieval Opportunity Name the continents of the world Name and locate different countries using a map. Name the 5 oceans and the seas Identify compass points – 8 points Name and identify human and physical features on a map	Should we throw it? Retrieval Opportunity Identify compass points – 8 points Name and identify human and physical features on a map Recycling – Science materials link	Where shall we flow? Retrieval Opportunity Name and locate different countries using a map. Identify compass points – 8 points Name and identify human and physical features on a map Water cycle – science link
Year 6	<u>FOCUS</u> – Locational knowledge (around the world) Name and locate cities of the United Kingdom and America. Describe and understand key aspects of: physical geography, including: climate zones. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Describe and understand key aspects of: physical geography, including: climate zones. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <u>Unit Overview</u> Week 1 – What and where are the capital cities of a range of countries? Week 2 – What and where are the countries and cities in Europe and America? Week 3 – What are climate zones? Week 4 – How can we create a weather report for a chosen country?	<u>FOCUS</u> – Human and physical geography (recycling) Human geography, including: distribution of natural resources including energy, food, minerals and water <u>Unit Overview</u> Week 1 – How and what can we recycle efficiently? Week 2 – What is the importance of recycling? Week 3 – What is renewable energy? Week 4 – What is water conservation? Week 5 – What is plastic pollution and should we throw it away? <u>Geographical Evidence</u> World map, atlas, photos, newspaper reports, digital maps	<u>FOCUS</u> – Geographical skills and fieldwork – (Rivers) Describe and understand key aspects of: physical geography, including: rivers. 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <u>Unit Overview</u> Week 1 – What are the physical features of a river? LOTC – River chalk art Week 2 – Where are the different rivers in the world? Week 3 – How has land use changed over time? Week 4 – What is latitude and longitude? Week 5 – How can we observe and record physical geographical features? <u>Geographical Evidence</u> World map, atlas, globe, digital maps, past and present maps, river data

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Week 5 – How different are environmental regions / landscapes in South America – Brasilia? Week 6 – How can we compare a region in the UK to an aspect of North America? Week 7 – What are six figure grid references? Week 8 – Can you guess my country? – LOTC - Fashion Show <u>Geographical Evidence</u> World map, atlas, globe, weather data		
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LOTC – Learning Outside the Classroom

Subject Content Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Geographical skills and field work	Geographical skills and field work	Locational knowledge	Locational knowledge	Human and physical geography	Locational knowledge

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Spring Term	Locational knowledge	Locational knowledge	Place knowledge and Human and physical geography	Human and physical geography	Geographical skills and field work	Human and physical geography
Summer Term	Human and physical geography	Place knowledge	Human and physical geography	Geographical skills and field work	Place knowledge	Geographical skills and field work

Skill / Knowledge coverage

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical sources – maps, diagrams, aerial photographs, Geographical Information Systems (GIS)	Maps of local area – Old Hill and UK Aerial photographs	Maps of wider local area – Cradley Heath and world Aerial photographs	World Maps and globes	Maps and globes Ordnance survey maps	Maps and globes Ordnance survey maps.	Digital computer mapping Weather reports
Compass points and direction		Compass points on a map – 4 points			Compass points – 8 points	Six figure grid references
Significant places	Old Hill (Significant to pupils)	Cradley Heath (Significant to pupils)	Himalayas River Severn	Tropic of Cancer Tropic of Capricorn		
Countries / continents / Seas studied	UK	India Continents and oceans	European countries – Spain, Italy, Germany, France	Seas	European and America	European and America (Brasilia)
Physical geography	Weather in South Pole and UK		Mountains and rivers	Deserts	Volcanoes and earthquakes	Rivers
Human Geography	Cities and towns in UK	Cradley Heath town	Settlements		Fair trade	Recycling