| **In light of limited teaching time during 2020, the overview shows subjects/objectives not taught in school. These objectives have been carried over and transferred to the current overview 20/21. Teachers to be mindful of objectives not taught and attempt to slot these into current years topics wherever possible. Many objectives are key skills and will be covered within current years cycle.**  |
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| **UNICEF – Rights of the child articles covered** | **Human Geography – Article 2, Article 4, Article 7, Article 14, Article 22, Article 24, Article 27, Article 29, Article 30 Article 32,**  |
|  | **Physical Geography – article 2, Article 17.** |
|  | **Carried over from 19/20** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS**  |  |  |  |  |  |  |  |
| **Year 1** |  | **Geographical skills and fieldwork. Fieldwork in the local area.** * 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..
 | **Location knowledge****Locating continents and oceans.*** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
 | **Human and physical geography** * Identify seasonal and daily weather patterns in the United Kingdom.
 | **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 using Barnaby Bear/class bear
 | **Geographical skills and fieldwork.****Making maps and following directions** | Geographical skills and fieldwork.* Location knowledge. Using maps, atlases and globes to identify the United Kingdom and its countries
* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
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| **Year 2** | **Geographical skills and fieldwork.****Making maps and following directions** Geographical skills and fieldwork.* Location knowledge. Using maps, atlases and globes to identify the United Kingdom and its countries

 Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | **Use aerial images and other models to create simple plans and maps, using symbols** * 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 immediate environment*** 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 basic geographical vocabulary to describe a less familiar area.*** 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 concentrating on islands and sea sides
 | **Name and locate the world’s continents and Oceans** | **Where would you rather live – Africa or India?**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  |
| **Year 3/4****Year A** | **Name and locate the world’s continents and Oceans** **Where would you rather live – Africa or India?**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 | **Key Geography skills linked to History****Ancient Greece*** Human geography including trade links in the Pre-roman and Roman era
* Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.
* On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.
* Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.
 | **Volcanoes (Y4)*** Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire
* brief introduction to Volcanoes and earthquakes linking to Science:rock types.
* Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
* Learn the eight points of a compass, four-figure grid references.
 | **UK city study (Y3)Key Geography skills linked to History** * Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
* Locate and name the main counties and cities in/around UK
* Types of settlements in modern Britain: villages, towns, cities.
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| **Year 3/4****Year B** |  | **Key Geography skills linked to History****(Stone Age – Skara Brae, Black History month & The Rugby World Cup)*** Locate and name the countries making up the British Isles, with their capital cities
* Types of settlements in Early Britain linked to History. Why did early people choose to settle there?
* Locate and name the main counties and cities in/around UK
* Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
 | **River Study & Water cycle****(Y4)*** Physical geography including Rivers and the water cycle
* Identify longest rivers in the world, largest deserts, highest mountains.
* Compare with UK.
* Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
 | **European country study(Y3)*** Human geography including trade links in the Pre-roman and Roman era.
* Types of settlements in Early Britain linked to History. Why did early people choose to settle there?
* On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.
* Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
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| **Year 5** | **European country study(Y3)*** Human geography including trade links in the Pre-roman and Roman era.
* Types of settlements in Early Britain linked to History. Why did early people choose to settle there?
* On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.
* Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
 | **Locate countries around the world.****(Linked to History topic WW2)*** Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied
* Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.
* Locate the main countries in Europe and North or South America. Locate and name principal cities.
* Compare 2 different regions in UK rural/urban.
* Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
* Linking with History, compare land use maps of UK from past with the present, focusing on land use.
* Types of settlements in Viking, Saxon Britain linked to History.
 | **Physical and human Geography. Fair trading in Brazil (Linked through History and English Mayan study)**\* Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied\*Use the eight points of a compass, four-figure grid references, symbols and key (including the \*use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.\*Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia or Brazil, (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).\*Fair/unfair distribution of resources (Fairtrade).\*Locate the main countries in Europe and North or South America. Locate and name principal cities.\*Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day | **Physical Geography – Rainforest*** Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied
* Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.

Describe and understand key aspects of:* Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts
* Human geography including trade between UK and Europe and ROW
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| **Year 6** | **Physical Geography – Rainforest*** Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied
* Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.

Describe and understand key aspects of:* Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts
* Human geography including trade between UK and Europe and ROW
 | **Knowledge of UK and the wider world****Geographical skills.(Linked to History topic WW1)*** Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied
* Extend to 6 figure grid references with teaching of latitude and longitude in depth.
* Expand map skills to include non-UK countries.
 | **Physical and human Geography****Africa (English linked to The Long Walk to Africa)*** Linking with local History, map how land use has changed in local area over time.
* Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.
* Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.
* Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
 | **Mastery elements, Sustainability****The effects of human activity causing environmental change.*** On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.
* Describe and understand key aspects of:
* Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)
* Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)
* Mastery Sustainability and use of the Earths resources.
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