

## Geography Teaching Overview 2020-21

| Year Group /Class      | Term        | Geography objectives covered  | Topic / How objective is covered     |
|------------------------|-------------|---|--------------------------------------|
| Year 1<br>Caterpillars | Autumn Term | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  | <b>All about me</b><br>Where I live  |
|                        | Spring Term | <b>History based topic</b>  | <b>Once Upon a Castle</b>            |
|                        |             | 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   | <b>Stand alone</b>                   |
|                        | Summer Term | 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.   | <b>Fire! Fire!</b><br>City of London |
|                        |             | <p>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.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>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.</p> <p>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.</p> <p>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.</p> | <b>Wacky Weather</b>                 |

## Geography Teaching Overview 2020-21

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| <b>Year 1/2<br/>Ladybirds</b> | <b>Autumn Term</b> | Name and locate the world's seven continents and five oceans.  | <b>Superheroes</b> |
|                               |                    | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.   | <b>Stand alone</b> |
|                               | <b>Spring Term</b> | 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.   | <b>Stand alone</b> |
|                               |                    | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.   |                    |
|                               | <b>Summer Term</b> | 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.             | <b>Seaside</b>     |
|                               |                    | 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. | <b>Pirates</b>     |
| <b>Year 2<br/>Butterflies</b> | <b>Autumn Term</b> | Name and locate the world's seven continents and five oceans.  | <b>Superheroes</b> |
|                               | <b>Spring Term</b> | 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.   | <b>Stand alone</b> |
|                               |                    | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.   |                    |
|                               | <b>Summer Term</b> | 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.             | <b>Seaside</b>     |
|                               |                    | 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. | <b>Pirates</b>     |

## Geography Teaching Overview 2020-21

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| <b>Year 3 Foxes</b>  | <b>Autumn Term</b> | <b>History based topic</b>  | <b>Mining</b>                     |
|  | <b>Spring Term</b> | Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.   | <b>Water! Water!</b>              |
|  |                    | Identify the position and 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).   | <b>Rainforest</b>                 |
|  | <b>Summer Term</b> | Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America. | <b>Chocolate</b><br>South America |
| Name and locate counties 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. |                    | <b>Vikings</b>  |                                   |
| <b>Year 3/4 Badgers</b>  | <b>Autumn Term</b> | <b>History based topic</b>  | <b>Mining</b>                     |
|  | <b>Spring Term</b> | Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.   | <b>Water! Water!</b>              |
|  |                    | Identify the position and 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).   | <b>Rainforest</b>                 |
|  | <b>Summer Term</b> | Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America. | <b>Chocolate</b><br>South America |
| Name and locate counties 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. |                    | <b>Vikings</b>  |                                   |

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| <b>Year 4<br/>Hedgehogs</b> | <b>Autumn Term</b> | <b>History based topic</b>   | <b>Rampaging Raiders<br/>(Romans)</b>          |
|                             |                    | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones<br>(including day and night).   | <b>Under the sea</b>                           |
|                             | <b>Spring Term</b> | Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  | <b>A Force to be Reckoned with</b>             |
|                             |                    | <b>History based topic</b>   | <b>Ancient Egypt</b>                           |
|                             | <b>Summer Term</b> | Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.   | <b>Born in the USA!<br/>(American Indians)</b> |
| <b>Year 5<br/>Robins</b>    | <b>Autumn Term</b> | Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.   | <b>World War 1</b>                             |
|                             |                    | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br><br>Use the eight points of a compass, four-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. | <b>Back to Future<br/>(Benin)</b>              |
|                             | <b>Spring Term</b> | <b>History based topic</b>   | <b>The Victorians</b>                          |
|                             |                    | <b>History based topic</b>   | <b>Inspirational Victorians</b>                |
|                             | <b>Summer Term</b> | <b>History based topic</b>   | <b>Stone Age to Iron Age</b>                   |
|                             |                    | Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  | <b>Earth Matters</b>                           |
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| <b>Year 5/6<br/>Tigers</b> | <b>Autumn Term</b> | Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.   | <b>World War 1</b>                |
|                            |                    | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br><br>Use the eight points of a compass, four-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. | <b>Back to Future (Benin)</b>     |
|                            | <b>Spring Term</b> | <b>History based topic</b>   | <b>The Victorians</b>             |
|                            |                    | <b>History based topic</b>   | <b>Inspirational Victorians</b>   |
|                            | <b>Summer Term</b> | <b>History based topic</b>   | <b>Stone Age to Iron Age</b>      |
|                            |                    | Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle   | <b>Earth Matters</b>              |
| <b>Year 6<br/>Leopards</b> | <b>Autumn Term</b> | Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  | <b>World War 1</b>                |
|                            |                    | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br><br>Use the eight points of a compass, four-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. | <b>Back to the Future (Benin)</b> |
|                            | <b>Spring Term</b> | <b>History based topic</b>   | <b>The Victorians</b>             |
|                            |                    | <b>History based topic</b>   | <b>Inspirational Victorians</b>   |
|                            | <b>Summer Term</b> | <b>History based topic</b>   | <b>Stone Age to Iron Age</b>      |
|                            |                    | Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  | <b>Earth Matters</b>              |