

Geography Overview

	Autumn term	Spring term		Summer term		
EYFS	Understanding the World (People, Culture & Communities)					
	Where in the world? Describe immediate environments and where we live.	The Arctic Recognise some similarities and differences between life in this country and life in other countries	Real life superheroes! Talk about the lives of other people and different roles in society	Maps Draw information from a simple map	Food around the world Recognise some similarities and differences between life in this country and in other countries	The Environment Have some ideas about how to look after our planet.
Links	Literacy: Everywhere bear at home (Spr 2)	Science: Changing state of matter (Aut 2)	PSHE: Respecting similarities and differences (Sum 1)	Literacy: Story maps 'Everywhere Bear' (Spr 2) Maths: Explore mapping, direction and position (Sum 2)	PSHE: Respecting similarities and differences (Sum 1) Science: Growing plants/veg. Healthy eating (Sum1&2)	Maths: Explore mapping, direction and position (Sum 2) Literacy: Drawing and labelling maps (Sum 2)
Year 1	Countries and capital cities of the United Kingdom		Continents & Oceans	Hot & Cold Locations	Mapping & Fieldwork	
	Location, Order, Environment, Culture, Time, Pattern		Location, Order, Environment, Culture, Time, Pattern	Location, Environment, Patterns	Location, Order, Connection	
	<ul style="list-style-type: none"> - Know the countries of the United Kingdom -Know the capital cities of the four countries of the United Kingdom -Know the seas surrounding the United Kingdom 		<ul style="list-style-type: none"> -Know the 7 continents of the world -Know the 5 oceans of the world -Know where the 7 continents of the world and 5 oceans 	<ul style="list-style-type: none"> -Know where the equator is. -Know where is hot and cold on the Earth -Know where the North and South Poles -Know what the North and South Poles are like -Know where I can find hot countries -Know where the hot and cold areas of the world are 	<ul style="list-style-type: none"> -Know what a map is -Know how to make an imaginary map -Know how to show what a place is like -Know how to make a map real 	
Year 1 Curriculum links	RE: Easter, Celebrations, Welcoming a King (Spr 2)		Maths: Position and direction (Sum 2) Music: Use voice expressively to sing songs (Continent/ocean song)	Art: 3D – Introduction to Clay – Kenojuak Ashevak (Sum 2) Science: Seasons (Aut 2)	Maths: Position and direction (Sum 2) Core Book: Where the wild things are	
Year 2	Study human and physical geography of a small area of United Kingdom, and of a contrasting non-european country		Yanomami – Study human and physical geography of a small area of United Kingdom, and of a contrasting non-european country		Study human and physical geography in the local area	Study fieldwork and map skills
	Location, Order, Connection <ul style="list-style-type: none"> -Know where London is and what it is like -Know where the county of Kenya is -Know the human and physical features of Kenya -Know where Nairobi is and what it is like -Know how London and Nairobi are similar and different 		Location, Environment, Culture, Connection <ul style="list-style-type: none"> -Know where the rainforests are -Know what the rainforests are like -Know how the Yanomami people live -Know the difference between my location and the Yanomami 		Location, Environment, Pattern, Similar <ul style="list-style-type: none"> -Know what human features are -Know what physical features are -Know what features our local area has 	<ul style="list-style-type: none"> -Know how to describe places -Know what physical features this place has -Know what human features this place has -Know how we can show what a place is like (map key) -Know how we can show what a place is like (sketch map) -Know how the scale of a map tells us what the area around school is like
Year 2 Curriculum links	History: The Great Fire of London (Aut 1)		Art: 3D (Sum 1)		History: Furness Abbey (Spr) Maths: Position and direction	PE: OAA (Aut 1) History: Furness Abbey (Spr) Maths: Position and direction
Year 3	Fieldwork and Map Skills – Physical and Human Geography		Counties & Regions of the UK		OS Map skills and Fieldwork	
	Location, Scale, Proximity		Location, Culture, Interdependence Location, Connection, Process		Location, Order, Environment, Region, Landscape	
			Locational knowledge		-Know what an ordnance map is	

	<ul style="list-style-type: none"> -Know the 8 points of a compass -Know where the humas and physical features are local in a local place -Know what physical features can be identified in the United Kingdom 	<ul style="list-style-type: none"> -Know countries and capital cities -Know what the cities and countries in the UK -Know what the physical and human landmarks of England and Scotland - Know what the physical and human landmarks of Wales and Northan Ireland -Know the topological patterns of the UK <p>Know how to summarise, present and explain regions, countries, cities and landmarks of the UK</p>	<ul style="list-style-type: none"> -Know how the scale changes the way we describe a place -Know what the area is like just beyond the school -Know what the area is like beyond our region 	
Year 3 Curriculum links	History: The Stone Age (Settlements) Aut 2	History: Stone Age (How Britain was formed) Aut 2 Science: Rocks (Volcanoes) Aut 2 Reading comprehension: The UK (Spr 2) DT: Constructing a castle (Spr 1) English: Biography (Beatrix Potter Spr 2) DR: Cooking and nutrition (Seasonal eating Spr 1)	PE: OAA Sum 2 Maths: Position and direction (Shape Sum 2) RE: Santana Dharma Pilgrimage (Sum)	
Year 4	Water Cycle	Latitude & Longitude	Map Skills Environmental regions of Europe, Russia, North and South America	Rivers
	Environment, Connection, Interaction, Landscape, Process, Cycle	Location, Position, Diversity, Time	Location, Scale, Proximity	Environment, Connection, Interaction, Landscape, Process, Cycle
	<ul style="list-style-type: none"> -Know the water cycle Know how the water cycle works -Know what affects the water cycle 	<ul style="list-style-type: none"> -Know what lines of latitude are -Know what lines of longitude are -Know how the lines of latitude and longitude tell us what the location is like -Know how to find exact locations around the world -Know about time zones and how they affect us -Know how day and night occurs -Know how to locate Greece and Egypt 	<ul style="list-style-type: none"> -Know what environmental regions are -Know what the major environment regions are in Europe - Know what the major environment regions are in Russia - Know what the major environment regions are in North America - Know what the major environment regions are in South America -Know how to apply and show what I have learnt 	<ul style="list-style-type: none"> -Know the features of a river -Know our local river -Know what features they can see -Know where it came from and where it flows
Year 4 Curriculum links	Reading Comprehension: The Water Cycle (Aut 2) Science: States of Matter (Aut 2) Animals including Humans (pollution) (Spr 2)	Reading Comprehension: Longitude & Latitude (Spr 1)	Reading Comprehension: Country Study: Russia (Sum 1) Geography: Longitude & Latitude (Spr)	Reading Comprehension: Rivers of the World (Sum 2) Music: Changes in Pitch, Tempo & Dynamics (Sum 2) Visitor- South Cumbria river trust
Year 5	Study the location of countries of the world, including biomes and environmental regions 1	Study the location of countries of the world, including biomes and environmental regions 2	Map skills- Four and six figure grid references	Ordnance Survey (OS) map skills and fieldwork
	Location, Connection, Economic, Order, Pattern, Remoteness	Location, Interdependence, Pattern, Environment, Settlement, Economic	Location, Absolute position, Scale, Settlement	Location, Absolute position, Scale, Settlement
	<ul style="list-style-type: none"> -Know where to find some of the major countries of the world -Know where to find some of the major cities of the world -Know what a biome is -Know how biomes change across the world 	<ul style="list-style-type: none"> -Know the human characteristics that define Europe and North/South America - Know the physical characteristics that define Europe and North/South America 	<ul style="list-style-type: none"> -Know why we need longitude and latitude -Know what 4 and 6 figure grid references are and how we use them -Know how to precisely describe locations, landmarks and places as a geographer 	<ul style="list-style-type: none"> -Know what OS maps are and how we use them --Know what 4 and 6 figure grid references are -Know what contour line are -Know what the land looks like in my local area -Know what the land looks like in a contrasting locality -
Year 5 Curriculum links	Science: Living things and their Habitats (Aut 1) French: Le monde (Countries surrounding France) (Sum) Maths: Negative numbers (Temperature)	Reading Comprehension: Mountains of the World (Spr 1) Maths: Populations	P.E: OAA (Sum 2) Maths: Latitude and Longitude (degrees) Maths: Locate grid references	Visits: Waterpark Residential (Sum 1) Fieldtrip: Use OS maps of local area to navigate their way around Holbeck Reading Comprehension: OS Maps (Sum 2) French: Le monde (points of a compass) (Sum)
Year 6	Study and compare places: region in the UK, Europe and North America	Study Physical processes: earthquakes, mountains and volcanoes	Orienteering	Human and physical geography: economic, settlement and trade links

	Location, Connection, Economic, Order, Pattern, Remoteness	Time, Location, Process, Connection, Environment, System	Location, Proximity, Scale, Connection, Pattern	Location, Proximity, Landscape, Interdependence, Lived space
	<ul style="list-style-type: none"> -Know where the Lake District is and what it is like -Know how the Lake District was formed -Know where the Tatra mountains are found -Know what the Tatra mountains are like -Know about the Caribbean and Jamaica are like -Know what the terrain in the Caribbean and Jamaica are like --Know what is similar/different between the Lake District, Tatra mountains and the Caribbean 	<ul style="list-style-type: none"> -Know what makes up the layers of planet Earth -Know what tectonic plates are and where we find them -Know how tectonic plates move and what happens -Know what causes an earthquake and what's the effect -Know how mountains are formed -Know how volcanoes work 	<ul style="list-style-type: none"> -Know 4 and 6 figure grid references are and how we use them -Know what orienteering is and how I orienteer a map -Know how to navigate a simple indoor course using controls -Know how to navigate multiple courses using controls -Know how to plan and set up an orienteering course 	<ul style="list-style-type: none"> -Know what settlements are and where they are found -Know if settlements have a pattern -Know if people, their movement, and economic activity have pattern
Year 6 Curriculum links	Reading Comprehension: Mountains - Touching The Void (Spr 1)	Reading Comprehension: Island of Fire (Spr 1) Mountains - Touching the Void (Spr 1) Visit: Lake District Field Trip (Aut 1)	Maths: Coordinates PE: Outdoor & Adventurous Activity – Map Reading, Directions French: Le Monde – Maps & Compass Points	Reading Comprehension: The Tower of London Visits: London Residential Trip

Key: Disciplinary Knowledge

This is the use of knowledge and how children become a little more expert as a geographer by Thinking Geographically.

DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER				
Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)

Substantive Knowledge - this is the subject knowledge and explicit vocabulary used to learn about the content.

SUBSTANTIVE CONCEPTS IN GEOGRAPHY (the big ideas, and the golden threads, that run through a coherent and cohesive geography curriculum)			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
The place where a particular point or object exists. Locational knowledge is the foundation upon which geographical understanding is built. It may be gleaned from the information in maps and globes. It is important for students to have locational knowledge so that they have a firm grounding in the basics of local, national and world geography.	The emphasis in place knowledge should be on exploring localities, developing an understanding of place as a locale and its links with other places, appreciating what a sense of place might include. Understanding the geographical similarities and differences through the study of human and physical geography.	Physical geography looks at the natural processes of the Earth, such as climate and plate tectonics. Human geography looks at the impact and behaviour of people and how they relate to the physical world.	Geographic skills provide the necessary tools and techniques for us to think geographically. They are central to geography's distinctive approach to understanding Earth's physical and human patterns and processes. Geography fieldwork is very much 'hands on'; when students are involved in fieldwork enquiries they are collecting primary data; formulating questions to investigate; seeking answers to their questions; and communicating their findings.

Geographical Analysis is developed through selecting, organising and integrating knowledge through reasoning and making sense of the content in response to structured questions and well-designed tasks that cause children to think hard as geographers.

KS1 - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

KS2 - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.