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| **College Town Primary School - Geography Yearly Overview** | | | | | | |
| **Geography** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** |  | **Map Makers**  Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes  Use simple maps of the local area e.g. Large scale, pictorial etc.  Make simple maps and plans e.g. pictorial place in a story  Use simple observational skills to study the geography of the school and its ground. |  | **Capital Cities of the UK**  Name, locate and identify characteristics of the four capital cities of the United Kingdom.  Ask simple geographical questions e.g. What is it like to live in this place?  Understand how some places are linked to other places e.g. roads, trains.  Name, describe and compare familiar places.  Use basic geographical vocabulary to refer to key physical and human features. |  | **Sandhurst and Pangbourne**  Ask simple geographical questions e.g. What is it like to live in this place?  Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.  Use first-hand observation to enhance their locational awareness.  Link their homes with other places in their local community  Know about some present changes that are happening in the local environment and at school.  Suggest ideas for improving the school environment. |
| **Year 2** |  | **Compare and Contrast – Home and Abroad**  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  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  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  Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |  | **United Kingdom**  Use world maps, atlases and globes to identify the United Kingdom and its countries.  Name, locate and identify characteristics of the four countries of the United Kingdom  Name, locate and identify characteristics of the seas surrounding the United Kingdom  Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  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 |  | **Continents and Oceans**  Name and locate the world's seven continents and five oceans  Use simple compass directions (North, South, East and West) and locational and directional language <eg>near and far; left and right</eg>, to describe the location of features and routes on a map |
| **Year 3** | **Comparison to an European Country - Greece**  Identify physical and human features of the locality including climate zones, biomes and the water cycle.  Recognise there are similarities and differences between places.  Develop an awareness of how places relate to each other.  Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.  Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. |  |  | **Counties and Cities in the United Kingdom**  Identify where counties are within the UK and the key topographical features.  Name and locate the cities of the UK.  Recognise there are similarities and differences between places.  Develop an awareness of how places relate to each other  Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if…continues?  Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc |  | **Reading and Understanding a Map**  Make more detailed fieldwork sketches/diagrams.  Use fieldwork instruments <eg>camera, rain gauge.  Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.  Use four figure grid references.  Use the 8 points of a compass.  Make plans and maps using symbols and keys. |
| **Year 4** | **What is our place within Europe**  Know about the wider context of places - region, country.  Understand why there are similarities and differences between places.  Identify where countries are within Europe; including Russia.  Know how the locality is set within a wider geographical context. |  |  | **The Environment**  Describe human features of UK regions, cities and /or counties.  Understand the effect of landscape features on the development of a locality.  Describe how people have been affected by changes in the environment  Explain about key natural resources e.g. water in the locality.  Explore weather patterns around parts of the world |  | **Reading and Understanding a Map**  Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.  Measure straight line distances using the appropriate scale.  Explore features on OS maps using 6 figure grid references.  Draw accurate maps with more complex keys.  Plan the steps and strategies for an enquiry. |
| **Year 5** |  | **Comparison between the UK and Northern America**  Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.  Identify the physical characteristics and key topographical features of the countries within North America.  Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.  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.  Understand about weather patterns around the world and relate these to climate zones. |  | **Local Area Study (Sandhurst)**  Understand how humans affect the environment over time.  Know about changes to world environments over time.  Understand why people seek to manage and sustain their environment.  Know about the wider context of places e.g. county, region and country.  Know and describe where a variety of places are in relation to physical and human features.  Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent. |  | **Rivers**  Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Know how rivers erode, transport and deposit materials.  Know about the physical features of coasts and begin to understand erosion and deposition.  Understand how humans affect the environment over time.  Know about changes to world environments over time.  Understand why people seek to manage and sustain their environment. |
| **Year 6** |  | **Reading and understanding maps**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her 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.  Use maps, charts etc. to support decision making about the location of places new bypass.  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). | **Mountains, Volcanoes and Earthquakes**  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Describe and understand key aspects of 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. |  |  |  |