

### Geography Subject Overview 2019-2020

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	Focusing on locational and place knowledge in relation to the discovery of dinosaur fossils in the United Kingdom.		Focusing on human and physical geography through identifying seasonal and daily weather patterns in the United Kingdom using geographical vocabulary to refer to key physical features such as season and weather. Using fieldwork and observational skills to study physical features of the surrounding environment.		Focusing on human and physical geography using geographical skills and fieldwork in the local area of Saltburn and using geographical vocabulary to refer to key human and physical features of this area such as beach, cliff, coast, forest, hill, sea and town. Discussing the big question: If we go down to the woods today what will we find?	
<b>Year 2</b>	Focusing on locational and place knowledge in exploring and locating the seven continents and five oceans of the world. Naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Using world maps, atlases and globes to develop geographical skills.		Focusing on human and physical geography using geographical skills and fieldwork in the local area of Easerside in Middlesbrough and using geographical vocabulary to refer to key human and physical features of these areas.  Discussing the big question: Where can we go on our next adventure?		Focusing on human and physical features of villages, towns and cities. Developing map-making skills to devise a simple map. Using and constructing basic symbols in a key.	
<b>Year 3</b>	Focusing on the transformation from Stone Age to the Bronze Age and finally the Iron Age using fieldwork to observe, measure, record and present how the land has changed over time. Additionally, exploring, describing and understanding key human geographical features including types of settlement and land use during this transformation.		Focusing on human and physical geography through describing and understanding key aspects of volcanoes and earthquakes around the world. Using key locational knowledge and vocabulary such as latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere to identify their position on the globe. Discussing the big question: What is under our feet and how does it present itself?		Exploring Greece to extend knowledge of Europe and understanding beyond the local area. Focusing on key physical and human characteristics of the country and the cities within it. Discussing the big question: How did the Ancient Greek culture influence the modern world?	

<p><b>Year 4</b></p>	<p>Focusing on locational knowledge and map reading through exploring the United Kingdom and planning a journey to a place in England. Describing the difference between the British Isles, Great Britain and the UK.</p> <p>Naming and locating counties and cities of the UK and the main islands surrounding it.</p> <p>Focusing on the human and physical characteristics of villages, towns and cities in the UK using geographical fieldwork to observe, measure, record and present the human and physical features through a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Focusing on human and physical geography through describing and understanding key aspects of mountains around the world.</p> <p>Using locational knowledge to identify the position of mountains using key terms such as latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and exploring time zones on these mountains.</p> <p>Using geographical fieldwork to observe, measure, record and present findings on climate zones and water cycles on different mountains in different places within the world.</p>	<p>Exploring the continent of Africa focusing on locational knowledge using vocabulary such as latitude and longitude to identify the position of the continent on the world map.</p> <p>Focusing on human and physical geography by describing and understanding key aspects such as climate zones, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Understanding how the land has changed over time linking this to the growing impact of climate change on the African continent. Discussing the big question: How can we save this continent?</p>
<p><b>Year 5</b></p>	<p>Focusing on human and physical geography to locate the trading links seen with Sir Francis Drake and plot his route of the Spanish Armada using geographical mapping skills.</p>	<p>Focusing on human and physical geography relating to describing and understanding the key aspects of river water cycles.</p> <p>Using locational knowledge relating to key topographical features to research and locate rivers around the world.</p> <p>Using maps, globes, atlases, compasses and grid references to observe physical features of rivers and develop geographical skills and conduct fieldwork.</p> <p>Discussing the big question: What are the different uses of rivers?</p>	<p>Exploring the continent of Australia focusing firstly on locational knowledge using geographical vocabulary such as latitude and longitude to identify the position of the continent on the world map.</p> <p>Focusing on human and physical geography by describing and understanding key aspects such as climate zones, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

<p><b>Year 6</b></p>	<p>Focusing on locational knowledge using geographical skills such as the use of the eight points of a compass and four- and six-figure grid references to locate places firstly in Great Britain and then extending this to places around the world.</p> <p>Using geographical terminology such as 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) to identify the position and location of the places in Great Britain and around the world.</p> <p>Learning about physical geography and understanding biomes such as tundra, forest, rainforest, grassland, chaparral, desert and savannah.</p>	<p>Focusing on place knowledge and physical geography in relation to North and South America.</p> <p>Using maps, atlases, globes and computer mapping to locate countries and describe the features studied.</p> <p>Using scales on a map to calculate real distances.</p> <p>Discussing the big question: Where in the world is left to explore?</p>	<p>Exploring the local area of Teesside using geographical skills and fieldwork such as Local Ordnance Survey Maps to build knowledge of the local area.</p> <p>Producing made maps with a key from the data gathered.</p>
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