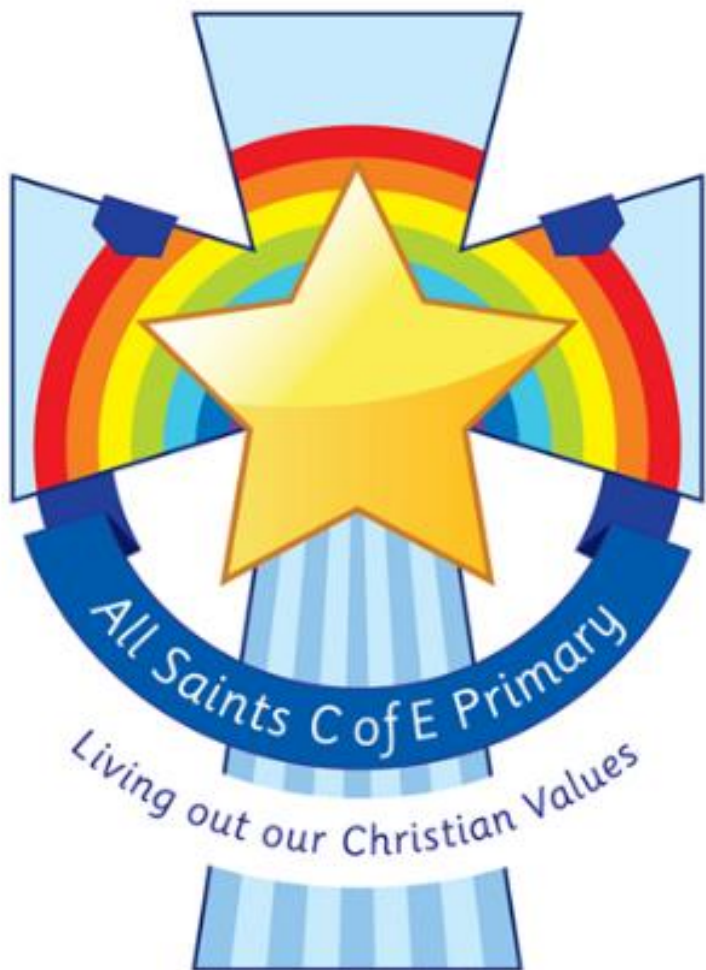




Geography Curriculum Overview

All Saints CE Primary School
Whitefield, Bury



Geography Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	- Show interest in different occupations - Continue developing positive attitudes about the differences between people - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Draw information from a simple map - Recognise some similarities and differences between life in this country and life in other countries - Recognise some environments that are different from the one in which they live	What do I know about the UK and where I live in Whitefield? <i>(UK and 4 countries and the seas that surround it)</i>	Why is London our capital city and which are the other cities of the UK? <i>(other cities in the UK)</i>	What are the main features of the UK? <i>(counties, special features such as Lake district and holiday destinations))</i>	How are mountains formed and what causes an earthquake, tsunami or volcano?	Why do so many British people go to the Mediterranean for their holiday? <i>(contrast climate and physical features)</i>	What are the main features of South America and Brazil in particular? <i>(latitude/ longitude)</i>
Spring		Why are some places in the world always hot and others always cold? <i>(Globe – equator, North Pole and South Pole - link to Lost and Found and Meerkat Mail)</i>	How different would my life and a small village in Namibia village? <i>(Continents and oceans)</i>	How is a River formed? <i>(Including rivers in the UK and the world plus the Water Cycle)</i>	What creates a rainforest and why are they located where they are? <i>(climate)</i>	What is Fairtrade and why should it matter to all of us?	Why has Britain been an attractive place to live for many who were not born there? <i>(consider immigration, Brexit and European Union)</i>
Summer		Why is Blackpool/ Lytham St Anne's so different to Whitefield? <i>(focus on both human and physical)</i>	What goes on at an airport? or What goes on at a train station? <i>(maps looking at roads)</i> <i>How do we get around?</i>	What are the main differences about living in the UK and France?	How do we energise our country? <i>(consider different energy types in our country)</i>	What are the similarities between a Tundra and a Desert? <i>(Vegetation)</i>	How can I find my way around?

Breakdown of taught units and key knowledge and skills

- The following pages provide you with an example of a breakdown of learning units for geography,
- The sequence of learning is written with Rochdale in Greater Manchester in mind. However, it should be easy to adapt this for your area but use the examples as a guide.
- The units of learning assume one unit of geography to be covered each term. This could be covered in one half term but there needs to be some retrieval time allocated for the other half term if this is your preferred way of working. In this way, there is no half term without any geography learning happening.
- The units have been set out under broad headings of: locational knowledge; place knowledge and human and physical geography. However, there may be some natural carry over across these three main headings.
- It is assumed that geographical skills and fieldwork will be covered in each unit in similar way that working scientifically is covered for all science units.
- Immediately following the overview of coverage, a long term overview, in the form of the composite learning and components, is outlined for each unit of learning.
- For many of these there is also a full scheme available. The final overview at the end of this section indicates which are available. This will be updated regularly.
- Where applicable, a text will be recommended that links to the geography unit. However, the text should become the focus of the English teaching and could run in parallel to the geography unit. It is important to note that the text has been chosen for its quality text in the first instance and not because it links with the geography being taught.
- Similarly, some of the units offer a link to art or design technology. These are links because the skills being taught in art or DT are appropriate for the age group and have not been chosen solely because of the geography content.

Geographical Knowledge and Skills

Locational Knowledge: Substantive Knowledge

EYFS	Year 1	Year 2	
• Know where the local shops are • Know why there is a need for shops, schools, churches, etc.	• Know the names of the four countries that make up the UK • Know the names of the three main seas that surround the UK • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland • Know the name of the nearest town or city • Know which is N, E, S and W on a compass • Know their address, including postcode	• Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know why so many important buildings are located in London • Know and use the terminologies: left and right; below, next to	
Year 3	Year 4	Year 5	Year 6
• Know the difference between Great Britain, The British Isles and the United Kingdom • Know the names of and locate at least eight counties and at least six cities in England • Know the names of four countries from the southern and four from the northern hemisphere • Know, name and locate the main rivers in the UK • Know and name the eight points of a compass	• Know the names of and locate at least eight European countries • Know the names of and locate at least eight major capital cities across the world • Know where the main mountain regions are in the UK • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map	• Know what is meant by the term 'tropics' • Know the names of a number of European capitals • Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal	• Know the names of, and locate, a number of South or North American countries • Know about time zones and work out differences • Know where countries in the British commonwealth are situated • Know what is meant by latitude and longitude

Geographical Knowledge and Skills

Place Knowledge: Substantive Knowledge

EYFS	Year 1	Year 2	
• Know 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	• Know and name the characteristics of the local area • Know features of hot and cold places in the world • Know where the equator, North Pole and South Pole are on a globe • Know some of the characteristics associated with a coastal place in comparison to where they live	• Know the main differences between the climate and features of a place in England and that of a small place in a non-European country	
Year 3	Year 4	Year 5	Year 6
• Explain clearly the main differences between a village, town and city • Know the main differences between a rural and an urban location within the UK	• Know at least five differences between living in the UK and a Mediterranean country • Know that climate and physical features has an important part to play when considering where and how people live	• Know and recognise many of Europe's key landmarks • Know and recognise the physical conditions necessary for the creation of different biomes • Contrast the main features found in two different biomes, e.g., tundra and desert	• Know key differences between living in the UK and in a country in either North or South America • Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly • Know how a continent's climate can vary and impact on people's lives

Geographical Knowledge and Skills

Human and Physical Geography: Substantive Knowledge

EYFS	Year 1	Year 2	
• Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class	• Know which is the hottest and coldest season in the UK • Know and recognise main weather symbols • Know the main differences between city, town and village • Know the key physical and human features of a coastal place • Know why do we have different coloured bins	• Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach • Know some of the advantages and disadvantages of living in a city or village • Know why is it important to recycle	
Year 3	Year 4	Year 5	Year 6
• Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc. • Know and label the main features of a river • Know the name of and locate a number of the world's longest rivers • Know why most cities are situated close to a river • Know and explain the features of a water cycle	• Know that people's jobs are determined by where they live • Know what causes an earthquake and tsunami • Label the different parts of a volcano • Know the names of a number of the world's highest mountains • Know why recycling is important	• Know about the key human and physical differences between living in the UK and a different European country • Know what is meant by biomes and what are the features of a specific biome • Label layers of a rainforest and know what deforestation is • Know the term 'fair trade' and its implications on the lives of so many people • Know about the positive and negative features of plastic • Know why ports are important for world trade	• Know the names of and locate some of the world's deserts • Know about climate change and its potential impact on our lives • Know why industry is important to the world • Know about the issues associated with Brexit • Know how the lives of children vary across the world

Geographical Knowledge and Skills

Geographical Skills and Fieldwork: Substantive Knowledge

EYFS	Year 1	Year 2	
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	- Understand why it is important for all streets to have a name, including post code - Be able to follow a simple road map and recognise key landmarks, such as a church - Talk about the features in their local environment	- Locate the nearest town or city on map of the UK - Locate a number of cities on a map of the UK - Make a model, using road strips and toy buildings that shows features in an area - Talk about the main differences between a world map and a globe	
Year 3	Year 4	Year 5	Year 6
- Use maps to locate European countries and capitals - Use a globe to gain a better understanding about countries' location (USA and Russia, for example) - Use maps to locate European countries and capitals - Talk about the features in their local environment and compare it with another they know	- Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian - Distinguish between the Northern and Southern hemisphere on both a world map and a globe - Plan a journey within the UK, using a road map - Make a model to show part of the local area, e.g. parks, shopping precinct, etc.	- Use graphs to record features such as temperature or rainfall across the world - Use appropriate special language when giving directions - Recognise most of the symbols used on a UK road map, including status of roads - Understand some of the main features of a satnav - Recognise ordnance survey (OS) symbols and know what they stand for	- Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. - Understand how to use digimaps - Be familiar with topographical maps and know about contours, etc - Understand how to use six-figure grid references

Geographical Knowledge and Skills

Disciplinary Knowledge in Geography

- The curriculum is designed to allow pupils to see that geography is a dynamic subject where thinking and viewpoints change.
- In developing pupils' disciplinary knowledge, teachers' plans allow pupils to:
 - take a holistic view of the content studied
 - establish whether the geographical questions posed, the methods used, and the answers found are valid
 - recognise the interconnectedness of different geographical content
 - appreciate what it means to be a geographer by asking geographical questions such as
 - 'why is this place like this?',
 - 'how is this place changing?' and
 - 'how are other places affected?'
- Disciplinary knowledge ensures that pupils appreciate the context in which substantive knowledge was generated. This helps pupils to appreciate context and the perspective from which knowledge was created, different standpoints and how views have changed as time has moved on.

Geographical Knowledge and Skills

Disciplinary Knowledge

EYFS

Year 1

Year 2

Locational Knowledge

- Look at simple maps and globes identifying land types and the sea
- Understands that maps and the globe are used to locate key places around the world
- Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth

Place Knowledge

- Uses comparative language to describe objects as near or far away
- Describes from photographs different environments around the world
- Describes where they live and the surrounding area – shops, roads, parks etc.
- Comparing regions that are very hot with ones that are very cold, focusing on climate, temperature and people.
- Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons

Human and Physical Geography

- Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches)
- Describes vegetation in a variety of different photographs from around the world and comments on sizes, shapes and weather
- Begin to appreciate the different weather patterns in the UK
- Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles
- Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people

Geographical Knowledge and Skills

Disciplinary Knowledge

Year 3

Year 4

Year 5

Year 6

Locational Knowledge

- | | | | |
|--|---|--|---|
| <ul style="list-style-type: none"> Understands that countries have defined borders and that each country has its own government or equivalent | <ul style="list-style-type: none"> Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate. | <ul style="list-style-type: none"> Appreciate that most countries have capital cities from where their government operates but these can sometime change. | <ul style="list-style-type: none"> Appreciate how historically there have been changes to many countries across the world, including changes in names. |
|--|---|--|---|

Place Knowledge

- | | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> Compare and contrast two regions within the UK that are very different be begin to appreciate why physical and human features will be different in these places | <ul style="list-style-type: none"> Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months. | <ul style="list-style-type: none"> Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features | <ul style="list-style-type: none"> Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with |
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Human and Physical Geography

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| <ul style="list-style-type: none"> Recognise how human geographical features change over time Understand what is meant by being environmentally friendly | <ul style="list-style-type: none"> Understand how ideal settlements may have changed over time Understand some of the arguments put forward in relation to green energy | <ul style="list-style-type: none"> Understand why their village/ town or city exists and what brought people to live there Understand the issues associated with Fair Trade | <ul style="list-style-type: none"> Reflect on the key changes that have occurred in buildings, trade and population Understand the consequence of ignoring climate change |
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Geographical Knowledge and Skills

Disciplinary Knowledge

EYFS

Year 1

Year 2

Geographical Skills and Fieldwork

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Make simple pictorial representations or chart of observations or information gathered • Label simple diagrams and pictures • Discuss elements in photographs – weather, hot, cold, etc. • Describe and experiment with direction of movement • Use a magnifying glass • Use a camera to take still and moving images • Add detail to a map of a familiar place – bedroom, classroom • Use simple positional cues – gives directions around the room or a space | <ul style="list-style-type: none"> • Understand why it is important for all streets to have a name, including post code • Be able to follow a simple road map and recognise key landmarks, such as a church • Talk about the features in their local environment • Observe and record information about the local area, i.e. types of shops, bus stops etc. • Take photographs of locally interesting geographical features • Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. • Talk about the main differences between a world map and a globe | <ul style="list-style-type: none"> • Locate the nearest town or city on map of the UK • Locate a number of cities on a map of the UK • Make a model, using road strips and toy buildings that shows features in an area • Study aerial photographs and use locational and directional language when doing so • Use Google Earth to find features in their locality |
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Geographical Knowledge and Skills

Disciplinary Knowledge

Year 3

Year 4

Year 5

Year 6

Geographical Skills and Fieldwork

- | | | | |
|---|--|---|--|
| <ul style="list-style-type: none"> • Use maps to locate world countries and capitals • Use a globe to gain a better understanding about countries' location (USA and Russia, for example) • Talk about the features in their local environment and compare it with another they know • Create a report after a fieldwork activity that focuses on geographical features observed • Use systematic sampling and data collecting as part of fieldwork activity | <ul style="list-style-type: none"> • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Distinguish between the Northern and Southern hemisphere on both a world map and a globe • Plan a journey within the UK, using a road map • Make a model to show part of the local area, e.g. parks, shopping precinct, etc. • Understand how to use four-figure grid references • Explain what a place is like and why | <ul style="list-style-type: none"> • Use graphs to record features such as temperature or rainfall across the world • Use appropriate special language when giving directions • Recognise most of the symbols used on a UK road map, including status of roads • Understand some of the main features of a satnav • Recognise ordnance survey (OS) symbols and know what they stand for • Carry out tests over time, evaluate changes and consolidate their understanding | <ul style="list-style-type: none"> • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Understand how to use digimaps • Be familiar with topographical maps and know about contours, etc • Understand how to use six-figure grid references • Set up a geographical fieldwork enquiry, starting with a hypothesis • To review, apply and consider next steps as a result of their geographical enquiry • Create journey booklets, to include maps, sketches and samples to capture what a place is like |
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Geography Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	- Show interest in different occupations - Continue developing positive attitudes about the differences between people - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Draw information from a simple map - Recognise some similarities and differences between life in this country and life in other countries - Recognise some environments that are different from the one in which they live	What do I know about the UK and where I live in Whitefield? <i>(UK and 4 countries and the seas that surround it)</i>	Why is London our capital city and which are the other cities of the UK? <i>(other cities in the UK)</i>	What are the main features of the UK? <i>(counties, special features such as Lake district and holiday destinations))</i>	How are mountains formed and what causes an earthquake, tsunami or volcano?	Why do so many British people go to the Mediterranean for their holiday? <i>(contrast climate and physical features)</i>	What are the main features of South America and Brazil in particular? <i>(latitude/ longitude)</i>
Spring		Why are some places in the world always hot and others always cold? <i>(Globe – equator, North Pole and South Pole - link to Lost and Found and Meerkat Mail)</i>	How different would my life and a small village in Namibia village? <i>(Continents and oceans)</i>	How is a River formed? <i>(Including rivers in the UK and the world plus the Water Cycle)</i>	What creates a rainforest and why are they located where they are? <i>(climate)</i>	What is Fairtrade and why should it matter to all of us?	Why has Britain been an attractive place to live for many who were not born there? <i>(consider immigration, Brexit and European Union)</i>
Summer		Why is Blackpool/ Lytham St Anne's so different to Whitefield? <i>(focus on both human and physical)</i>	What goes on at an airport? or What goes on at a train station? <i>(maps looking at roads)</i> <i>How do we get around?</i>	What are the main differences about living in the UK and France?	How do we energise our country? <i>(consider different energy types in our country)</i>	What are the similarities between a Tundra and a Desert? <i>(Vegetation)</i>	How can I find my way around?

Long-term overview for Geography

YEAR 1

What do I know about the UK and where I live in Whitefield?

Use maps to locate the four countries of the UK, their capital cities and the main seas

Find out what an address and postcode is

Use a local map to find the streets around the school

Know what road signs tell us

Know the names of their nearest towns and cities

Locational Knowledge

- Know the names of the four countries that make up the UK
- Know the names of the three main seas that surround the UK
- Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland
- Know the name of the nearest town or city

Place Knowledge

- Know and name the characteristics of the local area

Human and Physical Geography

- Know the main differences between city, town and village

Geographical Skills and Fieldwork

- Know their address, including postcode
- Know that all streets have a name, including post code
- Know how to follow a simple road map
- Talk about the features in their local environment.

Long-term overview for Geography

YEAR 1

Why are some places in the world always hot and others always cold?

Use maps and the globe to locate the equator, the North Pole and the South Pole

Know how people have adapted to live in a very hot climate

Know how people have adapted to live in a very cold climate

Know that in the polar regions it can be dark or light all day

Know which natural resources can be found around the equator and the polar regions

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Know features of hot and cold places in the world
- Know where the equator, North Pole and South Pole are on a globe

- Know some of the key physical and human features of very hot or very cold places

- Know which is N, E, S and W on a compass

Long-term overview for Geography

YEAR 1

Why is Blackpool / Lytham St Anne's so different to Whitefield?

Use maps to locate the nearest seaside resorts to the school

Know some of the key physical features associated with a seaside resort

Know why people often visit seaside resorts for a short or long holiday

Know why hotels, cafes and souvenir shops are often found in these resorts

Know why some resorts have lighthouses and almost all have RNLI presence

Locational Knowledge

- Know the names of the three main seas that surround the UK

Place Knowledge

- Know some of the characteristics associated with a coastal place in comparison to where they live

Human and Physical Geography

- Know the key physical and human features of a coastal place

Geographical Skills and Fieldwork

- Talk about the features in their local environment

Long-term overview for Geography

YEAR 2

Why is London our capital city and which are the other cities of the UK?

Know what a capital city is

Know some of the important features in London

Know that decisions about our country is made in the Houses of Parliament

Know about the important features of Manchester

Create a class map of London and place models of key features on it

Locational Knowledge

- Know why so many important buildings are located in London

Place Knowledge

Human and Physical Geography

- Explain some of the advantages and disadvantages of living in a London or Whitefield

Geographical Skills and Fieldwork

- Know the name of the nearest town or city and locate it on a map of the UK
- Locate a number of cities on a map of the UK
- Make a model, using road strips and toy buildings that shows features in an area

Long-term overview for Geography

YEAR 2

What are the main differences between my life and life in a small village (Namibia) in Africa ?

Know where Africa is and begin to know about its physical features? (recap hot and cold, continents)

Know what the main differences are between our climate and that of Africa's

Understand what a day in school would be like if they lived in a small African village

Understand what food they would eat and where they would get it from

Understand why Kenyans worry about drought (lakes/rivers)

Locational Knowledge

- Know the names of and locate the seven continents of the world
- Know the names of and locate the five oceans of the world
- Know why so many important buildings are located in London

Place Knowledge

- Know the main differences between the climate and features of a place in England and that of a small place in a non-European country

Human and Physical Geography

Geographical Skills and Fieldwork

- Know and use the terminologies: left and right; below, next to
- Talk about the main differences between a world map and a globe

Long-term overview for Geography

YEAR 2

What goes on at an airport and a train station?

Use a map to locate the nearest airport and main train station

Recognise the procedures followed when travelling by air

Recognise how trains help us to move around within the UK

Know about the jobs that are associated with airports and train stations

Know where some of the main airports are in the world

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Know the names of and locate the seven continents of the world
- Know the names of and locate the five oceans of the world

- Explain some of the advantages and disadvantages of living in a city or village

- Know and use the terminologies: left and right; below, next to
- Know the name of the nearest town or city and locate it on a map of the UK
- Locate a number of cities on a map of the UK
- Make a model, using road strips and toy buildings that shows features in an area
- Talk about the main differences between a world map and a globe

Long-term overview for Geography

YEAR 3

What are the main features of the UK?

Know what a county is and which are some of the UK's main ones

Know the difference between the UK, Great Britain and the British Isles

Know the difference between urban and rural locations in the UK

Compare the features surrounding Bury with another contrasting place

Know which are the specific holiday destinations within the UK

Locational Knowledge

- Know the difference between Great Britain, The British Isles and the United Kingdom
- Know the names of and locate at least eight counties and at least six cities in England

Place Knowledge

- Know the main differences between a rural and an urban location within the UK

Human and Physical Geography

- Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc.

Geographical Skills and Fieldwork

- Talk about the features in their local environment and compare it with another they know

Long-term overview for Geography

YEAR 3

How is a River formed?

Know about the key physical features associated with a river

Describe what happens between the source and estuary

Know what a water cycle is

Know where the longest rivers in the UK and the world are

Know what causes a flood and how people are trying to prevent it

Locational Knowledge

- Know the names of four countries from the southern and four from the northern hemisphere

Place Knowledge

Human and Physical Geography

- Know and label the main features of a river
- Know the name of and locate a number of the world's longest rivers
- Know why most cities are situated close to a river
- Explain the features of a water cycle

Geographical Skills and Fieldwork

- Know and name the eight points of a compass

Long-term overview for Geography

YEAR 3

What are the main differences about living in the UK and France?

What are the main differences between the climate of the UK and France?

What differences are there in: language, currency, food, etc.?

Which are the UK and France's main landmarks?

Which are Europe's main mountains and rivers?

What do we mean by saying that Europe is located in the Northern Hemisphere?

Locational Knowledge

- Know the difference between Great Britain, The British Isles and the United Kingdom
- Know the names of and locate at least eight counties and at least six cities in England
- Know the names of four countries from the southern and four from the northern hemisphere

Place Knowledge

- Know at least five differences between living in the UK and a Mediterranean country
- Know the main differences between a rural and an urban location within the UK

Human and Physical Geography

- Know the name of and locate a number of the world's longest rivers
- Know why most cities are situated close to a river

Geographical Skills and Fieldwork

- Use maps to locate European countries and capitals
- Use a globe to gain a better understanding about countries' location (USA and Russia, for example)
- Use maps to locate European countries and capitals
- Talk about the features in their local environment and compare it with another they know

Long-term overview for Geography

YEAR 4

How are mountains formed and what causes an earthquake or volcano?

What lays beneath our feet?
(tectonic plates etc)

How are mountains formed?

Which are the most well known
mountain in the UK and the rest of
the world?

What causes an earthquake?

What causes a volcano?

Locational Knowledge

- Know the names of and locate at least eight European countries
- Know where the main mountain regions are in the UK
- Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map

Place Knowledge

- Appreciate that climate and physical features has an important part to play when considering how people live

Human and Physical Geography

- Know what causes an earthquake and tsunami
- Label the different parts of a volcano
- Know the names of a number of the world's highest mountains

Geographical Skills and Fieldwork

- Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian
- Distinguish between the Northern and Southern hemisphere on both a world map and a globe

Long-term overview for Geography

YEAR 4

What creates a rainforest and why are they located where they are?

Know what biomes are and that rainforest is one type

Know where most of the world's rainforests are situated

Know about the main features associated with a rainforest

Know why it is important to protect the rainforests

Know about the features of the different layers of a rainforest

Locational Knowledge

- Know what is meant by the term 'tropics'

Place Knowledge

- Recognise the physical conditions necessary for the creation of different biomes

Human and Physical Geography

- Know what is meant by biomes and what are the features of a specific biome
- Label layers of a rainforest and know what deforestation is

Geographical Skills and Fieldwork

- Know how to use graphs to record features such as temperature or rainfall across the world

Long-term overview for Geography

YEAR 4

How do we energise ourselves in the UK?

Know how important electricity is for homes and industry

Know what it meant by nuclear and coal powered energy

Know why it is important consider alternative energy

Know why solar energy is now more important than ever

Know what we mean by wind turbines

Locational Knowledge

- Know the difference between Great Britain, The British Isles and the United Kingdom
- Know the names of and locate at least eight counties and at least six cities in England

Place Knowledge

- Know the main differences between a rural and an urban location within the UK

Human and Physical Geography

- Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc.

Geographical Skills and Fieldwork

- Talk about the features in their local environment and compare it with another they know

Long-term overview for Geography

YEAR 5

Why do so many British people go to the Mediterranean for their holidays?

Locate the Mediterranean on a map and globe

Know which countries are on the Mediterranean coast

Consider the climate of the UK and that of the Mediterranean each month

Compare and contrast a holiday resort on the Mediterranean with that of one in the UK

Consider similarities and differences of food, language, lifestyle, especially jobs

Locational Knowledge

- Know the names of and locate at least eight European countries

Place Knowledge

- Appreciate that climate and physical features has an important part to play when considering how people live

Human and Physical Geography

- Recognise that people's jobs are determined by where they live

Geographical Skills and Fieldwork

- Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian

Long-term overview for Geography

YEAR 5

What is Fairtrade and why should it matter to all of us?

Know how different countries trade with each other

Know why Brexit was important to all of us

Understand what people mean by Fairtrade

Know which countries suffer if there is not a culture of Fairtrade

Know what is meant by sustainability, global citizenship and ethical codes

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal

- Understand about the term 'fair trade' and its implications on the lives of so many people
- Recognise the positive and negative features of plastic
- Know why ports are important for world trade

Long-term overview for Geography

YEAR 5

What are the similarities and differences between a Tundra and a Desert?

Know what is meant by a 'tundra' and locate them in across the world

Know where the world's most famous and largest deserts are situated

Explain the main features of a tundra

Know how people have adapted to live in tundra and deserts

List the main differences between a tundra and a desert

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Know how a continent's climate can vary and impact on people's lives
- Contrast the main features found in two different biomes, e.g., tundra and desert

- Know the names of and locate some of the world's deserts
- Have a good understanding about climate change and its potential impact on our lives

- Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.
- Know how to use digimaps
- Be familiar with topographical maps and know about contours, etc
- Know what is meant by latitude and longitude

Long-term overview for Geography

YEAR 6

Where are the main features of South America? (Brazil, in particular)

Know the names of and key features of South American countries

Use Google Earth to find out more about a specific South American country

Focus specifically on one South American country

Find out about time zones and how time differs between the UK and South America

Know more about the lives of 'street children'

Locational Knowledge

- Know the names of, and locate, a number of South American countries
- Know about time zones and work out differences

Place Knowledge

- Know how a continent's climate can vary and impact on people's lives

Human and Physical Geography

- Know how the lives of children vary across the world

Geographical Skills and Fieldwork

- Use Google Earth to locate a country or place of interest

Long-term overview for Geography

YEAR 6

Where are the main features of South America? (Brazil, in particular)

Know the names of and key features of South American countries

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Focus specifically on one South American country

Find out about time zones and how time differs between the UK and South America

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Locational Knowledge

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- Know about time zones and work out differences

Place Knowledge

- Know how a continent's climate can vary and impact on people's lives

Human and Physical Geography

- Know how the lives of children vary across the world

Geographical Skills and Fieldwork

- Use Google Earth to locate a country or place of interest

Long-term overview for Geography

YEAR 6

Why is Britain an attractive place to live for many who were not born there?

Know where families that have immigrated to Britain have come from

Know what the main reasons for immigrating to Britain are

Know what the impact of immigration has been on British industry

Know what the European Union is

Know why Brexit been a very important part of British decision making

Locational Knowledge

- Know about time zones and work out differences
- Know where countries in the British commonwealth are situated

Place Knowledge

- Know how a continent's climate can vary and impact on people's lives

Human and Physical Geography

- Know why industry is important to the world
- Begin to appreciate the issues associated with Brexit
- Know how the lives of children vary across the world

Geographical Skills and Fieldwork

- Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.
- Know what is meant by latitude and longitude

Long-term overview for Geography

YEAR 6

How can I find my way around?

Know what digimaps are
and use them to know
more about our area

Use Google Earth to help
us know more about the
Earth's continents

Know what an Ordnance
Survey map is and what
the symbols stand for

Know how to use a six-
figure grid reference
system

Know how to conduct a
survey and present my
findings appropriately

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Know about time zones
and work out differences

- Know why the south and north
poles have long periods of
light or dark according to time
of year and know how people
living there adapt their lives
accordingly

- Use Google Earth to locate a country or
place of interest and to follow the journey of
rivers, etc.
- Know how to use digimaps
- Be familiar with topographical maps and
know about contours, etc
- Know how to use six-figure grid references
- Know what is meant by latitude and
longitude



Additional or Alternative Units

All Saints CE Primary School
Whitefield, Bury



Long-term overview for Geography

YEAR 1

How do I find out about patterns in our weather and how to record it?

Know how to find out how to find out about rainfall, temperature and cloud cover each day

Know how to keep an on-going record of the rainfall, temperature and cloud cover each day

Know how to use symbols to represent rainfall, cloud cover, temperature, etc.

Know how to make use of the information gathered to make assumptions and predictions

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Know that different places in the world experience different weather patterns to the UK

- Know and recognise main weather symbols

- Keep an on-going chart of the weather experienced in a given locality.

Long-term overview for Geography

YEAR 2

What are the main differences between the UK and China?

Using a map of the UK and China, locate key places like capital cities

Know about the climate in China and compare it to the climate in the UK

Know what it would be like to live in China

Know the main similarities and differences between schools in China and the UK

Know the main differences between living in an urban and rural place in the UK and China

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Know which is N, E, S and W on a compass
- Know the names of and locate the seven continents of the world
- Know the names of and locate the five oceans of the world

- Recognise some of the human issues associated with living in China, i.e. Cycling a way of life

- Know that life is different according to where you live

- Use a world map and globe to pinpoint China
- Recognise the ocean that surrounds China

Long-term overview for Geography

YEAR 2

How different are the environments close to our school?

Know about the area around a river considering plants, animals, noise levels, etc.

Carry out a study of an urban area, considering main features, such as noise level, traffic, etc.

Consider the main differences between the two environments

Use local OS maps to find out about how features are recorded

Make sketches, take photographs and use maps to help support their studies

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Locate the places visited on a local map
- Know that there are certain features associated with different places in our extended environment.
- Know why people would live in certain environments but not others.
- Make sketches of areas visited so that further study can happen in the classroom

Long-term overview for Geography

YEAR 3

What do we mean by the tropics and how different is the climate there to the UK?

Locate the tropics and know the countries that lay within the tropics

Know about the climate within the tropics

Compare the climate in the tropics to that of the UK

Consider what can be grown in the tropics that cannot be grown in the UK

Know how different your life would be if you lived within the tropics

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map
- Understand why the climate in the tropics is very different to the UK
- Know that the lifestyle of people living in the tropics is very different to those living in the UK
- Know that what can be grown in the tropics is different to what can be grown in the UK

Long-term overview for Geography

YEAR 4

How can we be more environmentally friendly?

Know what
'environmentally friendly'
means

Know why litter is a
problem to us all

Know we have different
coloured bins and why it
is important to recycle

Know why plastic is
good and bad

Create a portfolio of
photographs to capture the
problem of litter in your locality

Locational Knowledge

Place Knowledge

Human and Physical
Geography

Geographical Skills and
Fieldwork

- Know why litter is a problem to us all
- Know why recycling is important
- Know how people can have an impact on keeping our planet safe
- Take photographs to emphasise the issues related to litter, plastic, bins, recycling plants, etc.

Long-term overview for Geography

YEAR 4

How do we energise ourselves in the UK?

Know how important electricity is for homes and industry

Know what it meant by nuclear and coal powered energy

Know why it is important consider alternative energy

Know why solar energy is now more important than ever

Know what we mean by wind turbines

Locational Knowledge

- Know the difference between Great Britain, The British Isles and the United Kingdom
- Know the names of and locate at least eight counties and at least six cities in England

Place Knowledge

- Know the main differences between a rural and an urban location within the UK

Human and Physical Geography

- Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc.

Geographical Skills and Fieldwork

- Talk about the features in their local environment and compare it with another they know

Long-term overview for Geography

YEAR 4

What are biomes and how are they created?

Know about different types of biomes and what creates them

Know what are the main features of a rainforest

Know what the main features of tundra and deserts are

Locate different regions in the world where different biomes exist

Carry out an in-depth study of a type of biome and present findings to others in the class

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Know what is meant by the term 'biome'

- Recognise the physical conditions necessary for the creation of different biomes

- Know what is meant by biomes and what are the features of a specific biome
- Label layers of a rainforest and know what deforestation is

- Know how to use graphs to record features such as temperature or rainfall across the world

Long-term overview for Geography

YEAR 4

Where are the main differences between the Amazon Rainforest, the Lake District and Antarctica?

Know about the main features of the Amazon Rainforest

Know about the main features of the Lake District

Know about the main features of Antarctica

Know how the features of each of these three impact on daily life

Know how your life would differ if you lived in each of the three regions

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Locate the three places on a world and UK map.
- Use a globe to locate the Antarctica and the Amazon basin.
- Begin to appreciate the difference climate experiences in each of the three places.
- Understand why people would live in each of three places and what life would be like for them.
- Use OS maps and contour maps to appreciate the different regions.

Long-term overview for Geography

YEAR 5

What is meant by a climate zone?

Find out about each of the following climate zones:
Tropical, Sub Tropical,
Temperate, Polar, Highland.

Use world maps and a globe to locate each of these climate zones

Carry out an in-depth study of one and present findings to the class

Make a list of the main positive and negative features associated with each climate zone

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Identify the different climate zones, tropical, sub-tropical, temperate, polar and highland.
- Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.
- Begin to discuss issues related to climate warming
- Use maps to identify different climate zones.
- Ask questions to find out what affects the climate

Long-term overview for Geography

YEAR 5

Where are the famous landmarks of Europe?

Know the names of most of the well-known European cities

Know where most of the well-known landmarks are located

Recognise Europe's most well-known mountain regions and rivers are

Know specific features of at least one European country

Know why we have a European parliament

Locational Knowledge

- Know the names of a number of European capitals
- Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal

Place Knowledge

- Recognise many of Europe's key landmarks

Human and Physical Geography

- Know about the key human and physical differences between living in the UK and a different European country

Geographical Skills and Fieldwork

- Know how to use graphs to record features such as temperature or rainfall across the world

Long-term overview for Geography

YEAR 5

What is so special about Africa?

Locate the countries that make up Africa on a map

Choose one African country to focus on and find out about climate, what they grow, export and key features

Share information about country studied with others in class

Know what life is like in different countries and regions within Africa

Know what the main challenges that faces several African countries

Locational Knowledge

- Locate Africa on a globe and world map.
- Locate individual countries

Place Knowledge

- Compare two different places in Africa, rural and urban.
- Consider how much of Africa is covered by a desert.

Human and Physical Geography

- Consider the following features in specific areas in Africa: Climate, Weather, Homes, School, Shops, Transport & Lifestyle.

Geographical Skills and Fieldwork

- Study photographs, maps, pictures to help make comparisons with a region in the UK

Long-term overview for Geography

YEAR 5

How has land use and industry changed over time in the UK?

Know about the main regions of the UK, i.e. North East, North West, London, Midlands, etc.

Know where the river basins and mountain regions are

Use digimaps to investigate an area of the UK and how its land use has changed

Know how industry has changed in the UK over the past century

Understand how different places have had to adapt and make changes due to changes in industry

Locational Knowledge

- Locate the main regions of the UK, i.e., the North East

Place Knowledge

Human and Physical Geography

- Begin to explain why people live/ lived in a given area in the first place.
- Appreciate that many people move location because of industry and jobs

Geographical Skills and Fieldwork

- Use digimaps to appreciate how regions have changed over time
- Ask appropriate questions about changes in a region

Long-term overview for Geography

YEAR 5

Where are the famous landmarks of Europe?

Know the names of most of the well-known European cities

Know where most of the well-known landmarks are located

Recognise Europe's most well-known mountain regions and rivers are

Know specific features of at least one European country

Know why we have a European parliament

Locational Knowledge

- Know the names of a number of European capitals
- Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal

Place Knowledge

- Recognise many of Europe's key landmarks

Human and Physical Geography

- Know about the key human and physical differences between living in the UK and a different European country

Geographical Skills and Fieldwork

- Know how to use graphs to record features such as temperature or rainfall across the world

Long-term overview for Geography

YEAR 6

How can I find my way around?

Know what digimaps are
and use them to know
more about our area

Use Google Earth to help
us know more about the
Earth's continents

Know what an Ordnance
Survey map is and what
the symbols stand for

Know how to use a six-
figure grid reference
system

Know how to conduct a
survey and present my
findings appropriately

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Know about time zones
and work out differences

- Know why the south and north
poles have long periods of
light or dark according to time
of year and know how people
living there adapt their lives
accordingly

- Use Google Earth to locate a country or
place of interest and to follow the journey of
rivers, etc.
- Know how to use digimaps
- Be familiar with topographical maps and
know about contours, etc
- Know how to use six-figure grid references
- Know what is meant by latitude and
longitude

Long-term overview for Geography

YEAR 6

How has Europe been redrawn and what impact does it have on Europe as a whole?

Know what Europe looked like immediately after WW2

Know about the new European countries that have been formed since

Understand why eastern Europe looks so different now

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Locate different European countries on an atlas and a globe

- Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.
- Be familiar with topographical maps and know about contours, etc
- Know what is meant by latitude and longitude

Long-term overview for Geography

YEAR 6

Why do people decide to resettle? (focus on immigration to North America)

Know the main reasons why people would decide to move from the country they live

Know why immigration has been important for the USA

Know why immigration has been important for the UK

Know how people moving to another country often recreate their cultural heritage

Know about the importance of immigration to Australia

Locational Knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills and Fieldwork

- Know key differences between living in the UK and in a country in either North or South America

- Know about the key human and physical differences between living in the UK and a different European country
- Know why ports are important for world trade

- Know how to use graphs to record features such as temperature or rainfall across the world