




## Whole School Geography Overview

Class	Year A	Year B
<b>Holly Berries</b>	Locational Knowledge: <ul style="list-style-type: none"> <li>➤ Name and locate the 4 countries and capital cities of the United Kingdom and the surrounding seas.</li> <li>➤ Use 4 point compass directions.</li> <li>➤ Name and locate world's oceans and continents.</li> </ul>	
	Contrasting environments. <i>What would it be like to live in China?</i>  Seasonal and daily weather patterns <i>Where do the leaves go for winter?</i>	Local Area Study <i>What makes Littledean/Gloucester a good place to live?</i> (Map work of local area)  Hot and cold areas of the world <i>Why don't polar bears eat penguins?</i>
<b>Chestnut</b>	Locational Knowledge: <ul style="list-style-type: none"> <li>➤ Locate world's countries, focusing on Europe and Americas and Russia.</li> <li>➤ Use 8 point compass directions, symbols and keys.</li> </ul>	
	Climate zones and biomes <i>Where would you like to live?</i>  Mountains and Volcanoes <i>When does a hill become a mountain?</i>	Study of a European country <i>Why do people holiday in Italy?</i>
<b>Maple</b>	Locational Knowledge: <ul style="list-style-type: none"> <li>➤ Name and locate counties, cities, regions and features of the UK.</li> <li>➤ Understand latitude, longitude, Equator, hemispheres, tropics, polar circles and time zones.</li> <li>➤ Use 4 and 6 figure grid references on OS map.</li> </ul>	
	Rivers and the Water Cycle <i>Are there seven reasons to live near the River Severn?</i>  Earth quakes <i>What makes the earth rattle?</i>	Study of a South American region. <i>Why is South America a continent on contrasts?</i>  Fair-trade  <i>What does have to do with me?</i>

<b>Holly Berries</b>	
<b>Year A</b>	<b>Year B</b>
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Contrasting environments. <b>What would it be like to live in China?</b>  Seasonal and daily weather patterns <b>Where do the leaves go for winter?</b>	Local Area Study <b>What makes Littledean/Gloucester a good place to live?</b> (Map work of local area)  Hot and cold areas of the world <b>Why don't polar bears eat penguins?</b>
<b>Knowledge</b>	
Children should be taught to: <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's 7 continents and 5 oceans.</li> <li>• Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</li> <li>• Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>○ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>○ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in KS1.</li> <li>• Use simple compass directions (North, South, East, West) and locational and directional language (for example, near and far; left and right) to describe the location of features and the routes on a map.</li> <li>• 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 keys.</li> <li>• Use fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	
<b>Skills</b>	
<p><b>Investigating Places</b></p> <ul style="list-style-type: none"> <li>• 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?).</li> <li>• Identify the key features of a location in order to say whether it is a town, city, village, coastal or rural area.</li> <li>• Use world maps and atlases to identify the UK and its countries, as well as continents and oceans.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Identify the characteristics of the 4 countries and capital cities of the UK.</li> </ul> <p><b>Investigating Patterns</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical</li> </ul>	


features of a small area of the UK and of a contrasting non-European country.

- Identify land use around the school.

**Communicating Geographically**

- 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.
- Use compass directions (North, South, East and West) and locational language 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).

<b>Chestnut</b>	
<b>Year A</b>	<b>Year B</b>
Locational Knowledge: <ul style="list-style-type: none"> <li>➤ Locate world's countries, focusing on Europe and Russia.</li> <li>➤ Use 8 point compass directions, symbols and keys.</li> </ul>	
Climate zones and biomes <i>Where would you like to live?</i>	Study of a European country <i>Why do people holiday in Italy?</i> (comparison study with the UK – link with local study of Gloucester)
Mountains and Volcanoes <i>When does a hill become a mountain?</i>	
<b>Knowledge</b>	
Children should be taught to: <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>• Name and locate geographical regions and their identifying key topological features (including hills, mountains, volcanoes) and land use patterns; and understand how these have changed over time.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and in a European country.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of:               <ul style="list-style-type: none"> <li>○ physical geography, including: climate zones, biomes, mountains and volcanoes.</li> <li>○ Human geography, including: types of settlement and land use.</li> </ul> </li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the 8 points of a compass and 4 figure grid references, symbols and a key to build on their knowledge of the UK and wider world.</li> </ul>	
<b>Skills</b>	
<p><b>Investigating Places</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe and record the human and physical features in eth local area using a range of method including sketch maps, plans, graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate countries in Europe and along with capital cities.</li> <li>• Identify the key human and physical characteristics of places studied.</li> </ul> <p><b>Investigating Patterns</b></p> <ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> </ul> <p><b>Communicating Geographically</b></p> <ul style="list-style-type: none"> <li>• Describe key aspects of:               <ul style="list-style-type: none"> <li>○ physical geography, including: mountains, volcanoes, climate zones and biomes</li> <li>○ human geography, including: settlements and land use.</li> </ul> </li> <li>• Use 8 points of a compass, 4 figure grid references, symbols and key to communicate knowledge of the United Kingdom and wider world.</li> </ul>	

<b>Maple</b>	
<b>Year A</b>	<b>Year B</b>
Locational Knowledge: <ul style="list-style-type: none"> <li>➤ Name and locate counties, cities, regions and features of the UK.</li> <li>➤ Understand latitude, longitude, Equator, hemispheres, tropics, polar circles and time zones.</li> <li>➤ Use 4 and 6 figure grid references on OS map.</li> </ul>	
Rivers and the Water Cycle <b>Are there seven reasons to live near the River Severn?</b>	Study of a South American region. <b>Why is South America a continent on contrasts?</b>
Earth quakes <b>What makes the earth rattle?</b>	Fair-trade  <b>What does have to do with me?</b>
<b>Knowledge</b>	
Children should be taught to: <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps, to focus on UK, Europe and the Americas, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>• Name and locate geographical regions and their identifying key topological features (coasts and rivers) and land use patterns; and understand how these have changed over time.</li> <li>• 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 night and day).</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand similarities and differences through the study of human and physical geography of a region in the UK and region within South America.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• physical geography, including: vegetation belts, rivers, earthquakes and the water cycle.</li> <li>• human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of OS maps) to build knowledge of the UK and wider world.</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul>	
<b>Skills</b>	
<p><b>Investigating Places</b></p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristics of a location.</li> <li>• Use different types of fieldwork 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.</li> <li>• 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).</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topological features and land-use</li> </ul>	

patterns; and understand how some of these aspects have changed over time.

- Name and locate countries of North and South America and identify their main physical and human characteristics.

#### **Investigating Patterns**

- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- 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.

#### **Communicating Geographically**

- Describe key aspects of:
  - physical geography, including: vegetation belts, rivers, earthquakes and the water cycle.
  - human geography, including: settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, minerals and water supplies.
- Use 8 points of a compass, 4 and 6 figure grid references, symbols and key to communicate knowledge of the United Kingdom and wider world.