

Geography Overview: Year 1 to Year 6 Davyhulme Primary School

Year	Autumn Term	Spring Term	Summer Term
Year 1	-	Where do I live – (local area) Around the World	The Four Seasons
Year 2	Let's go on Safari	Weather	-
Year 3	Where does our food come from? (link to Harvest)	In the Desert	Countries of the World
Year 4	Our European Neighbours	Rainforest	Village Settlers

Year 5	South America	Investigating Rivers	The United Kingdom
Year 6	Exploring Scandinavia	Mountains	Extreme Earth

The National Curriculum – Geography - Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

<u>Location knowledge</u>	<u>Place knowledge</u>	<u>Human and physical geography</u>	<u>Geographical skills and fieldwork</u>
<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area 	<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world 	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and

<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p>of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> 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. 	<p>oceans studied at this key stage</p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map 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 use simple fieldwork and observational skills to study the geography of their school and its
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The National Curriculum – Geography - Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge. Pupils should be taught to:

<u>Location knowledge</u>	<u>Place knowledge</u>	<u>Human and physical geography</u>	<u>Geographical skills and fieldwork</u>
*locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities *name and locate counties and cities of the United Kingdom, geographical regions and their	*understand geographical similarities and differences through studying the 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.	*describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including	*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 their knowledge of the United Kingdom and the wider world

<p>identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>*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)</p>		<p>trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>*use field work 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</p>
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