Geography Overview

Lindal and Marton

/8Place Knowledge	Human & Physical Geography	Locational Knowledge	Geographical Skills & Fieldwork

	Autumn term		Spring term		Summer term	
EYFS Year A	**All about me and myself The enormous turnip**	**Polar regions Goldilocks and the 3 bears**	**Plants and growing Dinosaurs**	**The Zoo Little Red Riding Hood**	**Vehicles and transport Jack and the Beanstalk**	**Under the Sea Superheroes**
	1. Recognise some similarities and differences between life in this country and life in other countries.		1. Observe changes in the environment and in plants.		1. Talk about how people move around the world.	
Fieldwork enquiry	Enquiry: What makes us unique? Location: School Data collection: collecting facts about class members		Enquiry: How quickly do plants grow in different environments? Location: School Data collection: measurements of plants		Enquiry: How can I show journeys? Draw information from a simple map. Location: Local area Data collection: Map reading or drawing a journey	
EYFS Year B	**Space Toys**	**Light and Dark Three little pigs**	**Mini beasts Knights, castles, dragons**	**Weather Pirates**	**Seaside People who help us**	**Houses and homes Three billy goats gruff**
	1. Make observations and comparisons about different environments.		1. Talk about features (weather) of their own environment and how environments may vary from one another. 2. Talk about how humans use the planet.		1. Talk about the lives of people around me and my roles in society. 2. Make observations about the Seaside environment. 3. Describe immediate home environments.	
Fieldwork enquiry	Enquiry: What makes our environment unique? Location: School Data collection: Collecting photos or drawings (observations)		Enquiry: How does the weather change? Location: school grounds. Data collection: Observe what the weather is like.		Enquiry: What are the features of the seaside? Location: Barrow Data collection: draw what they can see. Spot the difference.	
1/2 Year A	**Continents & Oceans (Y1)**	**United Kingdom (Y1)**	**Hot & Cold Locations (Y1)**		**Mapping and Fieldwork (Y1)**	
	Location, Order, Connection	**Location, Order, Connection**	**Location, Environment, Culture, Connection**		**Location, Environment, Pattern**	
	1. Name and locate the world's seven continents and five oceans on a map/globe.	1. Name the four countries, capital cities of the United Kingdom & surrounding seas. 2. Compare images of the physical features of the United Kingdom.	1. Identify seasonal and daily weather patterns in the United Kingdom. 2. Compare hot and cold places of the world. 3. Understand where the Equator is. 4. Locate the North and South Poles.		1. Use directional language (near, far, left, right) 2. Add descriptive labels to maps. 3. Describe the features of the school and its grounds.	
Fieldwork enquiry	Enquiry: What is unique about Africa? What is unique about Antarctica? Location: Digimap	Where England, Scotland, Northern Ireland and Wales are on a map?	Enquiry: How do global temperatures vary over time? Location: Digimap Data collection: Comparing temperature data		Enquiry: How is the indoor and outdoor space connected? (mapping through field sketches) Location: school grounds Data collection: field sketches (observations)	

	Data collection: comparing aerial photos				
Curriculum links		History: local study	Science: temperature (seasonal changes)	Art: sketches and perspectives	
1/2 Year B	**Comparison Between Barrow & Nairobi (Y2)** Study human and physical geography of a small area of United Kingdom, and of a contrasting Non-European country. **Location, Order, Environment, Culture, Time, Pattern** 1. Locate Barrow and Nairobi using globes, maps and atlases. 2. Know what countries these towns/cities are in. 3. Understand the human and physical features of Kenya. 4. Compare the similarities and differences between Barrow and Nairobi.		**Amazon rainforest – Yanomami (Y2)** Study human and physical geography of a small area of United Kingdom, and of a contrasting Non-European country. **Location, Order, Environment, Culture, Time, Pattern** 1. Locate rainforests Biomes. 2. Describe what rainforests are like: physical features and ecosystem. 3. Know what the weather patterns are like in the rainforest with reference to the Equator, hot and humid. 4. Understand how the people of the rainforest live: human features. 5. Compare the human and physical features of the rainforest to our local environment.	**Local Area Study – Bowness (Y2)** **Location, Environment, Culture** 1. Use compass directions (North, South, East and West) to describe locations in the area studied. 2. Find landmarks and basic human and physical features. 3. Compare human and physical features on maps.	**Map Work Skills & Introduction to Scale (Y2)** **Location, Order, Connection** 1. Describe the human and physical features of places. 2. Know how to read compass points on a map. 3. Know what scale is on a map and what this tells us. 4. Sketch a simple map of our school. 5. Use and construct basic symbols in a key.
Fieldwork enquiry	Enquiry: Do these two place have anything in common? Location: Barrow town centre Data collection: labelling the features of this place (shops, roads, trees, cars). Compare these to google earth for Nairobi.		Enquiry: why don't many people live on the equator? Location: School (google earth and digimap) Data collection: digital mapping to show population density, rainfall, temperature and vegetation coverage.	Enquiry: Can maps show busy places? Location: Bowness Data collection: compare the symbols for tourist attractions on the maps to how busy/noisy it is in a place. Environmental survey (noise) and traffic tally chart.	
Curriculum links	History: local study		Science: seasonal changes	Maths: tally charts and counting	
3/4 Year A	**Counties & Regions of the UK (Y3)** **Location, Culture, Connection, Interdependence Cycle** 1. Identify, name, and locate capital cities and counties of the UK. 2. Identify regions of Scotland,	**Human & Physical Features of the UK (Y3)** **Location, Connection, Process** 1. Describe the topography of the UK using symbols and colours on a map.	**OS Map & Scale** Map and fieldwork skills using human and physical geography (Y3) **Location, Scale, Proximity** 1. Use 8 points of a compass to describe location (NE, NW, SE, SW) 2. Use scale to zoom in and out of maps. 3. Identify and describe the human and physical features of the school surroundings using a key.	**Local Area Study: Lake District** OS maps skills and fieldwork (Y3) **Location, Position, Order, Environment, Landscape** 1. Compare the scales of OS maps 2. Explain how scale helps us to describe places. 3. List the human and physical features of OS maps at different scales. 4. Use keys and symbols to locate the human and physical features of the Lake District.	

	England Wales, and Northern Ireland. 3. Understand the use of different scaled maps of the UK.	2. Name the physical and human landmarks of England, Scotland, Wales and Northern Ireland.			
Fieldwork enquiry	Enquiry: What are the similarities and differences in the way that people live in the UK? Location: Local area Data collection: Questionnaire	Enquiry: Are local places similar or different? Location: Digimap Data collection: Collecting photos and observations	Enquiry: What features can't you see on a large-scale map? Location: Digimap drawing tools and markers to label human and physical features on a map. Data collection: Interpreting map data	Enquiry: Compare the physical and human characteristics of a location in the Lake District (comparative field study) Location: Coniston Data collection: Land use survey.	
Curriculum links	History: enquiry about changes over time. UK places names		Maths: position and direction	Maths: data and statistics	
3/4 Year B	**Water cycle (Y4)** **Environment, Connection, Interaction, Landscape, Process,** 1. Know what the water cycle is and use key terminology: evaporation, condensation, precipitation, percolation, runoff 2. Understand how the water cycle works. 3. Know what influences the water cycle (land use and run off) Optional: Explore the impact of climate change on the water cycle.		**Latitude & Longitude (Y4)** **Location, Position, Diversity, Time** 1. Know what latitude and longitude are. 2. Use latitude and longitude to find exact locations around the world and describe location. 3. Know time zones are and how they affect us (digimap) 4. Understand how day and night occur.	**Fieldwork & Map Work** Study the environmental regions of Europe, Russia, N and S America **(Y4)** **Location, Scale, Proximity** 1. Locate global biomes. 2. Locate specific biomes (Amazon). 3. Describe and explain population patterns. 4. Describe the features of different environmental regions. 5. Describe and compare the environmental regions (biomes) of Europe, Russia and N. and S. America.	**Rivers (Y4)** **Environment, Connection, Interaction, Landscape, Process** 1. Know the features of different rivers (river courses) 2. Understand how rivers are formed (deposition, erosion) 3. Describe a local river (digimap /google earth or fieldwork). 4. Compare images of different rivers. 5. Know the importance of climate change on rivers.
Fieldwork enquiry	Enquiry: What is the role of the water cycle in our local area? Location: 1km around the school (use digimap to draw the area and study these maps)		Enquiry: Physical features are shaped by the latitude of a location. Do you agree or disagree? Location: School	Enquiry: If a river becomes polluted, what's the impact on the environment and animals in its habitat? Location: A local river	

	Data collection: use maps to find water sources and drainage. Mark these on the map and photograph.	Data collection: compare the features of places in the north, equator and south.	Data collection: evidence of where pollutants may enter a river (counting litter, marking off runoff from farms etc). Use maps to show where the pollution is and where this can end up.	
Curriculum links	Science: the water cycle (states of matter)	Maths: time zones	Science: thinking scientifically – collecting data Maths: presented results in a bar chart	
5/6 Year A	**North America, Europe & UK (Y6)** **Location, Connection, Economic, Order, Pattern, Remoteness** 1. Compare the similarities and differences between the Lake District, Tatra Mountains and the Caribbean. 2. Explain the formation of these landscapes. 3. Describe and compare the human and physical characteristics of contrasting locations. 4. Know how tourism impacts the studied areas.	**Earthquakes, Mountains & Volcanoes (Y6)** **Time, Location, Process, Connection, Environment, System** 1. Know the layers of the Earth. 2. Name the tectonic plates (digimap) 3. Understand what causes earthquakes and name the different types of earthquakes. 4. Understand how mountains are formed. 5. Describe the different types of mountain formation. 6. Know the different types of volcanoes erupt and what they are called. 7. Locate global earthquakes, mountain ranges, and volcanoes (digimap) Optional: Discuss population density and land use near mountains, volcanoes and earthquakes.	**Maps & Orienteering** **Location, Absolute position, Scale, Settlement** 1. Know how to orientate a map. 2. Read a key to navigate to landmarks. 3. Fieldwork: Navigate a simple indoor and outdoor course. 4. Use a compass to navigate and find North. 5. Read and use 6-figure grid references. 6. Read grid squares and coordinates.	**Settlements** land use and economic relationships (Y6) **Location, Scale, Proximity, Connection, Pattern** 1. Describe settlement patterns and natural resources. 2. Know the importance of trade and economy in developing a settlement. 3. Know the impact of declining natural resources. 4. Understand migration patterns.
Fieldwork enquiry	Enquiry: What makes these places unique and recognisable? Location: Digimap Data collection: Compare biome data and population data	Enquiry: How have mountains changed over time/due to tourism? Location: Local mountainous area. Data collection: Footpath erosion measurements.	Enquiry: How is land used in a studied area and why is this? Location: Chosen off-site location (Dalton) Data collection: Land use survey in two locations.	
Curriculum links	Science: Living things and their habitats	Science: forces and properties of materials	Maths: position and direction (coordinates) History: Windrush generation and migration patterns PSHE: diversity	
5/6 Year B	**Biomes & Environmental Regions** Part 1: Global biomes and cities **Location, Interdependence, Pattern, Environment, Settlement, Economic** 1. Use continents, lines of latitude, longitude, and the Equator to locate global biomes and environmental regions (digimap) 2. Compare and contrast global biomes. 3. Apply prior learning of climate change and the water cycle to discuss the impacts of these on global biomes.	**Biomes & Environmental Regions** Part 2: Place Comparison Study **Location, Interdependence, Pattern, Environment, Settlement, Economic** 1. Use biomes to describe the human and physical features of studied areas in N. and S. America and Europe. 2. Compare the human and physical features of studied areas in N. and S. America and Europe. 3. Compare how animals and plants have adapted to different biomes.	**Map Skills – Four and Six Figure Grid References** **Location, Absolute position, Scale, Settlement** 1. Know the role of longitude and latitude. 2. Understanding 6 figure grid references. 3. Use digimap to precisely locate themselves and landmarks.	**Ordnance Survey (OS) map skills and fieldwork** **Location, Scale, Proximity** 1. Read contour lines on a map. 2. Use and read 6-figure grid references. 3. Use digimap to compare the features of

	4. Use continents, lines of latitude, longitude, hemisphere and the Equator to describe the location of major cities and continents. 5. Know how many countries are in the continents. 6. Name major capital cities of the world (Spain, Germany, France, Argentina, Russia, USA) 7. Understand the impact of over-populated cities (pollution)	4. Explain and describe population density in the studied areas. 5. Understand how global biomes and climates shape the human and physical features of landscapes. 6. Know how climate impacts tourism and the economy.	4. Use digimap to measure distances between precise locations.	**contrasting** locations locally. 4. Produce maps including chosen symbols and contours of the local area from data collection.
Fieldwork enquiry	Enquiry: Are cities becoming too busy? Location: School (digimaps) Data collection: Collect population data and land density, pollution, green spaces.	Enquiry: Does the climate impact local tourism? Location: school and local area Data collection: questionnaire about holiday choices. Mapping to show rainfall and temperature in the Lake District compared with busy times.	Enquiry: What information do maps need for us to find precise locations? Which mapping symbols do we no longer need? Location: Local area Data collection: list the features of a walk that would assist knowing precise location. Plot these onto their own map. Compare this to OS.	
Curriculum links	Science: living things and their habitats	Maths: data collection (mean and graphs)	Maths: coordinates	

KS1- 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.

KS2- 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 knowledge, understanding and skills to enhance their locational and place knowledge.

Geographical analysis is developed through selecting, organising and integrating knowledge through reasoning and making sense of the content in response to structured questions and well-designed tasks that cause children to think hard as geographers.

Substantive Knowledge- this is the subject knowledge and explicit vocabulary used to learn about the content.

SUBSTANTIVE CONCEPTS IN GEOGRAPHY (the big ideas, and the golden threads, that run through a coherent and cohesive geography curriculum)			
Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
The place where a particular point or object exists. Locational knowledge is the foundation upon which geographical understanding is built. It may be gleaned from the information in maps and globes. It is important for students to have locational knowledge so that they have a firm grounding in the basics of local, national and world geography.	The emphasis in place knowledge should be on exploring localities, developing an understanding of place as a locale and its links with other places, appreciating what a sense of place might include. Understanding the geographical similarities and differences through the study of human and physical geography.	Physical geography looks at the natural processes of the Earth, such as climate and plate tectonics. Human geography looks at the impact and behaviour of people and how they relate to the physical world.	Geographic skills provide the necessary tools and techniques for us to think geographically. They are central to geography's distinctive approach to understanding Earth's physical and human patterns and processes. Geography fieldwork is very much 'hands on'; when students are involved in fieldwork enquiries they are collecting primary data; formulating questions to investigate; seeking answers to their questions; and communicating their findings.

Disciplinary Knowledge – – this is the use of knowledge and how children become a little more expert as a geographer by Thinking Geographically.

DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER				
Place and Space	Scale and Connection (Relationship and interdependence)	Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)