

GEOGRAPHY Subject Overview

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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Year 6		<p>UK Depth Study</p> <p>What is the economic activity of the UK and how sustainable is it?</p> <p>Overview In this unit, children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each of them impacts the economy of the UK. Using a range of case studies, children will find out how sustainable different economic activities are in the UK, and the ramifications they have on the environment.</p> <p>Knowledge and Understanding Children will recap learning from previous units and name and locate the counties and cities of the UK and the key human and physical characteristics and key topographical features. Children will look into the human geography of the United Kingdom, including land use and an in-depth investigation into economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Sustainability</p> <p>How can our school reduce its plastic waste?</p> <p>Overview In this unit, children will learn what plastic is and its uses. Children will learn about the problems associated with plastic. Children will investigate ways to reduce plastic waste in school and conduct fieldwork before recording, presenting and evaluating the collected data.</p> <p>Knowledge and Understanding Children will learn about plastic and its origins. Children will explore the uses of plastic and the problems it can create. Children will explore ways of reducing plastic waste at home, at school and in general. Children will conduct fieldwork on school grounds to observe, measure and record how effective their school is at reducing plastic waste and to implement new ideas to improve. Children will then present and evaluate the data gathered using a range of methods, including sketch maps, graphs, and digital technologies.</p> <p>Key Questions</p>
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	<p>Key Questions What are the key geographical features of the UK? What are the main sectors of the UK economy? How sustainable is the primary sector of the UK economy? How does the secondary sector affect economic activity in the UK? How does the tertiary sector affect economic activity in the UK? How sustainable is the economic activity of the United Kingdom?</p> <p>Key concepts Place Scale Environment Interconnection Sustainability</p> <p>Key vocabulary agriculture, automation, distribution, economic activity, energy, environment, generation, global, healthcare, human processes, interaction, interdependent, , minerals, primary, production, resource, secondary, sector, supply, sustainable, tertiary, trade, transportation</p>	<p>What is plastic waste? What can our school do to reduce plastic waste? How can we plan and carry out effective ways to reduce plastic waste in school? How can we record and evaluate the effectiveness of reducing plastic waste in school?</p> <p>Key Concepts Place, Interconnection Environment Sustainability Change</p> <p>Key vocabulary audit, biodegradable, carbon emissions, database, durability, extracted, formulate, fossil fuel, implemented, incinerated, innovative, microplastics, pelletised, putrid, raw materials, refinery, survey, synthetic</p>
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Year 5	<p>Rivers</p> <p>What are the features of my local river?</p> <p>Overview In this unit, children will learn about the features of a river at each course and the specific features that can form. Using the River Welland as a case study, children will study the features of rivers in context. Children will then learn to conduct fieldwork at their local river by gathering, recording, analysing and presenting data.</p> <p>Knowledge and Understanding Children will name and locate their geographical region, identifying physical characteristics and key topographical features, including rivers. Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using various</p>	<p>Country in South America study</p> <p>What are the similarities and differences between my local region and Peru?</p> <p>Overview In this unit, children will recap the key human and physical features of their region in England. Children will discover the different countries and capital cities of South America and then focus on specifically, Peru. Children will learn the human and physical features of Peru including the longitude and latitude, biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle and apply this to their region and Peru.</p> <p>Knowledge and Understanding Children will name and locate the counties and cities of their geographical region within England and their identifying human and physical characteristics and key topographical features. Children will understand geographical similarities and differences through the study of human and physical geography of their region of England and a region within South America. Children will study the physical geography of a region within South America, including: climate zones,</p>	
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	<p>methods, including sketch maps, plans and graphs, and digital technologies. Children will use maps and digital/computer mapping to describe the features studied.</p> <p>Key Questions What are rivers, and how are they formed? What can I learn about rivers from studying the River Welland? How can I collect data from a local river in my region? How will I present and analyse data collected from fieldwork?</p> <p>Key concepts Place Space Scale Environment</p> <p>Key vocabulary</p>	<p>biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Children will study the human geography of a region within South America, including types of settlement and land use. Children will use, longitude and latitude, maps, atlases and globes to locate places and describe features studied.</p> <p>Key Questions What are the key features of the UK and my region? What is the geography of Peru, South America? What is the physical geography of Peru? and how does it compare to my region? What is the human geography in Peru ? and how does it compare to my region?</p> <p>Key concepts Place Space Scale Environment Interconnection</p> <p>Key vocabulary biome, characteristics, desert, earthquake, environment, equator, global, hemisphere, human processes, landmark, land use, latitude, locality, location, longitude, mountains, ocean, significance, soil, time zone,</p>	
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	channel, confluence, course, delta, erosion, estuary, field sketch, floodplain, lower course, meander, middle course, mouth, numerical, observe, OS map, oxbow lake, quantitative, river basin, river course, silt, source, spring, tributaries, upper course, valley	topographical, trade, tropic of Capricorn, tropic of Cancer, variation, vegetation belt, water cycle, weathe	
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<p>Year 4</p>			<p>Italy</p> <p>What are the similarities and differences between my region and Campania, Italy? Including local area study comparing MH to Naples</p> <p>Overview</p> <p>In this unit, children will learn about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe as well as recapping the countries and cities of the UK. Children will specifically focus on Italy and will learn the key human and physical features of the country before focusing on the region of Campania. Children will learn about plate tectonics, earthquakes and volcanoes and will complete two Campania case studies. Children will then use their knowledge to compare their own region in England with Campania and establish similarities and differences between the two.</p> <p>Knowledge and Understanding Children will identify the position and significance of latitude, longitude, the equator, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic</p>	<p>Biomes and ecosystems</p> <p>What trees, plants and animals are in our local ecosystems? (An in-depth study of Welland Park)</p> <p>Overview</p> <p>In this unit, children will learn about the key geographical characteristics of Welland Park They will discover the trees that make up the local ecosystem. Children will explore the human and physical features of the park, including the types of trees, key topographical features and how types of land use has changed over time. Children will use maps and atlases to explore the park while embedding how to use a compass, four-figure grid references, keys and symbols.</p> <p>Knowledge and Understanding Children will use the eight points of a compass, four-figure grid references, symbols and keys, building on their knowledge of Market Harborough and</p>
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		<p>Circles, the Prime/Greenwich Meridian. Children will learn physical geography, including volcanoes and earthquakes and human geography, including types of settlement and land use. Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. Children will learn about the continent of Europe. Concentrating on key physical and human characteristics, the countries and major cities. Children will understand geographical similarities and differences through the study of human and physical geography of a region of England and a region in Europe.</p> <p>Key Questions What are the geographical features of the world? What are the key geographical features of the UK and my region? What is the geography of Europe, Italy and the Campania region? How do earthquakes and volcanic eruptions happen? What are the key physical and human features of Campania, Italy and how do they compare to my region?</p> <p>Key concepts Place Space</p>	<p>Welland Park. They will plan a route and follow it. Children will name and locate the different parts of the park, identifying the different characteristics, and land-use patterns. They will understand how some of these aspects have changed over time. Children will describe and understand the types of trees found in the park and use field identification guides to identify and age the trees. Children will use maps to locate the trees studied.</p> <p>Key Questions Where is Welland Park in relation to the school? What is Welland Park used for and has it's use changed over time? Can I use maps to plan a route from school to Welland Park? Can I identify and age some of the trees in the park? Can I draw a sketch map locating the trees in the park?</p> <p>Key concepts Place Space</p>
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			<p>Scale Environment Interconnection Change</p> <p>Key vocabulary Arctic Circle, characteristics, climate, coast, earthquake, environment, equator, hemisphere, latitude, , longitude, mountains, observational skills, tropic of Capricorn, tropic of Cancer, volcano, weather</p>	<p>Scale Environment Interconnection Change</p> <p>Key Vocabulary aerial photograph, birds-eye view, characteristics, grid references, locality, location, route, satellite view, scale, topographical, tree identification</p>
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Year 3	The United Kingdom What are the key geographical features of the UK, and my region? Overview In this unit, children will learn about the key geographical characteristics of the United Kingdom. They will discover the different countries of the United Kingdom and the regions within England. Children will explore the human and physical features of the UK, including the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases to explore the UK and their local region while learning to use a compass, four-figure grid references, keys and symbols.			Bee conservation How can we make our school environment more bee friendly? Overview In this unit, children will learn how important bees are for humans and the natural world. Children will learn the dangers facing bees and how they can be conserved. Children will observe bees in their natural habitat and carry out improvement works on school grounds to help conserve and protect bees.	Land use, economic activity and travel What facilities are in my local area, and how do people travel there? Overview In this unit, children will learn about the places around them and begin looking for land use patterns. Using a case study of a fictional town to provide context, children will investigate their local area, focusing on its facilities and transport links and how they might be changing. Children will learn different ways of presenting, analysing and evaluating the data collected about their locality
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<p>Knowledge and Understanding Children will 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. They will understand how some of these aspects have changed over time. Children will describe and understand key aspects of physical and human geography in the UK and their region, including types of settlement and trade. Children will use maps and atlases to locate countries and describe features studied. Children will use the eight points of a compass, four-figure grid references, symbols and keys, building their knowledge of the United Kingdom and the wider world.</p>			<p>Knowledge and Understanding</p> <p>Children will re-cap learning about insects focusing on bees specifically. Children will recall what they know about bees and what we learn about bees. Children will understand the key issues affecting bees and look at a case study in the East of England region. Children will understand how we can use our school environment to help bees. Children will plan and carry out effective ways to help conserve bees. Children will record and evaluate the effectiveness of</p>	<p>Knowledge and Understanding</p> <p>Children will re-cap learning from previous units about types of settlements and land use. In this unit, children learn how settlements have changed over time and why original locations were chosen for settlements. Children will examine settlements in their local area, focusing on facilities and transport links and any change over time.</p>
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	<p>Key Questions What are the countries of the UK and the regions of England? What are the key geographical features of the UK? How can I use maps to understand a place? How can I use maps to learn more about the UK? What are the key characteristics of my region?</p> <p>Key concepts Place Space Scale Environment Interconnection Change</p>		<p>bee conservation in school.</p> <p>Key Questions What can we learn about bees? What are the key issues affecting bees? How can our school environment help bees? How can we plan and carry out effective ways to help conserve bees? How can I record and evaluate the effectiveness of bee conservation in my school?</p> <p>Key concepts Place Space Scale Environment Sustainability Interconnection Change</p>	<p>Key Questions What are the types of land use? What are the important features of a settlement, and why do settlers choose specific places? How can I record the facilities that are available in my local area? How can I present and analyse information about local facilities?</p> <p>Key concepts Place Space Scale Environment Interconnection Change</p>
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	<p>Key vocabulary aerial photograph, atlas, characteristics, grid references, human processes, landmark, land use, locality, location, market town, region, scale, topographical,</p>			<p>Key vocabulary analyse, bar chart, biodegrade, blueprint, cardinal points, colony, conservation, conserve, domesticated, evaluate, extinct, food chain, heathland, herbicides, insect, line graph, nectar, pesticides, pollen, pollination, pollinator, reproduction, seedlings, species, tally chart, ultraviolet, venom, x-axis, y-axis</p>	<p>Key vocabulary bar chart, commuters, facilities, hamlet, land use, line graph, population, questionnaire, raw materials, re-urbanisation, rural, semi-rural, settlement, site, suburb, suburban, town, urban, village</p>
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Year 2		<p>My Local Area and place in non European country</p> <p>What are the similarities and differences between my town and Botswana</p> <p>Overview In this unit, children will use atlases and globes to discover about the world, including the seven continents and five oceans, equator and poles. Children will learn the geographical human and physical features of the Kalahari Desert and compare them to the geographical features of their own local area.</p> <p>Knowledge and Understanding Children will use world maps, atlases and globes to learn about the world's seven continents and five oceans. Children will understand geographical similarities and differences through studying the human and physical geography of their local area and the Kalahari Desert. Children will identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Children will use geographical vocabulary to refer to key physical and human features. Children will use simple compass directions and directional language. Children will use aerial photographs to recognise</p>	<p>Investigating weather and climate</p> <p>How can we record and measure weather phenomena?</p> <p>Overview In this unit, children will learn about the differences between weather and climate. Children will learn about basic climate zones and the conditions in cold, hot and temperate climate zones. Children will learn about weather forecasts and the symbols used to display weather conditions. Children will learn about various weather instruments before collecting and recording weather data from the school grounds. Children will analyse the collected data and evaluate the fieldwork they have carried out.</p> <p>Knowledge and Understanding Children will 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. Children will use simple fieldwork and observational skills to study the weather conditions on their school grounds.</p>
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		<p>landmarks, devise simple maps and construct basic symbols in a key.</p> <p>Key Questions Can I use globes and atlases to understand about the world? How can I represent the geographical features of my local area on a map? What are the similarities and differences between my local area and Botswana?</p> <p>Key concepts Place Scale Space Environment Interconnection</p> <p>Key vocabulary atlas, characteristics, city, cliff, climate, coast, continent, country, equator, factory, farm, fieldwork, forest, harbour, hill, house, landmark, locality, location, map, mountain, ocean, office, port, river, sea, season, soil, shop, town, valley, vegetation, village, weather (delete as applicable to the second region)</p>	<p>Key Questions What is the difference between weather and climate? How can we read a weather map? How can we collect weather data? How can we collect and record weather data? How can we analyse our weather data and evaluate our fieldwork? How is the weather different around the world?</p> <p>Key concepts Environment Scale Space Place</p> <p>Key vocabulary</p>
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			atmosphere, climate, climate zone, equator, forecast, key, meteorologist, poles, precipitation, rain gauge, temperature, thermometer, weather, weathervane
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YEAR 1	<p>The world my school Where in the world do I live?</p> <p>Overview In this unit, children will begin learning about space and scale by looking at their classroom location using a planned perspective of the school. Children will then look at the location of their school on their street, including some of the other key human and physical features of the area. Children will explore the location of their town within the United Kingdom and learn about the UK's four countries and capital cities. They will learn about the seasons in the United Kingdom and how they change. Children will then look at where the United Kingdom is in the world.</p> <p>]</p> <p>Knowledge and Understanding Children will name and locate the four countries and capital cities of the United Kingdom.</p>		<p>Our School Grounds Do our school grounds support plant life?</p> <p>Overview In this unit, children explore their school grounds, naming and describing what they see (e.g. different areas: buildings, playgrounds, planters, sensory gardens, field, forest school) and how these areas are used. Children will study data collection methods and choose appropriate methods according to their enquiry.</p> <p>They will use first-hand sensory exploration and observations to investigate the key features of their school grounds. Children will devise simple maps, including map symbols to represent their observations. Children will learn about compasses and the simple use of directional language. Children will reflect upon the data collected to answer how their school grounds support and encourage plant life. Children will present their data to answer their enquiry.</p> <p>Knowledge and Understanding Children will learn to use simple fieldwork and observational skills to answer geographical questions about their school grounds.</p>
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<p>Children will identify the seasonal weather patterns in the United Kingdom and hot and cold areas worldwide Children will learn about human and physical features and use basic geographical vocabulary to describe them.</p> <p>Key Enquiry Questions What is my classroom like? Where is my school on the street? Where is my town in the country? What are the seasons like in the United Kingdom? Where is my country in the world? How is the weather different around the world?</p> <p>Key concepts Place Space Scale Environment</p> <p>Key vocabulary capital, city, climate, country, factory, house, landmark, land use, location,</p>		<p>Children will learn about human and physical features and use basic geographical vocabulary to describe them. Children will learn about how to collect data, present and analyse their findings.</p> <p>Key Enquiry Questions Which features in our school grounds encourage plant life? Where on our school grounds could we encourage plant life? How can we share the locations in our school where we would encourage plant life?</p> <p>Key concepts Place Space Scale Environment</p> <p>Key Vocabulary aerial view, collection methods, data, fieldwork, investigation, location, maps, observations, plant life, position, record, symbols, tally chart</p>
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map, office, river, seasonal, shop, town, trade, village

Our Local Market

What is at our local market? How do people get there?

Overview

In this unit, children explore their local market, naming and describing what they see on the route (e.g. different areas: car parks, roads, buildings) and how these areas are used. Children will study data collection methods and choose appropriate methods according to their enquiry.

They will use first-hand sensory exploration and observations to investigate the key features of their local market and the route there. Children will reflect upon the data collected to answer how people use and enjoy their local market. Children will present their data to answer their enquiry.

Knowledge and Understanding

Children will learn to use simple fieldwork and observational skills to answer

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<p>geographical questions about their local market Children will learn about human and physical features and use basic geographical vocabulary to describe them. Children will learn to collect data and present and analyse their findings.</p> <p>Key Enquiry Questions Where is our local market, and how do people get there? How can we collect data about the key features of our local market? How can we present data about our local market's facilities?</p> <p>Key concepts Place Space Scale Inter-connection</p> <p>Key Vocabulary aerial view, compass, facilities, journey, bar chart, route, symbols, tally chart, market</p>		
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<p>EYFS</p>	<p>Which place do I live? What does it look like? People, culture and communities ELG</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Explore the features of a town. <p>Key Concepts Place Space Environment</p> <p>Key Vocabulary Journey, map, town, village, shop, river, lake, park, trees, buildings, house, above (aerial view), key, features</p>	<p>What is winter like? What is spring like? The Natural World ELG</p> <ul style="list-style-type: none"> • Developing an understanding of the winter season • Developing an understanding of the spring season <p>Key Concepts Place Space Environment Change</p> <p>Key Vocabulary Winter, spring, season, weather</p>	<p>What living things are in my place? How do I look after them? The Natural World ELG</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things <p>Key Concepts Place Space</p> <p>Key Vocabulary Natural, living, non-living, features, life cycle</p>
	<p>What is autumn like? How do I look after the environment? The Natural World ELG</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Begin to understand the need to respect and care for the natural environment and all living things • Developing an understanding of the autumn season <p>Key Concepts Place Space Environment Change</p>	<p>People, culture and communities ELG</p> <ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Key Concepts Place Space</p>	<p>What is summer like? The Natural World ELG</p> <ul style="list-style-type: none"> • Developing an understanding of the summer season <p>Key Concepts Place Space Environment Change</p>
	<p>Key Vocabulary</p>	<p>Key Vocabulary</p>	<p>Key Vocabulary</p>

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	Living, non-living, plant life, humans, buildings, same, different, change, autumn, season, weather	Similarities, differences, climate, weather, environment, country, town	Summer, season, weather
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* I have streamlined the key questions in some units – these will now need breaking down into individual lessons to cover the content an example of which might be as follows:

Yr 6 Sustainability:

What are the key geographical features of the UK?

What are the main sectors of the UK economy

How sustainable is the primary sector of the UK economy?

-How sustainable is agriculture in the UK?

-How sustainable is energy generation in the UK?

-How sustainable is water production in the UK?

How does the secondary sector affect economic activity in the UK?

-How does the global market

affect the economic activity of the UK?

-How does automation affect the economic activity of the UK?

How does the tertiary sector affect economic activity in the UK?

-How sustainable is waste management in the UK?

-How does healthcare affect the economic activity of the UK?

-How does transportation

affect the economic activity of the UK?

How sustainable is the economic activity of the United Kingdom?

-How can we present the information we have gathered to answer the key question: how sustainable is the economic activity of the United Kingdom?

Yr 5 – comparative unit

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What are the key features of the UK and my region? (recap)

What is the geography of the North American continent? (Countries, capital cities, oceans, biomes use longitude and latitude)

What is the USA? (Regions, states, cities, landmarks)

What is the main economic activity of states in the Western United States?

What is the water cycle?

What are rivers? (including comparison case study in the Western United States and their region.)

What are mountains? (including comparison case study in the Western United States and their region.)

What are the biomes and climate zones of the Western United States?

What are the vegetation belts of the Western United States?

What are the volcanoes and earthquake zones of the Western United States?

(Year 4 recap)

What are the key settlements in the Western United States and how do they compare to my region?

What are the similarities and differences between my region and the Western United States?

Yr 4 – Italy

How is the world represented on maps and globes? (longitude etc. inc. continents and oceans)

What are the key features of the UK and my region? (re-cap)

What are Europe's human and physical features, including countries and capital cities?

What are the key geographical features of Italy?

What is plate tectonics? (Look at whole world, but zoom in on the Mediterranean)

What are earthquakes and how do they occur?

What are volcanoes and how do they occur? (Pompeii case study)

What are the key physical features of Campania, Italy and how do they compare to my region?

What are the key settlements (in depth) in Campania, Italy and how do they compare to my region?

How is the land used in Campania, Italy, what are the economic activities and how do they compare to my region?

What are the similarities and differences between my region and Campania, Italy?

Yr 3 – land use

What are the countries of the UK and the regions of England?

What are the settlements of the UK and counties of England?

What are the human features of the UK?

What are the physical features of the UK?

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How can I use compasses, keys and symbols to read a map?
How can I use four- figure grid references to read a map?
What are the key topographical features found in the UK?
How have land use patterns changed over time in the UK?
What are my region's key human and physical features?
Can I create a sketch map of my local area?

Yr 2- comparison

Can I use atlases and globes to discover the continents and oceans of the world?
What is the effect of the equator and the poles on the climate across the world?
(ensure the use of globes and atlases is included in the lesson.)
What are the countries, capital cities and surrounding seas of the UK?
(ensure the use of globes and atlases is included in the lesson.)
Where is my local area and what are the key human and physical features?
Can I create a map of my school using key map features?
(include some simple fieldwork data collection around the school)
(symbols and key, compass)
Can I create a map of my local area using aerial photographs?
(include human and physical features)
Where is ??
(include continents, oceans, capital cities)
(begin a map of ? to be added to over the next 2 lessons)
How do the physical features of ? compare to my local area?
(add to map from previous lesson)
How do the human features of ? compare to my local area?
(add to map from previous lesson)
How can we present the information we have gathered to answer the question 'What are the similarities and differences between my local area and ? ?'