SHOBNALL PRIMARY & NURSERY SCHOOL

GEOGRAPHY PROGRAMME OF STUDY

THRESHOLD CONCEPTS FOR GEOGRAPHY

A plan for helping pupils form a geography schema in their long-term memories and achieve the objectives outlined in the National Curriculum

Threshold Concepts *(the big ideas that form the basis of the schema)*		**INVESTIGATE PLACES**		**INVESTIGATE PATTERNS**		**COMMUNICATE GEOGRAPHICALLY**
Knowledge Categories *(the facets of each threshold concept that help strengthen the schema)*		**Location**	**Physical Features**	**Human processes**	**Physical processes**	**Techniques**	**Vocabulary**
		Diversity	**Human Features**				
Milestones *(the goals that pupils should reach at the end of each year)*	**Nursery**	Notices differences between people. Show interest in the lives of people familiar to them. Consider the long and short journeys made by people. Identify similarities and differences in relation to places, living things and vehicles. Talk about some features of the immediate environment and that of some other countries. Observations of plants and animals and explain why some things occur and talk about changes over time. They answer 'how' and 'why' questions about their experiences and in response to stories and events. Forest School Introduce their knowledge of the natural world through their experiences at Forest School.		Identify similarities and differences between themselves and others, and among families, communities and traditions. Observe some seasonal changes.		Uses vocabulary focused on objects and people that are of particular importance to them; builds up vocabulary that reflects the breadth of their experiences. Identify the different settings within a story.	

	Reception	Talk about members of their immediate family and their community. Describe and comment on the things they have seen whilst outside including plants and animals. Name and describe basic aspects of religious and cultural experiences relevant to their own community and immediate family. To recognise that people, have different beliefs and celebrate special times in different ways. Forest School Develop their knowledge of the natural world through their experiences at Forest School. Create a travel guide of a different country. (Orange Goal) Use their knowledge of simple maps to create a treasure hunt. (Red Goal)	Recognise changes to the outdoor environment and use vocabulary linked to the changing of the seasons.	Uses vocabulary focused on objects and people that are of particular importance to them; builds up vocabulary that reflects the breadth of their experiences. Begin to understand the difference between natural and man–made materials. Discuss the different settings within a story and make comparisons with other stories.
	Year 1	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	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. Identify land use around the school.	Use basic geographical vocabulary to refer to: - Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. - Key human features, including: city, town, village, factory, farm, house, office and shop.

	Year 2	Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1).
	Year 3	Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Use a range of resources to identify the key physical and human features of a location.	Describe how the locality of the school has changed over time.	Describe key aspects of: - Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. - Human geography, including: settlements and land use.
	Year 4	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. Name and locate the countries of Europe and identify their main physical and human characteristics. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries.	Use the eight points of a compass, four-figure references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

	Year 5	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork as sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Name and locate the countries of North America and identify their main physical and human characteristics. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).	Identify and describe the geographical 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). Understand some of the reasons for geographical similarities and differences between countries.	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: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
	Year 6	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, river, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics. Identify and describe how the physical features affect the human activity within a location. Collect and analyse statistics and other information in order to draw clear conclusions about locations.	Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.	Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

LONG TERM OVERVIEW FOR GEOGRAPHY

KEY: **INVESTIGATING PLACES** **INVESTIGATING PATTERNS** **COMMUNICATE GEOGRAPHICALLY**

Year 1	Autumn Term	Spring Term	Summer Term
Topic	**LAND OF HOPE AND GLORY**	**TO INFINITY AND BEYOND!**	**WHERE THE WILD THINGS ARE**
Milestones	Ask geographical questions. Identify the key features of a location in order to say whether it is a city. Use world maps, atlases and globes to identify the United Kingdom. Identify seasonal and daily weather patterns in the United Kingdom. Identify land use around the school. Use basic geographical vocabulary to refer to: - Key physical features, including: beach, coast, forest, hill, ocean, soil, and weather. - Key human features, including: city, factory, farm, house, office and shop.	Ask and answer geographical questions. Identify the key features of a location in order to say whether it is a city, town or village. Use world maps, atlases and globes to identify the United Kingdom and its countries. 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. Identify land use around the school. Use basic geographical vocabulary to refer to: - Key physical features, including: beach, forest, hill, mountain, ocean, river, soil, and weather. - Key human features, including: city, town, village, factory, farm, house, office and shop	Ask and answer geographical questions. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 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. Identify land use around the school. Use basic geographical vocabulary to refer to: - Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. - Key human features, including: city, town, village, factory, farm, house, office and shop.
Fieldwork Enquiry Suggestions	Using **Appendix 1** (*Progression of Skills in a Fieldwork Enquiry*), undertake an enquiry to answer **one** of the following questions during the academic year: • How can we best organise our classroom? • Does the local area have enough fun activities? • What jobs could someone get in my local area? • Does this week's weather match the forecast? • Are people happy living in this area? • Do the school grounds have enough plants to encourage wildlife?		
Knowledge Webs & POP Tasks	**Mapping the World** What is a globe? What is a map? Discuss whether maps are more detailed than globes. What is an atlas? Use an atlas and explain the method to find the United Kingdom. Label common weather symbols. Label common extreme weather symbols.	**Describing Maps of the World** Point out the main differences between a globe and a map. Categorise types of weather in difference ways (mild, story, fair, extreme).	**Describing Local Maps** Use an atlas and explain the method to find the: United Kingdom and location of the school.

	Weather Compare and contrast three different types of extreme weather. Compare and contrast weather across all four seasons. Discuss how land is used within the school grounds. **The United Kingdom: England** What are the largest rivers in the United Kingdom? Summarise the geographical location of the United Kingdom. What is the flag of England called? Discuss and identify whether all cities in England have cathedrals. Where is London?	**The United Kingdom: Scotland and Northern Ireland** Is Great Britain an island? Point out the difference between Great Britain, the United Kingdom and the British Isles. Compare the location of England with other countries in the United Kingdom. Compare and contrast the locations of Scotland and England. What is the southernmost point in England? Compare and contrast the populations of the countries of the United Kingdom. Describe the location of Northern Ireland. Where are (most of) Northern Ireland's mountains? **Weather** Discuss what you think most land is used for in the countryside. Do you agree that the population of Edinburgh increases in the summer months? Why? Do you agree that a drought is less damaging than a flood? Give reasons.	**England: Newcastle upon Tyne** Suggest reasons why some people may choose to live in remote areas of the British Isles. Discuss the similarities and differences in rural areas and cities. Group buildings in central Newcastle in two ways. Classify different physical features in England, giving examples. What is the difference between a country and a continent? Summarise the difference between weather and climate. **The United Kingdom: Wales** How would you describe most of Wales? Rural or urban? Why? Interpret winter weather information in the highlands of Scotland. Draw some conclusions. Do you agree that it is always hot in summer and cold in winter?
Vocabulary	place, investigate, beach, coast, forest, hill, ocean, soil, weather, city, factory, farm, house, office, shop, country, town, village, locate, surrounding, environment, map, world, atlas, globe,	mountain, river, town, village, countries, equator, North and South pole, human features, physical features	valley, vegetation, continents, oceans, coastal, rural,

LONG TERM OVERVIEW FOR GEOGRAPHY

KEY: **INVESTIGATING PLACES** **INVESTIGATING PATTERNS** **COMMUNICATE GEOGRAPHICALLY**

Year 2	Autumn Term	Spring Term	Summer Term
Topic	**FIRE, FIRE!**	**I HAVE A DREAM**	**GADGETS AND GIZMOS**
Milestones	Use simple fieldwork and observational skills to study the geography of the school. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name and locate the four countries and capital cities of the United Kingdom. Name the world's continents. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Use compass directions (north, south, east and west)) to describe the location of features on a map. Devise a simple map.	Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Name and locate the world's continents. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features on a map. Devise a simple map; use and construct basic symbols in a key.	Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1).
Fieldwork Enquiry Suggestions	Using **Appendix 1** (*Progression of Skills in a Fieldwork Enquiry*), undertake an enquiry to answer **one** of the following questions during the academic year: • Do we need new shops in our area? • Is litter a problem in our area? • What are the different styles of homes in our area? • Which parts of my local area/ school grounds could be improved? • Where in our local area would be best for a day out? • Do we need speed cameras in our area? • Is there enough parking in our area?		
Knowledge Webs & POP Tasks	**Climate and The United Kingdom** What is an aerial image? Consider whether aerial images are useful in giving directions from one place to another. Name England's capital city. Which river runs through London? Why was this important when London was first built? Label a compass rose showing: north, south, west and east.	**Continents and Australia** Compare and contrast a map of Earth with an aerial image. Suggest reasons why some areas in Wales are difficult to connect with transport links. Discover how land is used in rural areas of North Wales. Compare the location of London with Edinburgh. Organise the continents in order of size.	**Continents and Oceans** Compare and contrast a republic (e.g. the Republic of Ireland) with a monarchy (e.g. the United Kingdom). Point out the areas of the world that have high numbers of people leaving as refugees Identify the border countries of England. Investigate some of the most remote islands on the British Isles archipelago. Which continent is uninhabited? Why?

	Label an image of Earth showing: north, south, west and East. Classify different physical features in England, giving examples. Summarise the effect of floods from monsoons in Bangladesh. .	Explain the difference between a country and a continent. Explain some features of the United Kingdom's government. Explain how London can be described as 'diverse'. Can England be described as Northern Europe? Justify your answer. How would you describe the continent of Africa? Summarise three differences between the bridges of London and Sydney Harbour. Compare and contrast Australia and the United Kingdom. Who were the first known people to inhabit Sydney? What are the main similarities and differences in tourist attractions in London and Sydney? Why did the first European settlers settle in in Sydney? When describing modern Sydney, which would you say was the odd one out: tourism, trade, European convicts? Why? How has Cardiff's industry changed over the years? Devise a map of the school area using basic symbols explained in a key.	Explain why Antarctica is not inhabited. Explain why the population may differ in the lowlands and the highlands and islands. Point out some important landmarks on a map of London. Describe the location of the different oceans. Compare and contrast the locations of two oceans. Organise the oceans in order of size. Explain the difference between an ocean and a sea. Explain why Antarctica is not inhabited. Summarise the work of ports. Explain why an ice breaker may be needed in the Southern Ocean. Explain climate change. Summarise information about how human activity is affecting the health of the Great Barrier Reef. Investigate some problems with drift net fishing. Identify different locations using grid references on a map.
Vocabulary	fieldwork, aerial images, landmarks, countries, capital city, continents, European, compass, directions, north, east, south, west	human and physical features, environment, symbols, key	seas, oceans, routes, grid references

LONG TERM OVERVIEW FOR GEOGRAPHY

KEY: **INVESTIGATING PLACES** **INVESTIGATING PATTERNS** **COMMUNICATE GEOGRAPHICALLY**

Year 3	Autumn Term	Spring Term	Summer Term
Topic	**MEET THE FLINTSTONES**	**BY THE RIVERS OF BABYLON**	**IRON MAN**
Milestones	Ask and answer geographical questions about the physical characteristics of a location. Explain own views about locations. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities and rivers. Use a range of resources to identify the key physical and human features of a location. Describe how the school has changed over time. Describe key aspects of: - Physical geography, including: rivers and mountains. - Human geography, including: settlements and land use.	Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns. Use a range of resources to identify the key physical and human features of a location. Describe how the locality of the school has changed over time. Describe key aspects of: - Physical geography, including: rivers, mountains, volcanoes and earthquakes. - Human geography, including: settlements and land use.	Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Use a range of resources to identify the key physical and human features of a location. Describe how the locality of the school has changed over time and suggest how it could change in the future. Describe key aspects of: - Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. - Human geography, including: settlements and land use.
Fieldwork Enquiry Suggestions	Using **Appendix 1** (*Progression of Skills in a Fieldwork Enquiry*), undertake an enquiry to answer **one** of the following questions during the academic year: • Where is the best place to build new houses? Which new shop do we need in the shopping centre/ high street? • Are there more fun activities in my local area or in _____? • Would I rather visit my local national park or a _____ national park? • Would it be better to build houses on the hill or by the stream/river? • Is traffic a problem in our area? • Are natural disasters a problem in our area?		
Knowledge Webs & POP Tasks	**Europe** How would you describe the location of Europe? Explain the differences between a river's source and its mouth/tributary and a river/surface and subterranean river/meander and a mouth. What is a landform? Describe the physical process of weathering. How does weathering affect landforms?	**Landforms, Earthquakes and Volcanoes** Explain why bridges are situated where they are. Consider whether bridges are sometimes more than just a functional construction. Justify your reasons. Investigate some of the Pacific Ring of Fire's most explosive volcanoes. Compare and contrast the weathering of a road surface with that of a limestone building in a city.	**Transportation and The Water Cycle** Identify the human and physical features of a European country and compare with England. Explain how changing human processes may lead to a reduction in chemical weathering. Discuss whether chemical weathering is the result of irresponsible human processes.

	Compare and contrast the physical processes that fold mountains and block mountains. Label three stages of a river.	Explain how landforms change due to the physical process of weathering. Compare and contrast public transport in your nearest city with public transport in a European city it is twinned with. Compare and contrast the physical processes form volcanoes. Name some examples of volcanoes. Describe the physical processes that cause volcanoes.	Make generalisations about the influence of physical processes on landforms. Investigate the relationship between breathing difficulties for children and pollution from transport. Suggest ways to reduce pollution in cities. What are your thoughts on this statement? The faster the travel, the more pollution produced. Where does the water cycle take place? Illustrate and describe the five steps of the water cycle. Compare and contrast the physical process of the water cycle with any other two physical geographical processes you know of. Compare and contrast a photograph of a cool bright winter's day and with one of a rainy, dull day. Explain how meteorologists use clouds to forecast the weather.
Vocabulary	location, human and physical characteristics, location, rivers, mountains, settlements, land use	volcanoes, earthquakes, locality, topographical	water cycle

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Year 4	Autumn Term	Spring Term	Summer Term
Topic	**THE EMPIRE STRIKES BACK!**	**GAME OF THRONES**	**ANY DREAM WILL DO**
Milestones	Use fieldwork to observe and record the human and physical features in the local area. Name and locate the countries of Europe. Use maps, atlases and globes to locate countries. Name and locate the equator, northern hemisphere, southern hemisphere. Describe geographical similarities and differences between countries. Use the eight points of a compass to communicate knowledge of the United Kingdom.	Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps. Name and locate the countries of Europe and identify their main physical and human characteristics. Use maps, atlases, globes and digital/computer mapping to locate countries. Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the date time zones. Describe geographical similarities and differences between countries. Use the eight points of a compass, four-figure references, symbols and key to communicate knowledge of the United Kingdom.	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. Name and locate the countries of Europe and identify their main physical and human characteristics. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Use the eight points of a compass, four-figure references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
Fieldwork Enquiry Suggestions	Using **Appendix 1** (*Progression of Skills in a Fieldwork Enquiry*), undertake an enquiry to answer **one** of the following questions during the academic year: • Which would be the best week/month to book a holiday in? • Is climate change a problem in our area? • How could our natural landscape help tourism in our area? • Does our food need to travel long distances? • Where is locally farmed food sold?		
Knowledge Webs & POP Tasks	**International Trade** Locate and label the equator and the hemispheres. Identify which hemisphere Europe is within. Give some reasons why coffee may be the world's most traded beverage. Organise information about the growing and exporting of coffee beans in Columbia. Compare and contrast the locations of Europe and North America. Compare and contrast the locations of Europe and Africa.	**Transportation and Rivers** Apply your knowledge of map techniques to describe the locations of Greenwich in the United Kingdom, your school, the capital cities of the United Kingdom and five European cities. Relate your knowledge of rocks (from the Year 3 science curriculum) to your knowledge about coastal features. Graph the populations of the countries of Europe. Compare the populations of France and the United Kingdom.	**Food and Cities** Relate your knowledge of lines of longitude to time zones by explaining the concept of time zones. Organise information about common words and phrases used in three different European languages. Investigate some of the cultural differences in one eastern and one western European country by looking at the types of languages spoken and foods eaten. Summarise information about the populations of the largest and smallest European countries.

	Investigate the Vatican City. Identify and mark on maps of the UK: a motorway, a main road, a secondary road, a minor road, a railway, a bridleway, a cycle path, an airport, a canal.	Demonstrate how densely populated Europe is compared to Africa. There are five primary rivers in Europe. What are they and what is meant by primary? Organise information based on the European primary rivers. Investigate the route of one of the primary rivers of Europe, including the places through which it flows and any other significant information about the river. Research and make generalisations about the area of a river's source. Include information about the terrain. Investigate the physical features of a European river estuary. Plan a cycle journey using a map. Your journey must include cycle paths and minor roads.	Investigate with languages other than English are spoken widely throughout the world. Investigate the issue of food security in African countries. Compare and contrast the geographical locations from which oranges and bananas are imported into the UK. Explain some concerns about food miles. Suggest the best scale of map to look at in order to plan a: rail journey from Bristol to Edinburgh, cycle journey from Keswick in Cumbria to Penrith in Cumbria, walk on part of the South Downs, road journey to Dover in Kent to Charing Cross in London.
Vocabulary	Europe, equator, northern hemisphere, southern hemisphere, compass points,	The tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the date time zones, four-figure references, symbols, key	longitude, time zones, scale

LONG TERM OVERVIEW FOR GEOGRAPHY

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Year 5	Autumn Term	Spring Term	Summer Term
Topic	**OFF WITH THEIR HEADS!**	**EXPELLIARMUS!**	**THE HOUSE OF WISDOM**
Milestones	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork as sampling (random and systematic) to observe the human and physical features in the local area. Analyse the different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). Name and locate the countries of North America Identify the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Understand some of the reasons for geographical similarities and differences between countries. Describe and understand key aspects of: - Physical geography, including: biomes, rivers, mountains, volcanoes and earthquakes and the water cycle. - Human geography, including: settlements, land use, economic activity	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork as sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Analyse and give views on the different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). Name and locate the countries of North America and identify their main physical and human characteristics. Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Understand some of the reasons for geographical similarities and differences between countries. 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: settlements, land use, economic activity including trade links.	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork as sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map). Name and locate the countries of North America and identify their main physical and human characteristics. Identify and describe the geographical 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). Understand some of the reasons for geographical similarities and differences between countries. 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: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
Fieldwork Enquiry Suggestions	Using **Appendix 1** (*Progression of Skills in a Fieldwork Enquiry*), undertake an enquiry to answer **one** of the following questions during the academic year: • Which area do natural disasters have the worst effects on? • Which area would have a better habitat for this animal? • Which climate is better for a holiday? • Is our local river cleaner than this river? • Does our local area or this area have more resources for tourists? • Which area near the river/coast would be best for new houses?		

	• Which area is more reliant on tourism? Which area is more reliant on natural resources?		
Knowledge Webs & POP Tasks	**Biomes** Describe how human processes affect biomes. Locate and label on a map the Earth's biomes. Locate and label on a map the Earth's climate zones. What is a biome? Name the main biomes. Describe the difference between a terrestrial and aquatic biome. Describe the geographical location of the continent of North America. At which latitude is the border between the two largest countries of North America? Compare and contrast the geographical location of North America and that of Europe. Identify important locational details about North America. Compare and contrast the geographical locations of the Yukon and Mississippi rivers. Compare and contrast the geographical locations of the Colorado and Danube rivers. Investigate the physical features found along the route of the Colorado River. Investigate how goods are traded using North American rivers, using locational examples.	**North America** Point out the human processes that affect each biome. Explain how the ocean currents affect the world's climate. Define the word 'climate'. What is a climate zone? Name the climate zones. Explain the term 'plastic pollution' and how this relates to ocean currents. Investigate how knowledge of ocean currents may help search and rescue teams when a boat or person goes missing at sea. Compare and contrast the geographical locations of the seven climate zones. Investigate the significance of the Bering Strait between North America and Asia. Investigate why the southern parts of North America are more prone to hurricanes than the northern parts. Relate your answer to climate zones, ocean currents and weather patterns. Describe, with examples, the diversity that is associated with the climate zones that are found in North America. Relate your knowledge of biomes in North America to your knowledge of mountainous areas and draw some conclusions. Explain why a geographer may use a variety of map types while navigating.	**Climate Zones** Investigate how the melting polar ice caps may lead to changes in ocean currents. Investigate the benefits to the United Kingdom's climate of the Atlantic Ocean Gulf Stream. Relate your knowledge of the locations of biomes to the location of climate zones. Make some generalisations. Investigate two areas in two biomes of your choice, selecting relevant information about their physical features. Compare and contrast different maps of London. Compare and contrast the physical and human diversity of areas of high and low latitude in North America. Graph information about the population of the ten most populous cities in North America. Compare and contrast the feature of a topographic map and those of a political map, using examples from North America. Give a broad overview of the geographical distribution of mountain ranges in North America. Compare and contrast the physical features of mountainous regions of North America and the Great Plains. Relate your knowledge of biomes in North America to your knowledge of mountainous areas and draw some conclusions.
Vocabulary	fieldwork, human and physical features, topological, latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, rivers, mountains, volcanoes and earthquakes and the water cycle, settlements, land use, economic activity	climate zones, biomes and vegetation belts including trade links	the Prime/Greenwich Meridian and time zones (including day and night), natural resources, energy, food, minerals, water supplies.

LONG TERM OVERVIEW FOR GEOGRAPHY

KEY: **INVESTIGATING PLACES** **INVESTIGATING PATTERNS** **COMMUNICATE GEOGRAPHICALLY**

Year 6	Autumn Term	Spring Term	Summer Term
Topic	**VICTORY IS OURS!**	**GREAT EXPECTATIONS**	**TROY STORY**
Milestones	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics. Name and locate the countries of South America Identify how the physical features affect the human activity within a location. Collect information about locations. Describe how locations around the world are changing. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, river, key topographical features and land-use patterns. Name and locate the countries of South America and identify their main physical and human characteristics. Identify and describe how the physical features affect the human activity within a location. Collect and analyse statistics and other information about locations. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, river, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of South America and identify their main physical and human characteristics. Identify and describe how the physical features affect the human activity within a location. Collect and analyse statistics and other information in order to draw clear conclusions about locations. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
Fieldwork Enquiry Suggestions	Using **Appendix 1** (*Progression of Skills in a Fieldwork Enquiry*), undertake an enquiry to answer **one** of the following questions during the academic year: • Do we import more food from Europe than we grow? • What impact does trade with Europe have on our area? • Which area do natural disasters have the worst effects on? • Which area has coastal erosion had the most impact on? • What are the human and physical features of the local area? How does this compare to _____?		
Knowledge Webs & POP Tasks	**South America** On a map of Europe, locate and label the title, compass rose, key, lines of longitude and latitude and the scale. Describe the purpose of these features. Describe the geographical location of South America.	**Using Maps** Apply your knowledge of map features to your own maps to places you are studying by describing maps using the features and using the features to create your own maps.	**South America Vs North America** Relate your knowledge of biomes to your knowledge of human processes. Draw conclusions as to why humans behave as they do in response to the conditions within a biome.

	Organise information about the geographical location of three South American countries. Explain how some physical features of a river may give rise to human activity. Compare and contrast the locations into which the Amazon and Volga rivers discharge. Compare and contrast the physical features of the Parana and the Volga river basins. Describe the geographical location of the Amazon River basin.	Apply your knowledge of your four-figure grid references to find the grid reference for: your school, five places in the countryside near to your school, the centre of your nearest town or city, the centre of five European capitals. Apply your knowledge of six-figure grid references to name and locate at least ten places on urban and rural maps. Describe the term 'sparsely populated' and give some examples in South America. Classify areas of South America using population data. Summarise information about population density in South America. Compare and contrast the housing for a typical person in Mexico City and New York City. Investigate the difference between the terms 'cosmopolitan' and 'metropolitan'. Compare and contrast the populations of Brazil and Canada. Summarise information about population density in Chile.	Investigate how different scales of maps of the same place give the user differing levels of detail. Draw some conclusions. Recommend a route of at least 3 miles through a rural area, using six-figure grid references. Compare and contrast the features of a topographic map and those of a political map, using examples from South America. Give a broad overview of the geographical distribution of mountain ranges in South America. Show how the western coast of South America is part of a wider seismic zone. Compare and contrast the physical features of cities in South America that are situated at high altitudes and low altitudes. Propose an appropriate set of maps to use when following the tourist route known as the Inca trail in Peru. Relate your knowledge of biomes in South America to your knowledge of mountainous areas and draw some conclusions. Propose some reasons why the ancient citadel of Machu Picchu is located where it is. Relate your knowledge of mountainous areas to your knowledge of the population in South America. Draw some conclusions.
Vocabulary	human and physical characteristics, locations, North and South America, locations, diversity, interconnected, interdependent, Ordnance Survey	hills, mountains, river, topographical, land-use, climate zones, population densities, height of land, analyse	sampling, systematic, effectiveness, economic, depict

APPENDIX 1 – PROGRESSION OF SKILLS IN A FIELDWORK ENQUIRY

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry	**Enquiry**	**Enquiry**	**Enquiry**	**Enquiry**	**Enquiry**	**Enquiry**
Children will need support to complete each stage of the enquiry. Responses to each step of the enquiry may be brief and involve one step.	Children will need support to complete each stage of the enquiry. Responses to each step of the enquiry may be brief and involve one step.	Children should be able to complete all aspects of the enquiry supported. Use the children's interests and then steer the enquiry to the direction needed. Provide scaffolding to develop ideas into an enquiry.	Supported, children should carry out a full enquiry with growing independence in areas.	Children might suggest their own enquiry questions but will need direction to keep the enquiry to focus.	Children might link enquiries to the wider world. Link 2 topics together for their enquiry.	Children will be independent in deciding their enquiry.
Question	**Question**	**Question**	**Question**	**Question**	**Question**	**Question**
Questions will form from children's experiences or through topics and stories learnt.	Question stems will be used to help children think of ideas. Questions will be chosen by teachers and shared with children.	Question stems will be used to help children think of ideas. Questions need to be specific enough it can be answered and broad enough to allow deep geographical thinking. For example: Are there enough plants to encourage wildlife in our school? instead of 'What wildlife is in our school?' Make a link to real life problems.	Will need support with questions. Encourage children to tweak their questions so they understand how to pose a focussed question instead of a general one. Work with specific questions with less variables.	Children should select own question with support to keep it focussed.	Children will select their own questions thinking about what elements of geography learning they can compare. May need some support to keep the question in focus.	Children will be able to improve and refine each other's questions.
Planning	**Planning**	**Planning**	**Planning**	**Planning**	**Planning**	**Planning**
Planning may involve various steps that are done over time. Looking at similarities and differences.	Planning will involve the teacher explaining the steps children need to take to complete the enquiry.	Planning will involve the teacher explaining the steps children need to take to complete the enquiry. Children will be able to suggest some ideas.	Children will need support planning but they may be able to contribute ideas.	Planning and data will look at primary and secondary sources	Children may be able to plan together in groups but may need support from the teacher to keep the enquiry to the focus.	Children may be able to plan together in groups.

Data	Data	Data	Data	Data	Data	Data
Data collection will mostly involve photo evidence. Observations and drawings	Data collection methods will be explained and modelled to children. Question children to encourage some geographical conversations and thinking.	Data collection methods will be explained and modelled to children. Provide questions to guide children's thinking (for example: How long will we count for? Will we count all the wildlife? How will we write it down?)	Use primary sources of data collection	Use both secondary and primary sources of data collection.	When analysing data children will think of the impact on people involved. Collect primary and secondary data.	Collect a variety of primary and secondary data (For example carry out an interview and take photos) Children will be able to think about which data collection method is more suitable.
Communicate Results	**Communicate Results**	**Communicate Results**	**Communicate Results**	**Communicate Results**	**Communicate Results**	**Communicate Results**
Children will be able to briefly show or explain they have found out with support.	Children should be able to briefly explain what they found out from the enquiry.	Children should be able to briefly explain/write what they found out from their enquiry.	Make links to data handling in Maths by presenting data in a graph.	Analyse both sources of data to come to a conclusion.	When analysing data children will think of the impact on people involved.	Start to consider a range of views when drawing conclusions and creating solutions.
Evaluate	**Evaluate**	**Evaluate**	**Evaluate**	**Evaluate**	**Evaluate**	**Evaluate**
Children will be able to evaluate through open discussions, small groups or 1 to 1 basis.	Children will be able to briefly evaluate what went well and begin thinking about what could have been done differently.	Able to briefly evaluate what went well and what children could have done differently.	Able to evaluate what went well and what could have been different with support	More independent with evaluation skills. See beyond own view and consider other people's views.	Give detailed explanations of potential solutions to a problem found from evaluating results.	Might be able to come up with solutions from the results. Think about any limitations in their enquiry and what they would do differently next time.