

## Geography 7 Year Overview

*Intent: To inspire a curiosity and fascination about the world and its people.*

Key Concepts				Key Skills: Comparison Observation		
Space	Place	Scale	Human/Physical processes	Investigating (inc fieldwork, enquiry, questioning)	Numerical / graphical skills	Cartography skills

	Autumn	Spring	Summer
<b>Rec</b>	<p><b>Theme:</b> Identity Autumn Walk – map/homes around the world <b>Understanding the World: People, Culture and Communities:</b> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. <b>Understanding the World: The Natural World: ELG</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.</p>	<p><b>Theme:</b> Hope Winter Walk, Spring Walk, Animals, Clean Up! - looking after our environment <b>Understanding the World: People, Culture and Communities: ELG</b> Explain 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; <b>Understanding the World: The Natural World: ELG</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>	<p><b>Theme:</b> Growth Summer Walk - map, Habitats, Forest School, David Attenborough – Looking after our planet/animals <b>Understanding the World: People, Culture and Communities: ELG</b> Explain 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; <b>Understanding the World: The Natural World: ELG</b> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>
<b>Key Stage 1:</b> In KS1 pupils should develop knowledge about the world, the United Kingdom and their locality. This includes naming and locating the continents and oceans as well as the countries and capital cities within the UK. They should understand basic subject-specific vocabulary relating to human and physical geography such as naming key features, identifying weather/climate and comparing two contrasting locations. They should begin to use geographical skills, including using an atlas, world maps and a globe, as well as first-hand observation in their local surroundings to enhance their locational awareness.			
<b>Year 1:</b>	<p><b>Content:</b> Maps, human and physical features – local area <b>Key Concept:</b> Place <b>Key Skill:</b> Investigating- First-hand observation (maps, keys, compass directions)</p>	<p><b>Content:</b> Countries, capital cities, location, urban vs rural, ‘windows’? <b>Key Concept:</b> Space <b>Key Skill:</b> Cartography- Locational awareness (locate and label)</p>	<p><b>Content:</b> Climate- why settlements are where they are <b>Key Concept:</b> Space (distribution and patterns) <b>Key Skill:</b> Numerical/Graphical- Describing and comparing a location geographically</p>
<b>Year 2</b>	<p><b>Content:</b> continents and oceans (intro world map) <b>Key Concept:</b> Scale <b>Key Skill:</b> Cartography skills- worldwide locational awareness (locate and label)</p>	<p><b>Content:</b> map skills – comparison with similar sized but contrasting area <b>Key Concept:</b> Place <b>Key Skill:</b> Investigating- Local human and physical geography (maps, keys, key features, recording findings)</p>	<p><b>Content:</b> key features, patterns, climate zones (equator, hot/cold) <b>Key Concept:</b> Space <b>Key Skill:</b> Numerical/Graphical- Comparing two contrasting locations geographically (technical vocabulary)</p>
<b>Key Stage 2:</b> In KS2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes naming and locating the world’s countries and naming the counties and cities in the UK. This then leads on to identifying key human and physical features, using technical vocabulary and explaining how they have changed over time. This should be developing their existing knowledge in more depth such as: longitude, latitude, tropics, time zones, land use patterns, types of settlements and economic activity.			
<b>Year 3</b>	<p><b>Content:</b> World map features <b>Key Concept:</b> Place <b>Key Skill:</b> Cartography</p>	<p><b>Content:</b> key features, patterns, climate <b>Key Concept:</b> Human/Physical Processes <b>Key Skill:</b> Investigating- Comparing two contrasting locations geographically using technical vocabulary</p>	<p><b>Content:</b> Map skills, key features in Europe <b>Key Concept:</b> Space <b>Key Skill:</b> Numerical/Graphical- human and physical geography (maps, keys, key features, recording findings)</p>
<b>Year 4</b>	<p><b>Content:</b> key features, patterns <b>Key Concept:</b> Place <b>Key Skill:</b> Investigating- Comparing two contrasting locations geographically using technical vocabulary</p>	<p><b>Content:</b> World map features + specific country <b>Key Concept:</b> Space <b>Key Skill:</b> Numerical/Graphical- worldwide locational awareness (locate and label, time zones, tropics) Investigating (fieldwork- residential)</p>	<p><b>Content:</b> Counties in the UK <b>Key Concept:</b> Scale <b>Key Skill:</b> Cartography skills- Identify, explain, compare</p>
<b>Year 5</b>	<p><b>Content:</b> Physical features / ecosystems of China <b>Key Concept:</b> Human/Physical Processes <b>Key Skill:</b> Investigating- discuss the impact of physical and human geography on the land.</p>	<p><b>Content:</b> key features, patterns, land use <b>Key Concept:</b> Space <b>Key Skill:</b> Investigating- Comparing two contrasting locations geographically using technical vocabulary and fieldwork (maps, keys, data, graphs)</p>	<p><b>Content:</b> Cities in the UK and worldwide <b>Key Concept:</b> Place <b>Key Skill:</b> Cartography- Identify key features, explain, compare technically</p>

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<b>Year 6</b>	<p><b>Content:</b> World map features, physical feature, country <b>Key Concept:</b> Human/Physical Processes <b>Key Skill:</b> Cartography- worldwide locational awareness, explain key feature technically (hills, mountains, coasts, rivers)</p>	<p><b>Content:</b> changes over time in local area <b>Key Concept:</b> Space <b>Key Skill:</b> Investigating- using technical vocabulary to identify and explain the human and physical changes over time</p>	<p><b>Content:</b> key features, patterns, economic activity <b>Key Concept:</b> Scale <b>Key Skill:</b> Numerical/Graphical- Comparing two contrasting locations geographically using technical vocabulary and fieldwork (maps, graphs, technology)</p>
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