Geography Key Knowledge Overview

		Autumn 2	Spring 2	Summer 2
	Prior			
	Future			
Year 1	Unit	Home Sweet Home	London's Calling	Whirling Weather
	Key Knowledge	-Name and identify where they live -Follow a map of the local area. -Identify human and physical features of the local area. -Name and locate the countries and capital cities of the United Kingdom -Name and locate the surrounding seas of the United Kingdom. -To know the flags of the countries in the UK, famous landmarks and features.	- know which countries make up the UK -describe where our local area is in comparison to London. Use maps to identify Aylesbury and London - Compare the human and physical features of my local area to London. - name and describe London landmarks - Draw a map of London with famous landmarks and features - describe how London has changed over time.	- To know the names of the four seasons and what months are in them. - To understand what different weather symbols mean -To explain different weather types and describe weather patterns in the UK -To know what a meteorologist does -To describe the role of a weather reporter -To read a weather chart (pictogram)
	Vocab	Tier 2 *Sea flag key country Great Britain school playground photos maps* Tier 3 *Human features physical features aerial view Birds eye view compass points capital city Symbols United Kingdom*	Tier 2 Direction Position Tier 3 Architect Cathedral Grid Landmark Rural Satellite map Urban	Tier 2 *Direction position North East South West Weather Winter Spring* Tier 3 *Seasons Autumn Summer meteorologist thermometer Temperature globe*
	Key Geographical Skills	Skills – SK -Pupils can use positional and locational language to locate features and objects. -Pupils can identify features on maps, globes, aerial images and in atlases. -Pupils can create an aerial view of a location adding main features. -Pupils can follow a route on a map and plot features. -Pupils can locate the UK on a variety of maps and globes. -Pupils can label the seas around the UK Fieldwork - FW -Pupils to be given opportunities to walk around the school mapping features	Skills – SK -Use positional language -explore different types of maps -identify features on an aerial photograph - create a birds eye view map. Fieldwork- FW	Skills – SK - To know NESW. Know where the UK is on the globe - Use a globe to find hot and cold places - Identify where England Ireland, Scotland and Wales are on a map. -read weather symbols Fieldwork- FW Take the temperature outside and keep a record over time. How does it change oer the year?

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		-Pupils to go on a local walk following a map of the local area and mapping features		
Year 2	Unit	You're in Europe	Wonderful World	Near and Far (Coming to Kenya)
	Key Knowledge	-Identify key characteristics of the four countries in the UK -To understand the culture of the countries in the UK. -To identify areas of tourism in the UK. -To use an atlas to Identify the continent of Europe. -Find countries of Europe including UK using an atlas -Find countries of Europe on a map of Europe and identify some key human and physical features.	-Name and locate the seven continents. -Name and locate the five oceans. -Know how the world's population is distributed across the seven continents. -Use compass directions (NESW) accurately. -To know that climates get hotter nearer the equator and colder the closer to the poles.. -To label the poles, equator, N hemisphere and S hemisphere	-To know where Kenya is on a map and which continent it is on. Know Nairobi is the capital of Kenya -To describe human and physical similarities and differences between the local area and Kenya -To describe the culture of Kenya - Describe how climate impacts the local area and Kenya - To describe different lifestyles between the local areas and Kenya. - To know how to draw a map with symbols and a key
	Vocab	<u>Tier 2</u> *Famous United Kingdom human and physical features England Wales Scotland Northern Ireland. island*	<u>Tier 2</u> Inhabitant Marine Ocean Pole Terrestrial Continent Northern Southern	<u>Tier 2</u> *Population equator continent diet transport food*
		<u>Tier 3</u> *Atlas Border Continent Culture Europe Nation Society Tourism landmarks landlocked* *Northern and southern hemisphere*	<u>Tier 3</u> Population Boundary Hemisphere Equator	<u>Tier 3</u> *Climate compare contrast coordinates* *Ordinance survey similarities unique lifestyle*
	Key Geographical Skills	Skills-SK -Pupils can use geographical language: near far, North, East, South , West to identify where countries in Europe are in relation to one another. -Pupils can identify and record key human and physical features as well as landmarks using a variety of maps, atlases, brochures, websites for the four countries of the UK. -Pupils know how to use an atlas including the index and contents page. They can find the countries of Europe. -Pupils can identify the countries of Europe and say whether they are landlocked or not. They can identify key landmarks of some European countries. (e.g-Eiffel Tower- France. -	Skills-SK -Use NSEW to find countries and continents using maps, atlases and globes. - draw and interpret a pictogram for population -Use compass points NESW -Use atlases and maps to find the equator, Northern and southern hemisphere -Draw a birds eye view map	Skills-SK -to read an OS map - use different maps and globes to locate continents, Kenya, UK. -Describe directions of travel using NESW -To use grid references to find features. -To use a compass to find NESW <u>Fieldwork</u>-FW Take weather readings and compare them to the same day in Kenya/Nairobi Map weather over time and compare with Kenya/Nairobi

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				Use compasses and a map to work - which direction to walk in from the school field to get to Kenya. FW: (Use street view/Google Earth) Link to a Kenyan school (pen pals if possible). Diary of an urban Kenyan child -BBC bite size Look at Survey again- is it different to the child in Kenya.
Year 3	Unit	Countries, Counties and Cities to See!	What's Beneath our Feet?	Shake and Quakes
	Key Knowledge	-To use 8 point compass - To know what a county is and which county we live in. -To compare counties in the UK -To know what a city is and investigate characteristics of major UK cities. -To name and locate European countries -To locate landmarks in famous European cities (as well as population, language)	-To explore the importance of tectonic plates -To describe and understand the layers of Earth. -To know how volcanoes are formed. -To explain the process of volcanic eruptions. -To understand the impact of volcanoes on humans in European countries. -To understand about the impact of volcanoes on humans.	-To know what an earthquake is -To know where earthquakes occur -To know the effects of an earthquake on human and physical geography. -to know how earthquakes are measured. -To know the physical processes that lead to tsunamis. -To know the effects of tsunamis on human and physical geography.
	Vocab	*Tier 2* Lake Mountain country Europe	*Tier 2* *Continents countries*	*Tier 2* *Continents tectonic plates tsunami*
		Tier 3 Accent Council County Dialect Foreign Valley Loch Region Scale	**Tier 3** Active Continental drift Convergent Core Crust Divergent Dormant Earthquake Extinct Landmass Magma Mantle Pangea Tectonic plates Tsunami Volcano	*Tier 3* *Aftermath epicentre friction* *Richter scale seismologist* *tremor*
	Key Geographical Skills	SK – Pupils can use the 8 point compass to find objects and places. Including different UK counties. Pupils can use a variety of resources to compare counties (population, landmarks, tourism) Pupils can use four figure grid references to locate places	SK – Use maps to identify tectonic plates Read OS map Draw labelled diagrams of a volcano. *4 figure grid references to locate features*	*Skills-SK* *Use 4 grid references and OS map symbols* *Use google earth to locate places and physical features* *Use a world map with tectonic plates and plot where earthquakes are likely.* *Create a map with grid references* *Make a seismograph* *Use atlases to find world features.* *Field work FW*

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Year 4	Unit	Moving Mountains	Spectacular Spain	Amazing Amazon
	Key Knowledge	-To explore the positives and negatives of tourism on a mountainous region -To understand the water cycle -To identify animals and vegetation in mountain regions -To recognize how hills and mountains are represented on a 2D map -To identify different mountain types -To locate mountain ranges on a world map	-To locate countries and cities in Europe On a map -To compare human and physical features of Barcelona. and UK -To compare climates of Barcelona and England -To explain the traditions and cultures between the UK and Spain -To understand what a trade link is -To plot a route on a map	- name and locate countries and capital cities in South America. -name the layers of the rainforest -identify the position of the tropics of Capricorn and cancer on a map or globe. - Describe the differences in climate between the UK and the Amazon rainforest. - Name some of the pressures on the Amazon rainforest. -know what deforestation is.
	Vocab	Tier 2 Mountain weather countries Continents steepness ascend descend	*Tier 2* Culture climate Europe continent	*Tier 2* Rainforest climate country continent
		Tier 3 Adaptation Agricultural Precipitation Altitude Avalanche Condensation Contour Evaporation Fauna Flora Gradient Peak Reservoirs Vapour Vegetation	*Tier 3* Currency Customs Exchange Export Import Topography Trade Tropical	*Tier 3* Deforestation Emergent Impact Latitude Longitude Tropic of Cancer Tropic of Capricorn
	Key Geographical Skills	-SK – Pupils can use atlases and 4 grid references. - Pupils can use contour lines on an OS map to identify gradient. - CW- If possible, prior to lesson) Children to have a field trip to a nearby hill to experience gradient. Discuss the words gradient, steepness, ascend and descend	SK Use 8 point compass points 4 figure grid references Use atlases and globes Read weather maps Sketch a map	SK Use maps and globes to locate countries and lines of latitude and longitude. Locate tropics of Capricorn and cancer. Read and interpret temperature graphs.
Year 5	Unit	Rivers	Cool Coasts	Field to Fork
	Key Knowledge	-To name and identify rivers and countries they are in. -To understand how rivers are formed.	-Locate countries around the world. -Explain what a coastline is and how beaches are formed.	-Locate different time zones -Identify different types of farming around the world

		Autumn 2	Spring 2	Summer 2
		-To explain what erosion and deposition is. -To use a 4 figure grid reference -To compare two rivers. -To explain what a settlement is and name different types of settlements.	-Understand how erosion impacts the shape of the coast. -Identify geographical features of coastal settlements. -Understand the effects of tourism on coastal towns. -Explain how a coastal area has changed over time.	-To know where different foods come from -Explain the journey of a banana -Explain the impact of weather on different types of farming. -To name some of the challenges faced by farmers.
	Vocab	*Tier 2* *River town city*	*Tier 2* *Continents Cancer Capricorn* *River mouth erosion*	*Tier 2* Harvest Sow climate Hemisphere county country Longitude latitude
		Tier 3 Current Deposition Erosion Estuary Meander Mouth Settlement Source Tributary hamlet	Tier 3 Arches Bay Cliff Coast Economy Headland Inland Pollution Process Recreation Stacks Tide groynes	*Tier 3* Abattoir Arable Fairtrade International Meridian Organic Pesticides Produce Retailer Time zone Flora fauna
	Key Geographical Skills	*SK* *-Use 8 point compass* *-Use scales on a map* *-Read aerial maps* *-Use longitudinal line to work out time differences* *-use 4 figure grid references* *FW -*	*sk - Use atlases* *-Google earth hunt to find rivers, mountains and beaches* *-Train routes -London to Brighton* *-Use scales on maps* *-4 fig. grid references*	*Sk - locate countries on a map* *- Use 6 fig. grid references* *-identify symbols on an OS map* *-identify countries in different time zones* *FW supermarket trip to look at where food comesfrom? Farm visit?*
Year 6	Unit	Green Planet	Blue Planet	Overheating World
	Key Knowledge	• .To define what a biome is. • To name the 5 main biomes (rainforest, woodland, grassland, tundra ,savannah) • To explain the characteristics of the 5 main biomes • To know where in the world the different biomes can be found • Understand how climate dictates a biome • To use 6 figure grid references	• To recognise the characteristics of the world's oceans • To identify the layers of the ocean • To recognise the adaptation of marine species to their environment • To investigate a marine area and the impact of tourism • To identify the impacts of overfishing on a UK working fishing village • To explain the dangers of plastic in the ocean on marine life and other creatures	*-name some of the causes and effects of global warming* *-know why fossil fuel resources are important to the UK* *-name non-renewable energy sources and their impact.* *-know why recycling is important* *- know the impact of destroying biomes* *- name negative impacts of global warming on the world.*
		Tier 2	Tier 2	Tier 2

		Autumn 2	Spring 2	Summer 2
	Vocab	Rainforest Woodland *Tier 3* *Arid Biomes Evolution* *Grassland Savannah Temperate* *Tundra Vegetation belts*	*Environment tourism adaptation* *Tier 3* Algae Anemone Bioluminescent Coral Environmentalist Mariana Trench Midnight zone Plankton Sunlight zone[1] The Abyss Trenches Twilight zone	*Energy fuel biome impact* Global warming *Tier 3* Consumption Fossil fuel Fuel Greenhouse effect Greenhouse gases Non-renewable energy Nuclear Polar ice caps Renewable energy
	Key Geographical Skills	SK- -Use 8 compass point to explain where countries are in relation to one another. -Use 4 and 6 figure grid reference on different types of maps. -Lines of latitude and longitude FW -	SK *-Use 6 figure grid references* *-Locate lines of latitude and longitude* *-Understand contour lines on maps* *-Sketch a map with a route*	SK -Use scales on an OS map -Compare maps to see historical and new data -Use compasses with 8 compass points -Calculate time differences using longitiudes FW Royal Geographical Society - Resources for schools (rgs.org)