GEOGRAPHY CURRICULUM OVERVIEW		Autumn 2	Spring 2	Summer 2
Robins (Year 1)	Cycle A 2- year Cycle	**Exploring maps**	**Outdoor adventures**	**Around the world**
		What is it like here?	**What is the weather like in the UK?**	**What is it like to live in Shanghai?**
	Learning Journey	1. To locate the school on an aerial photograph. 2. To create a map of the classroom. 3. To locate key features of the playground. 4. To draw a simple map. 5. To investigate how we feel about our playground. 6. To create a design to improve our playground.	1. To locate the four countries of the UK. 2. To identify seasonal changes in the UK. 3. To identify the four compass directions. 4. To investigate daily weather patterns. 5. To identify daily weather patterns in the UK. 6. To understand how the weather changes with each season. 7. To discover how caring for a garden helps plants and animals by planting and looking after seeds.	1. To recognise physical and human features. 2. To draw a sketch map. 3. To name and locate some continents on a world map. 4. To identify physical and human features of a non-European country. 5. To describe what it is like in Shanghai. 6. To compare Shanghai to a small area of the UK.

	NC Link	**Locational knowledge**
		• name and locate the world's 7 continents and 5 oceans
		• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
		Place knowledge
		• 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
		Human and physical geography
		• 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
		• 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
		  • 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, as well as the countries, continents and oceans studied at this key stage
		• 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
		• 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 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		

	Vocabulary	aerial photograph aerial view atlas city country directional language distance features globe improve key land locate location map north place questionnaire sea survey symbol town village	atlas autumn direction east England Europe map north Northern Ireland place Scotland season south spring summer United Kingdom Wales weather west winter	continent country different directional language e.g. near, far, next to, behind, etc. key human feature map physical feature similar symbol
Starlings (Year 2 & 3)	Cycle A 2- year Cycle	**Would you prefer to live in a hot or cold place?**	**Why is our world wonderful?**	**What is it like to live by the coast?**
	Learning Journey	1. To name and locate the seven continents. 2. To locate the North and South Poles. 3. To locate the Equator on a world map. 4. To compare the UK and Kenya. 5. To investigate local weather conditions. 6. To identify key features of hot and cold places.	1. To identify geographical characteristics of the UK. 2. To locate some of the world's most amazing places. 3. To know the names of the five oceans and locate them on a map. 4. To understand how to draw human and physical features on a sketch map. 5. To investigate local habitats and record findings. 6. To understand how to present findings in a bar chart. 7. To identify how travel choices can help protect the environment.	1. To locate the seas and oceans surrounding the UK. 2. To explain what the coast is. 3. To identify the physical features of the coast. 4. To identify human features on the coast. 5. To investigate how people use the local coast. 6. To present findings on how people use the local coast.

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		Human and physical geography
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		  • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
		  • 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, as well as the countries, continents and oceans studied at this key stage
		• 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
		• 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 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		

	Vocabulary	arid climate compass continent country desert Equator globe grasslands human feature ice sheet land locate map mild	aerial photograph capital city continent country data collection fieldwork human feature key lake land landmark locate location map north	arch aquarium bay capital city city cliff coast coastline country data collection fieldwork island harbour human feature location

		ocean pack ice physical feature polar rain gauge rainforest rural savannah sea temperate temperature thermometer tropical urban vegetation	physical feature ocean OS map river sample sea scale symbol tally chart vegetation	locate mudflat ocean physical feature pictogram pier sand dunes sea stack tally chart tourist town village
	Cycle B 2- year Cycle	**Why do people live near volcanoes?**	**Who lives in Antarctica?**	**Are all settlements the same?**
		1. To name and describe the layers of the Earth. 2. To explain how and where mountains are formed. 3. To explain why volcanoes happen and where they occur. 4. To recognise the negative and positive effects of living near a volcano. 5. To explain what earthquakes are and where they occur. 6. To observe and record the location of rocks around the school grounds and discuss findings.	1. To understand the position and significance of lines of latitude. 2. To describe the location and physical features of Antarctica. 3. To describe the human features of Antarctica. 4. To use four-figure grid references to plot Shackleton's route to Antarctica. 5. To plan a simple route on a map using compass points. 6. To follow instructions involving compass points and map a simple route.	1. To describe different types of settlements. 2. To identify the human and physical features in the local area. 3. To discuss why physical and human features are in particular locations. 4. To describe how land use in the local area has changed. 5. To identify land use in New Delhi. 6. To compare land use in two different locations.

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		• 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
		• 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
		• 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)
		Place knowledge
		• 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 in North or South America
		Human and physical geography
		• 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
		Geographical skills and fieldwork
		• 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
		• 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		

	Vocabulary	active volcano climate change composite volcano crust dormant volcano earthquake epicentre extinct volcano fault line fault-block mountain fertile soil fold mountain geothermal energy igneous rock index inner core outer core magma magma chamber man-made rock mantle metamorphic rock minerals natural rock negative effects plate boundary positive effects pyroclastic flow sedimentary rock seismic waves shield volcano tectonic plate tsunami vent volcanic mountain volcanic springs	climate climate zone compass points direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty	agricultural land capital city commercial land compare country border county dispersed facilities land use legend linear local memorial metro monument nucleated place of worship recreational land region residential land settlement transportation
Owls (Year 4,5&6)	Cycle A 3- year Cycle	**Where does our food come from?**	**Why are rainforests important to us?**	**What are rivers and how are they used?**
		1. To explain the impact of food choices on the environment. 2. To understand the importance of trading responsibly. 3. To describe the journey of a cocoa bean. 4. To map and calculate the distance food has travelled. 5. To design and use data collection methods to find where our food comes from. 6. To discuss the advantages and disadvantages of buying both locally and imported food.	1. To describe and give examples of a biome and find the location and some features of the Amazon rainforest. 2. To describe the characteristics of each layer of a tropical rainforest. 3. To understand the lives of indigenous peoples living in the Amazon rainforest. 4. To describe why tropical rainforests are important and understand the threats to the Amazon. 5. To understand how local woodland is used using a variety of data collection methods. 6. To analyse and present findings on how local woodland is used.	1. To describe how the water cycle works. 2. To recognise the features and courses of a river. 3. To name and locate some of the world's longest rivers. 4. To describe how rivers are used. 5. To identify and locate human and physical features on a map. 6. To collect data on the features of a local river.
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		• 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 **Geographical skills and fieldwork** • 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 • 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		
	Vocabulary	air freight carbon footprint consume distribution export fertiliser food bank food miles grant import pesticides produce qualitative quantitative reliability responsible trade sample size scale bar seasonal food source sustainability trade trend	analyse biome buttress roots canopy layer community data deforestation drought emergent layer enquiry Equator forest floor global warming greenhouse gas indigenous peoples interpret lianas lines of latitude logging method mining present questionnaire quote risk route summarise Tropic of Capricorn Tropic of Cancer understorey layer vegetation vegetation belts	condensation delta estuary evaporation flooding floodplain groundwater irrigation leisure meander oxbow lake percolation precipitation river mouth source transpiration tributary valley water cycle waterfall
	Cycle B 3- year Cycle	**What is life like in the Alps?**	**Why do oceans matter?**	**Would you like to live in the desert?**
		1. To locate the Alps on a map. 2. To locate the key physical and human characteristics of the Alps. 3. To describe the physical and human features of an Alpine region. 4. To investigate what there is to do in the local area using data collection. 5. To understand similarities and differences between the local area and an Alpine area. 6. To understand the human and physical geography of the Alps.	1. To explain the importance of our oceans. 2. To locate and describe the significance of the Great Barrier Reef. 3. To explain the impact humans have on coral reefs and oceans. 4. To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. 5. To collect data on the types of litter polluting a marine environment. 6. To present, analyse and evaluate data collected.	1. To summarise the characteristics of a desert biome. 2. To locate and explore features of deserts. 3. To describe the physical features of a desert environment. 4. To explain the different ways humans can use deserts. 5. To describe some of the threats of desert environments. 6. To explore the similarities and differences between two physical environments.

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		Geographical skills and fieldwork
		• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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		• 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		

	Vocabulary	atlas climate climate change coniferous trees data deciduous trees enquiry fold mountain glacier hemisphere human feature land height latitude leisure longitude method mountain climate mountain range OS map physical feature population questionnaire sea level recreational land use risk route scale temperate temperate forest tourism tourist vegetation	atmosphere biodegradable buffer coral bleaching coral reef decompose digital map disposable ecology ecosystem erosion geology habitat human footprint marine microplastics natural disaster ocean current policy renewable energy single use plastic species water cycle	agriculture airstrip arid barren biome climate desert desertification drought flash flood mesa mining mushroom rock national park natural arch nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather
	Cycle C 3- year Cycle	**Why does population change?**	**Where does our energy come from?**	**Can I carry out an independent fieldwork enquiry?**
		1. To understand the change and distribution of the global population. 2. To define birth and death rates and describe why they change. 3. To recognise the push and pull factors influencing migration. 4. To begin to understand the impact climate change can have on the global population. 5. To collect data showing how population impacts the amount of traffic and litter in an area. 6. To write a report on the fieldwork process, analyse findings and make	1. To know why energy sources are important. 2. To understand the benefits and drawbacks of different energy sources. 3. To understand how energy is generated in the United States. 4. To know how energy sources are distributed in an area. 5. To explain reasons for choosing an energy source. 6. To collect and present data on where to position a solar panel on the school grounds.	1. To develop an enquiry question. 2. To determine the most effective data collection methods for fieldwork. 3. To plan a route for a fieldwork trip. 4. To collect the data to answer the enquiry question. 5. To determine an answer to the enquiry question. 6. To present my findings.

		suggestions to improve a situation.		

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	Vocabulary	air pollution birth rate cartogram climate climate change conclusions death rate deforestation densely populated digital technologies fossil fuels greenhouse gases impact improvements involuntary Likert scale migrants migration natural increase noise pollution population population density population distribution pull factors push factors qualitative quantitative refugee region sparsely populated voluntary	biofuel coal consumption contour line crude oil dam emissions energy source hydropower natural gas non-renewable nuclear power Prime Meridian producer regenerate renewable replenish sea level solar power time zone urban planner windpower six-figure grid reference	analyse audience city data data collection methods enquiry evidence impact improvement issue justify plot presenting process recommendation region risk route subjective viewpoint