



Geography Overview 2022-23

	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2
Year 1	Me and my world			On the farm		Oh I do like to be beside the Seaside
Year 2			Beyond England			
Year 3	Location, Location, Location		Angry Earth			Nobile Nile
Year 4	Beneath the Canopy				Eurovision	
Year 5			Raging Rivers	Viva Espana		
Year 6				Raging Rivers	Don't Cry for me Argentina	



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Curriculum Coverage and Progression

Year 1	Me and My World & Oh I do like to be beside the Seaside <u>Geography Focus/NC Programme of Study:</u> Pupils should develop knowledge the United Kingdom and their locality. Locational knowledge -name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Human and physical geography use basic geographical vocab to refer to: -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork ---use world maps, atlases and globes to identify the United Kingdom and its countries ---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. <u>New Vocabulary:</u> beach, cliff, coast, rockpool, tide, island, sea, river, soil, vegetation, season, weather, city, town, farm, house, port, harbour, school, shop, country, United Kingdom, England, Northern Ireland, Scotland, Wales, map, map symbol, road, street, urban, rural, train, railway Crucial Curriculum Content: By the end of this unit, pupils will:	On the Farm <u>Geography Focus/NC Programme of Study:</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <u>Locational Knowledge:</u> -can name, place and identify characteristics of United Kingdom <u>Place Knowledge:</u> -can 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 <u>Human and Physical Knowledge:</u> -can use basic geographical vocabulary to refer to human features including city, town, village, factory, farm, house, office, port, harbour and shop <u>Geographical skills and fieldwork:</u> -can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map -can 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 <u>Key Vocabulary:</u> Tree, grass, hill, river, farm, countryside, field, Urban, rural, human and physical features, forest, valley, village, town, crops, season, weather, stream directional language e.g. near and far; left and right livestock, hedge, Crucial Curriculum Content: By the end of this unit, pupils will:
Year 2	What is beyond England? <u>Geography Focus/NC Programme of Study:</u> Pupils should develop knowledge about the world. 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. <u>Locational knowledge</u> -name and locate the world's 7 continents and 5 oceans <u>Geographical skills and fieldwork</u> -use world maps, atlases and globes to find the worlds countries, continents and oceans. <u>Place knowledge</u> -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 <u>Human and physical geography</u> use basic geographical vocabulary to refer to key human features, including: city, town, village, farm, house, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles <u>New Vocabulary:</u> Forest, hill, mountain, valley, ocean, office, factory, village, north, south, east, west, near, far, left, right, equator, north pole, south pole, continent, atlas, globe, landmark, hot, cold, desert, humid, hemisphere, camouflage, European, African, climate, drought, mud huts, key, aerial photograph Crucial Curriculum Content: By the end of this unit, pupils will:	



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Year 3	Location, Location, Location	Angry Earth	Nobile Nile
	<p><u>Geography Focus/NC Programme of Study:</u> United Kingdom – a study of our position within the UK and the similarities and differences between the countries which make up the UK</p> <p><u>Locational Knowledge:</u> -Identify where counties are within the UK and the key topographical features -Name and locate cities of the UK</p> <p><u>Place Knowledge:</u> -Recognise there are similarities and differences between places -Develop an awareness of how places relate to each other</p> <p><u>Human and Physical Knowledge:</u> -Identify physical and human features of locality -Explain about weather conditions / patterns around the UK and parts of Europe</p> <p><u>Geographical skills and fieldwork:</u> -Make comparisons between locations using aerial photos/pictures e.g. population, temperature etc -Use and interpret maps, globes, atlases and digital /computer mapping to locate countries and key features -Use four figure grid reference -Use the 8 points of a compass -Make plans and maps using symbols and keys</p> <p><u>New Vocabulary:</u> Europe, grid reference, satellite image, features, local area, physical and human features, rural, urban, terrain, 8-point compass, climate, mountain, factory, office, harbour, port, valley, key</p> <p>Crucial Curriculum Content: By the end of this unit, pupils will: - Name and locate the British Isles and some of the surrounding European countries - Understand how 4 figure grid references and compass points are used to read a map - Know some of the human and physical features of their local area</p>	<p><u>Geography Focus/NC Programme of Study:</u> A study of our position beyond the UK and Europe, North and South America including the locations and characteristics of a range of the world's most significant human and physical features.</p> <p><u>Locational Knowledge:</u> -Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (NC)</p> <p><u>Place Knowledge:</u> -Understand geographical similarities and differences through the study of human and physical geography -Develop an awareness of how places relate to each other</p> <p><u>Human and Physical Knowledge:</u> -Identify physical and human features of the locality</p> <p><u>Geographical skills and fieldwork:</u> -Use and interpret maps, globes, atlases and digital mapping to find countries and key features -Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures -Recognise that different people have different views about an issue and begin to understand some of the reasons why -Use basic geographical vocabulary such as cliff, ocean, valley, soil, mountain, port, harbour, factory, office</p> <p><u>New Vocabulary:</u> Volcanic eruption, earthquake, seismograph, Richter scale, Earth's crust, lava, magma, natural disasters, zone, magma chamber, vents, pressure, mantle, inner core, outer core, ring of fire, Tectonic plates, plate boundaries</p> <p><u>Crucial Curriculum Content</u> By the end of this unit, pupils will know: · The features of a volcano · Where volcanoes and earthquakes occur · Why volcanoes and earthquakes occur</p>	<p><u>Geography Focus/NC Programme of Study:</u> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America (including Africa). This will include the location and characteristics of a range of the world's most significant human and physical features</p> <p><u>Place Knowledge:</u> -Recognise there are similarities and differences between places -Develop an awareness of how places relate to each other</p> <p><u>Locational Knowledge:</u> -Identify where countries are within the UK and the key topographical features (comparing The River Nile to The River Thames)</p> <p><u>Human and Physical Knowledge:</u> Identify physical and human features of locality</p> <p><u>Geographical skills and fieldwork:</u> -Ask and answer to geographical questions -Make comparisons between locations using aerial photos/pictures e.g., population, temperature etc -Use and interpret maps, globes, atlases and digital /computer mapping to locate countries and key features -Understand and use a widening range of geographical terms e.g., specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle -Make more detailed fieldwork sketches/diagrams</p> <p><u>New Vocabulary:</u> erosion, Africa, Egypt, Mediterranean Sea, length, branches, flows, fresh water, channel, meander, floodplain, settlement, akhet</p> <p><u>Crucial Curriculum Content:</u> By the end of this unit, pupils will: · Know that the River Nile passes through 11 countries · Understand why the River Nile was important in Ancient Egypt and still is in Egypt today · Describe some of the changes that have happened to the River Nile over time including flooding · Know the similarities and differences between the River Nile and the River Thames</p>



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Year 4	Beneath the Canopy	Eurovision
	<p><u>Geography Focus/NC Programme of Study:</u> Rainforests - Children will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p><u>Locational Knowledge:</u> -Locate the world's countries, using maps to focus on Europe (including the location of Russia), North, and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -Identify the position and significance of latitude, longitude, 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> <p><u>Place Knowledge:</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, and a region within North or South America</p> <p><u>Human and Physical Knowledge:</u> -Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -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</p> <p><u>Geographical skills and fieldwork:</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>New Vocabulary:</u> Grid reference, satellite image, distance, local area, physical and human features, biomes , rural, urban, terrain, Equator, tropics of cancer, tropics of Capricorn, weather, rainforests, temperate, tropical, deforestation, ecological, ecosystem, indigenous tribes,</p> <p><u>Crucial Curriculum Content</u> By the end of this unit of work all pupils will know: - That tropical rainforests are located between the tropics of Cancer and Capricorn - The key characteristics of a tropical rainforest, including some human and physical features - The location of the Amazon rainforest, plus facts about animals and their habitats within the rainforest - Some of the main causes of deforestation and the impact deforestation is having on the rainforest and the wider world</p>	<p><u>Geography Focus/NC Programme of Study:</u> Europe - a study of our position within the UK and more widely, in Europe and the similarities and differences between major European cities</p> <p><u>Locational Knowledge:</u> -Identify where countries are within Europe, including Russia -Demonstrate knowledge of features about places around him/her and beyond the UK -Recognise the shape of different continents (focus on Europe)</p> <p><u>Place Knowledge:</u> -Know about the wider context of places - region, country -Understand why there are similarities and differences between places</p> <p><u>Human and Physical Knowledge:</u> -Explain about weather condition/patterns around the UK and parts of Europe -Identify the physical and human features of the locality -explain why people might be attracted to live in cities</p> <p><u>Geographical skills and fieldwork:</u> -measure straight line distances using the right scale -explore features on OS maps using 4/6 figure grid references -Understand and use a widening range of geographical terms e.g. specific topic vocab such as valley, erosion, transportation etc</p> <p><u>New Vocabulary:</u> Grid reference, satellite image, distance, Europe, eastings and northings, features, local area, physical and human features, , rural, urban, terrain</p> <p><u>Crucial Curriculum Content</u> By the end of the unit of work, all pupils will: - I identify the continent of Europe on a world map: name and identify some countries within Europe: - Know some physical and human features of key European capital cities - Be able to identify some similarities and differences between the capital cities they have studied, including why some people might want to live in these cities.</p>



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Year 5	Viva Espania	Raging Rivers
<p><u>Geography Focus/NC Programme of Study:</u></p> <p>Pupils should extend their knowledge and understanding beyond the local area - Europe, This will include the location and characteristics of a range of the world's most significant human and physical features</p> <p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none">- recognise different shapes of countries-show I know about the wider context of places- county, region, country-show I know the location of: capital cities, countries, British Isles, UK, EU countries etc <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none">-explain changes to the world environment <p><u>Human and Physical Knowledge:</u></p> <ul style="list-style-type: none">-understand how humans affect the environment <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none">-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><u>New Vocabulary:</u></p> <p>Map, Europe, Continent,Country, North,south,east,west Province Andalusia Barcelona Valencia Cuisine Tapas Culture La Tomatina San Fermin</p> <p><u>Crucial Curriculum Content:</u></p> <p>By the end of the unit of work, all pupils will:</p>	<p><u>Geography Focus/NC Programme of Study:</u></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America (including Africa). This will include the location and characteristics of a range of the world's most significant human and physical features</p> <p><u>Locational Knowledge:</u></p> <p>I can understand and use a widening range of terms such as climate zones, rivers and the water cycle</p> <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none">-name and locate many of the world's famous rivers in an atlas <p><u>Human and Physical Knowledge:</u></p> <ul style="list-style-type: none">-Understand why people seek to manage and sustain their environment-explain why many cities are located on or close to rivers-explain how rivers erode, transport and deposit materials-understand how humans affect the environment over time-understand why people seek to manage and sustain their environment <p><u>Geographical skills and fieldwork:</u></p> <p>Ask and answer to geographical questions:</p> <ul style="list-style-type: none">-Make comparisons between locations using aerial photos/pictures e.g., population, temperature etc-Use and interpret maps, globes, atlases and digital /computer mapping to locate countries and key features-Understand and use a widening range of geographical terms e.g., specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, watercycle-Make more detailed fieldwork sketches/diagrams <p><u>New Vocabulary:</u></p> <p>Meander, Source, Erosion, Deposition, Mouth, Upper course, Middle course, Lower course, Valley, Waterfall, Flow,</p> <p><u>Crucial Curriculum Content:</u></p> <p>By the end of the unit of work, all pupils will:</p> <p>xxxxxxxxxxxxxxxxxxxxxxxxxxxx</p>	



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<p>Year 6</p>	<p>Raging Rivers</p> <p><u>Geography Focus/NC Programme of Study:</u> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America (including Africa). This will include the location and characteristics of a range of the world's most significant human and physical features</p> <p><u>Locational Knowledge:</u> I can understand and use a widening range of terms such as climate zones, rivers and the water cycle</p> <p><u>Place Knowledge:</u> -name and locate many of the world's famous rivers in an atlas</p> <p><u>Human and Physical Knowledge:</u> -Understand why people seek to manage and sustain their environment -explain why many cities are located on or close to rivers -explain how rivers erode, transport and deposit materials -understand how humans affect the environment over time -understand why people seek to manage and sustain their environment</p> <p><u>Geographical skills and fieldwork:</u> Ask and answer to geographical questions: -Make comparisons between locations using aerial photos/pictures e.g., population, temperature etc -Use and interpret maps, globes, atlases and digital /computer mapping to locate countries and key features -Understand and use a widening range of geographical terms e.g., specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, watercycle -Make more detailed fieldwork sketches/diagrams</p> <p><u>New Vocabulary:</u> Meander, Source, Erosion, Deposition, Mouth, Upper course, Middle course, Lower course, Valley, Waterfall, Flow,</p> <p><u>Crucial Curriculum Content:</u> By the end of the unit of work, all pupils will:</p>	<p>Don't Cry for me Argentina</p> <p><u>Geography Focus/NC Programme of Study:</u> Argentina/South America – a geographical study of the physical and human features of Argentina (and those in surrounding South American countries), in which children compare with those of the United Kingdom</p> <p><u>Locational Knowledge:</u> - identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles - locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - answer questions by using a map - use maps, aerial photographs, plans and e-resources to describe what a locality might be like</p> <p><u>Place Knowledge:</u> - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns: and understand how some of these aspects have changed over time</p> <p><u>Human and Physical Knowledge:</u> - describe how some places are similar and dissimilar in relation to their human and physical features - 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, and a region within North or South America - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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 energy, food, minerals and water. - compare the physical and human features of a region of the UK and a region within South America, identifying similarities and differences</p> <p><u>Geographical skills and fieldwork:</u> - use Ordnance Survey symbols and 6 figure grid references - explain how time zones work and calculate time differences around the world - understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, and trade links</p> <p><u>New Vocabulary:</u> Aconcagua Mountain Andes Mountains Antarctic Circle Arctic Circle Iberá Wetlands Iguazu Falls Monte Fitz Roy latitude longitude</p> <p><u>Crucial Curriculum Content:</u> By the end of the unit of work, all pupils will:</p>
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