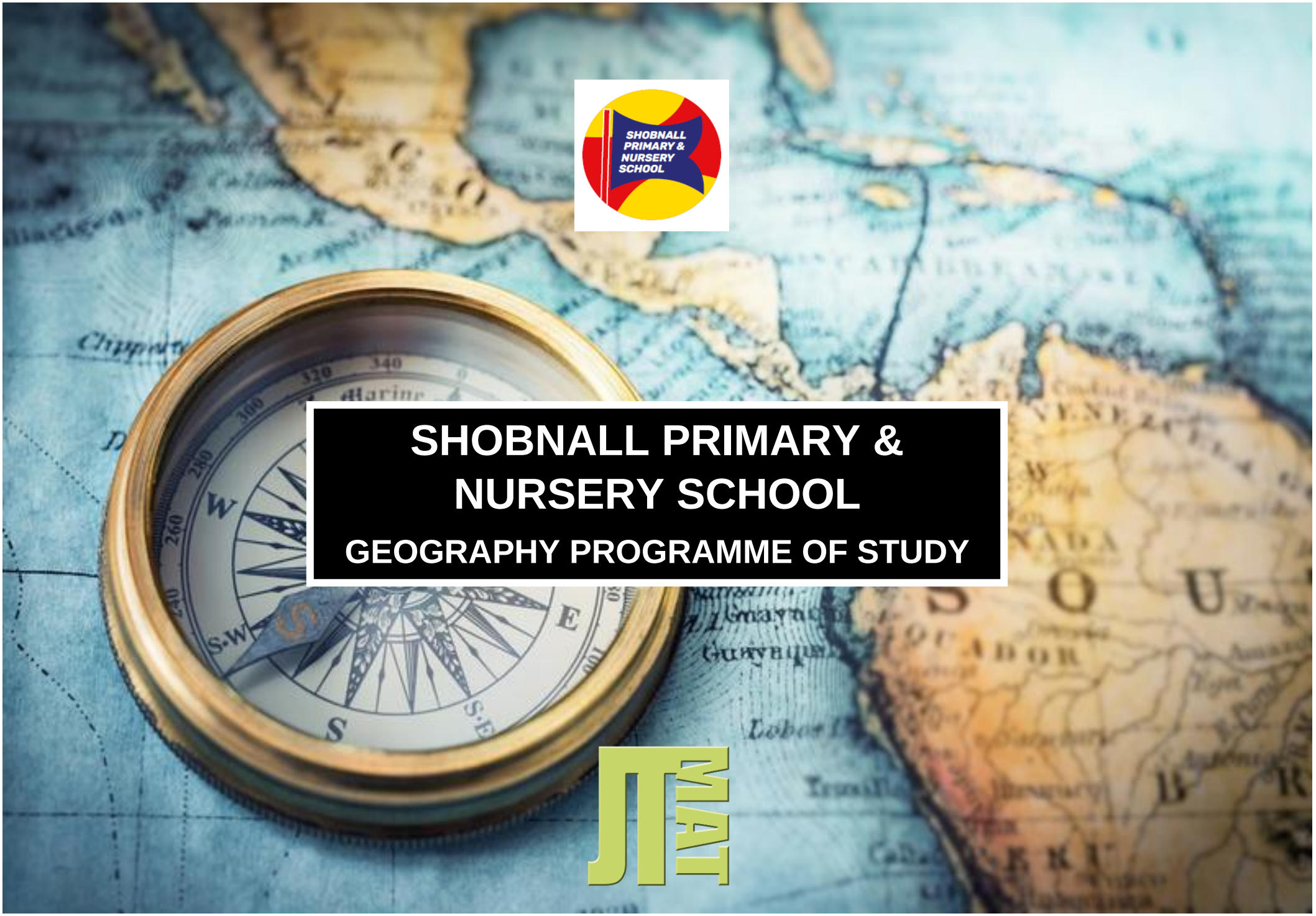

SHOBNALL PRIMARY & NURSERY SCHOOL

GEOGRAPHY PROGRAMME OF STUDY

LONG TERM OVERVIEW FOR GEOGRAPHY

KEY: **LOCATIONAL KNOWLEDGE PLACE KNOWLEDGE HUIMAN AND PHYSICAL GEOGRAPHY GEOGRAPHICAL SKILLS AND FIELDWORK**

EYFS: RECEPTION	Autumn Term	Spring Term	Summer Term
Topic			
Unit title	**Exploring maps**	**Outdoor adventures**	**Around the world**
Lesson Objectives	To find and name familiar features on maps. To consider shapes and positions of features when making a map. To build and describe a model of a familiar place. To describe a journey using found objects as prompts. To explore a range of maps. To apply their knowledge of maps to make their own.	To use the senses to explore natural materials. To make observations of natural materials in the world around them. To describe the effects of different weather conditions. To use the senses to observe and talk about experiences whilst outside. To begin to notice some of the features of the changing seasons. To begin to recognise seasonal weather conditions.	To compare the local environment to other places around the world. To compare contrasting places within the UK. To recognise the difference between city and countryside environments. To compare different landscapes around the world. To understand the characteristics of desert environments, including climate and landscape. To explore and understand life in a cold place, comparing and contrasting it with our own lives.
EYFS outcomes: Development matters	**Understanding the world** • Draw information from a simple map. • Recognise some environments that are different from the one in which they live. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • **Characteristics of effective learning** • Creating and thinking critically. • Playing and exploring. • Active learning. **People, Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explore the natural world around them, making observations and drawing pictures of animals and plants. **Mathematics** • Select, rotate and manipulate shapes to develop spatial reasoning skills.	**Understanding the world** • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. **Characteristics of effective learning** • Playing and exploring. • Creating and thinking critically. • Active learning. **The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**Development matters** **Understanding the world** • Recognise some environments that are different from the one in which they live. • Recognise some similarities and differences between life in this country and life in other countries. • Draw information from a simple map. **Characteristics of effective learning** • Creating and thinking critically. • Playing and exploring. **The Natural World** • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Enquiry	Journey on a ‘stick Travel on a ‘stick’ journey - What is around us?’	What happens in each season? Making observations of the environment in each season.	What is different from our environment to others? What is the same as other environments to others?
Fieldwork Enquiry	Local area walk- What is around us?’	Walks through each season.	Complete a short walk of the local area to show Bear some of the features spoken about. The children can take photographs of any place they wish.
Mapwork	To find and name familiar features on maps. To consider shapes and positions of features when making a map. To apply their knowledge of maps to make their own.	To use the senses to observe and talk about experiences whilst outside.	To compare the local environment to other places around the world. To compare contrasting places within the UK. .
Vocabulary	Above, aerial, bird's eye view, building, car park, direction, feature, field, find, house, identify, journey, lake, look, map, park, path, photograph, pirate, river, road, route, search, town, treasure, village	Acorn, autumn, bark, bent, big, bright, colour, dark Dry, feather, feel, flower, freezing, frosty, gentle, hard, hot, leaf, long, look, loud, notice, observe, rain, rough, see, seed, shorts now, soft, small, smell, sound, sour, spiky, spring, straight, summer, sun, sunny, sweet, tickly, touch, twig, wet, winter	Beach, blizzard, building, bus stop, cactus, camel, church, city, cottage, countryside, desert, explorer, farm, field, flats, forest, hill, ice, lamp post, land, map Mountain, palm tree, playground, polar, pond, post box, postcard, rainforest, river, roundabout, sand dune scientists, snow, storm, tractor, travel, village. waterfall weather

LONG TERM OVERVIEW FOR GEOGRAPHY

KEY: **LOCATIONAL KNOWLEDGE PLACE KNOWLEDGE HUIMAN AND PHYSICAL GEOGRAPHY GEOGRAPHICAL SKILLS AND FIELDWORK**

Year 1	Autumn Term	Spring Term	Summer Term
Topic	**LAND OF HOPE AND GLORY**	**TO INFINITY AND BEYOND!**	**WHERE THE WILD THINGS ARE**
Unit title	**What is it like here?**	**What is the weather like in the UK?**	**What is it like to live in Shanghai?**
Lesson Objectives	To locate the school on an aerial photograph. To create a map of the classroom. To locate key features of the playground. To draw a simple map. To investigate how we feel about our playground. To create a design to improve our playground.	To locate the four countries of the UK. To identify seasonal changes in the UK. To identify the four compass directions. To investigate daily weather patterns. To identify daily weather patterns in the UK. To understand how the weather changes with each season. *To discover how caring for a garden helps plants and animals by planting and looking after seeds. *	To recognise physical and human features. To draw a sketch map. To name and locate some continents on a world map. To identify physical and human features of a non-European country. To describe what it is like in Shanghai. To compare Shanghai to a small area of the UK.
NC objectives	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean. 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. 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.	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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 language to refer to: key physical features, including season and weather. 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. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Name and locate the world's seven continents and five oceans. 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. Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean. 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.

Enquiry	Where in the world are we? What can we see in our classroom? How do we feel about our playground? Can we make our playground even better?	Where is the UK? Is the weather the same everywhere in the UK? How do people prepare for the weather?	Can we map our local area? Where in the world is China? What can you see in China? What is Shanghai like? How is Shanghai different from our local area?
Fieldwork Enquiry	What can we find in our school grounds? What are the different places in our school?	What are the four seasons? What are the compass directions? What is the weather like today?	What can we see in our local area?
Mapwork	To locate the school on an aerial photograph. To create a map of the classroom. To locate key features of the playground. To draw a simple map.	To locate the four countries of the UK.	To draw a sketch map. To name and locate some continents on a world map.
Vocabulary	Aerial, photograph, aerial, view, atlas, country directional language, distance, features, globe improve, key, land, locate, location, map, north, place questionnaire, sea, survey, symbol, town, village	Atlas, autumn, direction, east, England, Europe, map North, Northern Ireland, place, Scotland, season, south, spring, summer, United Kingdom, Wales, weather, west, winter	Continent, country, different, directional language e.g. near, far, next to, behind, key, human feature, map, physical feature, similar, symbol

LONG TERM OVERVIEW FOR GEOGRAPHY

KEY: **LOCATIONAL KNOWLEDGE PLACE KNOWLEDGE HUIMAN AND PHYSICAL GEOGRAPHY GEOGRAPHICAL SKILLS AND FIELDWORK**

Year 2	Autumn Term	Spring Term	Summer Term
Topic	**FIRE, FIRE!**	**I HAVE A DREAM**	**GADGETS AND GIZMOS**
Unit title	**Would you prefer to live in a hot or cold place?**	**Why is our world wonderful?**	**What is it like to live by the coast?**
Lesson Objectives	To name and locate the seven continents. To locate the North and South Poles. To locate the Equator on a world map. To compare the UK and Kenya. To investigate local weather conditions. To identify key features of hot and cold places.	To identify geographical characteristics of the UK. To locate some of the world's most amazing places. To know the names of the five oceans and locate them on a map. To understand how to draw human and physical features on a sketch map. To investigate local habitats and record findings. To understand how to present findings in a bar chart. To identify how travel choices can help protect the environment.	To locate the seas and oceans surrounding the UK. To explain what the coast is. To identify the physical features of the coast. To identify human features on the coast. To investigate how people use the local coast. To present findings on how people use the local coast.
NC objectives	Name and locate the world's seven continents and five oceans. 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 Identify […] the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 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 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.	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 seven continents and five oceans. 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. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 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 grounds and the	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 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.

		key human and physical features of its surrounding environment.	
Enquiry	Where are the continents? Where are the coldest places on earth? Where is the equator? What is life like in a hot place? Would you prefer to live in a hot or cold place?	What are some of the UK's amazing features and landmarks? Where are some of the world's most amazing places? Where are our oceans? What is amazing about our local area? How can we look after natural habitats?	Where are the seas and oceans surrounding the UK? What is the coast? What are the features of the Jurassic Coast? How do people use Weymouth? How do people use our local coast? (Data collection) How do people use our local coast? (Findings)
Fieldwork Enquiry	Do we live in a hot or cold place?	Why are natural habitats special?	
Mapwork	To name and locate the seven continents. To locate the Equator on a world map.	To locate some of the world's most amazing places. To know the names of the five oceans and locate them on a map.	To locate the seas and oceans surrounding the UK.
Vocabulary	Arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet, land, locate, map, mild, ocean, pack, ice, physical feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, thermometer, tropical, urban, vegetation, weather	Country, data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map, north, physical feature, ocean, OS map, river, sample, sea, scale, symbol, tally chart, vegetation	Arch, aquarium, bay, capital city, city, cliff, coast, coastline, country, data collection, fieldwork, island, harbour, human feature, location, locate Mudflat, ocean, physical feature, pictogram, pier, sand dunes, sea, stack, tally chart, tourist, town, village

LONG TERM OVERVIEW FOR GEOGRAPHY

KEY: **LOCATIONAL KNOWLEDGE PLACE KNOWLEDGE HUIMAN AND PHYSICAL GEOGRAPHY GEOGRAPHICAL SKILLS AND FIELDWORK**

Year 3	Autumn Term	Spring Term	Summer Term
Topic	**MEET THE FLINTSTONES**	**BY THE RIVERS OF BABYLON**	**IRON MAN**
Unit title	**Why do people live near volcanoes?**	**Who lives in Antarctica?**	**Are all settlements the same?**
Lesson Objectives	To name and describe the layers of the Earth. To explain how and where mountains are formed. To recognise the negative and positive effects of living near a volcano. To explain why volcanoes, happen and where they occur. To explain what earthquakes are and where they occur. To observe and record the location of rocks around the school grounds and discuss findings.	To understand the position and significance of lines of latitude. To describe the location and physical features of Antarctica. To describe the human features of Antarctica. To use four-figure grid references to plot Shackleton's route to Antarctica To plan a simple route on a map using compass points. To follow instructions involving compass points and map a simple route.	To describe different types of settlements. To identify the human and physical features in the local area. To discuss why physical and human features are locations. To describe how land use in the local area has changed. To identify land use in New Delhi. To compare land use in two different locations.
NC objectives:	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. 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 trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.	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). 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. 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). 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. Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Name and locate counties and cities of the United Kingdom, geographical regions and their 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 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. 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. 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. 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

		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. 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. 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.	Ordnance Survey maps) to build their 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.
Enquiry	How is the Earth constructed? Where are mountains found? What are the effects of a volcanic eruption? Why and where do we get volcanoes? What are earthquakes and where do we get them?	What is climate? Where is Antarctica? Who lives in Antarctica? Who was Shackleton? Can we plan an expedition around school?	What is a settlement? How is land used in my local area? How has my local area changed over time? How is land used in New Delhi? How does land use in New Delhi compare with my local area?
Fieldwork Enquiry	Where have the rocks around school come from?	How did our expedition go?	Can I explain the location of location of features in my local area?
Mapwork	To explain what earthquakes are and where they occur. To explain how and where mountains are formed.	To plan a simple route on a map using compass points. To follow instructions involving compass points and map a simple route.	To compare land use in two different locations.
Vocabulary	Active, volcano, climate, change, composite, volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block mountain, fertile soil, fold mountain, geothermal energy, igneous rock, index, inner core, outer core, magma, magma chamber, man-made rock, mantle, metamorphic rock, minerals, natural rock, negative effects, plate boundary, positive effects, pyroclastic flow, sedimentary rock, seismic waves, shield volcano, tectonic plate, tsunami, vent, volcanic mountain, volcanic springs	Climate, climate zone, compass points, direction drifting ice, hemisphere, ice sheet, ice shelf, iceberg lines of latitude, lines of longitude, treaty	agricultural land, capital city, commercial land, compare, country border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro, monument, nucleated, place of worship, recreational land, region, residential land, settlement, transportation

LONG TERM OVERVIEW FOR GEOGRAPHY

KEY: **LOCATIONAL KNOWLEDGE PLACE KNOWLEDGE HUIMAN AND PHYSICAL GEOGRAPHY GEOGRAPHICAL SKILLS AND FIELDWORK**

Year 4	Autumn Term	Spring Term	Summer Term
Topic	**MEET THE FLINTSTONES**	**BY THE RIVERS OF BABYLON**	**IRON MAN**
Unit title	**Where does our food come from?**	**Why are rainforests important to us?**	**What are rivers and how are they used?**
Lesson Objectives	To explain the impact of food choices on the environment. To understand the importance of trading responsibly. To describe the journey of a cocoa bean. To map and calculate the distance food has travelled. To design and use data collection methods to find where our food comes from. To discuss the advantages and disadvantages of buying both locally and imported food.	To describe and give examples of a biome and find the location and some features of the Amazon rainforest. To describe the characteristics of each layer of a tropical rainforest. To understand the lives of indigenous peoples living in the Amazon rainforest. To describe why tropical rainforests are important and understand the threats to the Amazon. To understand how local woodland is used using a variety of data collection methods. To analyse and present findings on how local woodland is used.	To describe how the water cycle works. To recognise the features and courses of a river. To name and locate some of the world's longest rivers. To describe how rivers are used. To identify and locate human and physical features on a map. To collect data on the features of a local river.
NC objectives:	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 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)' 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. 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 trade links, and	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' 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 trading links, and the distribution of natural resources including energy, food, minerals and water.' use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'	Name and locate counties and cities of the United Kingdom, geographical regions and their 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. 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. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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

	the distribution of natural resources including energy, food, minerals and water. 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. 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.		Ordnance Survey maps) to build their 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.
Enquiry	How can our food choices impact the environment? What does it mean to trade responsibly? How do we get our chocolate? Where does our food come from? Is it better to buy local or imported food?	Where in the world are tropical rainforests? What is the Amazon rainforest like? Who lives in the rainforest? How are rainforests changing? How is our local woodland used? Findings	What is the water cycle? How is a river formed? Where can we find rivers? How are rivers used? What can we find out about our local river?
Fieldwork Enquiry	Are our school dinners locally sourced?	How is our local woodland used? Data collection	What features does our local river have?
Mapwork	To map and calculate the distance food has travelled.	To describe and give examples of a biome and find the location and some features of the Amazon rainforest.	To identify and locate human and physical features on a map. To name and locate some of the world's longest rivers.
Vocabulary	air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend	Analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas lines of latitude, logging, method, mining, present, questionnaire, quote, risk route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation, vegetation belts	Condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle waterfall

LONG TERM OVERVIEW FOR GEOGRAPHY

KEY: **LOCATIONAL KNOWLEDGE PLACE KNOWLEDGE HUIMAN AND PHYSICAL GEOGRAPHY GEOGRAPHICAL SKILLS AND FIELDWORK**

Year 5	Autumn Term	Spring Term	Summer Term
Topic	**MEET THE FLINTSTONES**	**BY THE RIVERS OF BABYLON**	**IRON MAN**
Unit title	**What is life like in the Alps?**	**Why do oceans matter?**	**What is a hot desert biome?**
Lesson Objectives	To locate the Alps on a map. To locate the key physical and human characteristics of the Alps. To describe the physical and human features of an Alpine region. To investigate what there is to do in the local area using data collection. To understand similarities and differences between the local area and an Alpine area. To understand the human and physical geography of the Alps.	To explain the importance of our oceans. To locate and describe the significance of the Great Barrier Reef. To explain the impact humans, have on coral reefs and oceans. To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. To collect data on the types of litter polluting a marine environment. To present, analyse and evaluate data collected.	To summarise the characteristics of a desert biome. To locate and explore features of deserts. To describe the physical features of a desert environment. To explain the different ways humans can use deserts. To describe some of the threats of desert environments. To explore the similarities and differences between two physical environments.
NC objectives:	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). 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. 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 trade links, and the distribution of natural resources including energy, food, minerals and water'. understand geographical similarities and differences through the study of human and physical geography of	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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Name and locate counties and cities of the United Kingdom, geographical regions and their 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. 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 trade links, and	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). 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. 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. 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'. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied'. 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.'	the distribution of natural resources including energy, food, minerals and water. 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, atlases, globes and digital/computer mapping to locate countries and describe features studied'.	a region of the United Kingdom, a region in a European country, and a region within North or South America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Enquiry	Where are the Alps? To locate the key physical and human characteristics of the Alps. To describe the physical and human features of an Alpine region. To understand similarities and differences between the local area and an Alpine area. To understand the human and physical geography of the Alps.	How do we use our oceans? What is the Great Barrier Reef? Why are our oceans suffering? What can we do to help our oceans?	What is a hot desert biome? Where are deserts located? What physical features are found in a desert? How can people use deserts? What are the threats to deserts? Would you like to live in the desert?
Fieldwork Enquiry	**What is there to do in our local area?**	How littered is our marine environment? – Data collection & findings	
Mapwork	To locate the Alps on a map. To investigate what there is to do in the local area using data collection. To locate the key physical and human characteristics of the Alps.	To locate and describe the significance of the Great Barrier Reef.	To locate and explore features of deserts.
Vocabulary	Atlas, climate, climate change, coniferous trees, data, deciduous trees, enquiry, fold mountain, glacier, hemisphere, human feature, land height, latitude, leisure, longitude, method, mountain climate, mountain range, OS map, physical feature, population, questionnaire, sea level, recreational land use, risk, route, scale, temperate, temperate forest, tourism Tourist, vegetation	Atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current, policy, renewable energy, single use plastic, species, water cycle	Agriculture, airstrip, arid, barren, biome, climate, desert Desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather

LONG TERM OVERVIEW FOR GEOGRAPHY

KEY: **LOCATIONAL KNOWLEDGE PLACE KNOWLEDGE HUIMAN AND PHYSICAL GEOGRAPHY GEOGRAPHICAL SKILLS AND FIELDWORK**

Year 6	Autumn Term	Spring Term	Summer Term
Topic	**MEET THE FLINTSTONES**	**BY THE RIVERS OF BABYLON**	**IRON MAN**
Unit title	**Why does population change?**	**Where does our energy come from?**	**Can I carry out an independent fieldwork enquiry?**
Lesson Objectives	To understand the change and distribution of the global population. To define birth and death rates and describe why they change. To recognise the push and pull factors influencing migration. To begin to understand the impact climate change can have on the global population. To collect data showing how population impacts the amount of traffic and litter in an area. To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	To know why energy sources are important. To understand the benefits and drawbacks of different energy sources. To understand how energy is generated in the United States. To know how energy sources are distributed in an area. To explain reasons for choosing an energy source. To collect and present data on where to position a solar panel on the school grounds.	To develop an enquiry question. To determine the most effective data collection methods for fieldwork. To plan a route for a fieldwork trip. To collect the data to answer the enquiry question. To determine an answer to the enquiry question. To present my findings.
NC objectives:	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. 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). Name and locate counties and cities of the United Kingdom, geographical regions and their 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. describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	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. 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). 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. 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.	Name and locate counties and cities of the United Kingdom, geographical regions and their 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. 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. 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. 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.

	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'. 'Pupils should be taught to: 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'. 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 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, 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. 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, 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.
Enquiry	How is climate change impacting the population? Why do people migrate? What are birth and death rates? How is the global population changing?	Why is energy important? What is renewable energy? How does the United States generate energy? How does the United Kingdom generate energy? What is the best way to generate energy?	Developing an enquiry question Creating data collection methods Mapping a route Collecting the data Analysing the data Presenting the data
Fieldwork Enquiry	How is population impacting our environment? Data collection & findings	Where is the best place for a solar panel on the school grounds?	Can you collect your own data? Can you plan a route in the local area
Mapwork	Identify the most densely and sparsely populated areas. Create a digital map to plot and compare data collected from two locations.	Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Plot points on a sketch map.	Map data digitally. Collect data at points located on an OS map. Identify areas along a route that are best for data collection.
Vocabulary	air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements, involuntary, Likert scale, migrants, migration, natural increase, noise pollution, population population density, population distribution pull factors, push factors, qualitative, quantitative, refugee, region, sparsely populated, voluntary	Agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather	Biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, wind power, six-figure grid reference

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.