

# Geography Overview – key National Curriculum links

	Autumn	Spring	Summer
Year 1	<p><b>Hot and Cold Areas of the World</b></p> <ul style="list-style-type: none"> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>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</li> <li>Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</li> <li>Use basic geographical vocabulary to refer to key physical features: sea</li> </ul>	<p><b>Our Weather</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> <li>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</li> <li>Use basic geographical vocabulary to refer to key physical features: season and weather</li> </ul>	<p><b>Our School and its Grounds</b></p> <ul style="list-style-type: none"> <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 a key</li> <li>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.</li> <li>Use basic geographical vocabulary to refer to key physical features: forest, soil, vegetation and key human features: house, school</li> </ul>
Year 2	<p><b>Our Local Area</b></p> <ul style="list-style-type: none"> <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 a key</li> <li>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.</li> <li>Use basic geographical vocabulary to refer to key human and physical features, including: city, town, village, house, factory, farm, office, shop, school</li> </ul>	<p><b>Countries and Capital Cities</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>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</li> <li>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</li> <li>Use basic geographical vocabulary to refer to key human and physical features: city, beach, cliff, coast, hill, mountain, sea, harbour, river,</li> </ul>	<p><b>Continents and Oceans</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>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</li> <li>Use basic geographical vocabulary to refer to key human and physical features: oceans, continents</li> </ul>

## KS1 end points

### By the end of KS1, pupils will:

- ✓ Independently ask and respond to simple geographical questions
- ✓ Use non-fiction books, pictures and maps to gain information.
- ✓ Begin to record findings independently using teacher-led methodology.
- ✓ Present findings using sentences, maps or pictures
- ✓ Draw pictures to show how places are similar or different
- ✓ Use simple maps to identify places/landmarks
- ✓ Follow directions (up/down, left/right, near/far, forwards/backwards)
- ✓ Use above vocabulary to describe and routes on a map
- ✓ Use own symbols to draw an imaginary map

## Year 3

### The Mediterranean

- Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Identify the position and significance Equator, Northern Hemisphere, Southern Hemisphere
- Describe and understand key aspects of: physical geography, including: climate zones and human geography including economic activity (trade links) and food
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

### Angry Earth

- Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

### The Park Around Us

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the four points of a compass
- Use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Year 4

### Mountains and Rivers

- Describe and understand key aspects of: physical geography, including rivers, mountains, and the water cycle
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

### Sheffield- Why was it built here?

- 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 human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the 8 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.

### Contrasting Regions, Scandinavia and UK

- 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

		<ul style="list-style-type: none"> <li>• 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.</li> <li>•</li> </ul>	
<b>LKS2 end points</b>	<p><b>By the end of LKS2, pupils will:</b></p> <ul style="list-style-type: none"> <li>✓ Ask and respond to their own geographical questions appropriate to topic</li> <li>✓ Select appropriate non-fiction books, pictures, photographs, atlases to gain information from</li> <li>✓ Collect findings independently and record using teacher-led methodology</li> <li>✓ Present findings using graphs, tables, maps, written, diagrams using teacher-led methodology</li> <li>✓ Describe similarities and differences between locations, using different sources. E.g. Comparing old/new photographs, comparing features of locations</li> <li>✓ Independently use maps and atlases to identify and locate places/landmarks</li> <li>✓ Use 4 compass points to follow/give directions</li> <li>✓ Use letter/number coordinates to locate key features and places on a map</li> <li>✓ Begin to use and recognise OS map symbols</li> </ul>		
<b>Year 5</b>	<b>UK and its regions and counties</b>	<b>Russia</b>	<b>Coasts</b>
	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <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 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (<b>including the location of Russia</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <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, six-figure grid references, symbols and key (including use of OS maps) to build knowledge of the UK.</li> <li>• 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.</li> </ul>
<b>Year 6</b>	<b>South America</b>	<b>The USA</b>	<b>St James Retail Park</b>
	<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and <b>North and South America</b>, concentrating on their environmental regions,</li> </ul>	<ul style="list-style-type: none"> <li>• The world's countries, using maps to focus on Europe (including the location of Russia) and <b>North and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	<p>key physical and human characteristics, countries, and major cities</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, a region in a European country, and a region within North or South America</li> <li>• Describe and understand key aspects of: physical geography, including: biomes and vegetation belts</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<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, a region in a European country, and a region within <b>North or South America</b></li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>ivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>• 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</li> <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, 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</li> <li>• 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.</li> </ul>
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<p><b>UKS2 end points</b></p>	<p><b>By the end of UKS2, pupils will:</b></p> <ul style="list-style-type: none"> <li>✓ Suggest and respond to geographical questions, appropriate to topic for investigation</li> <li>✓ Use a range of resources to gain information relating to topic and investigation</li> <li>✓ Collect and record findings, using an appropriate methodology</li> <li>✓ Independently present findings using a range of different methods, suggested by an adult. E.g. Graphs, tables, maps, written, diagrams</li> <li>✓ Make comparisons over time, considering reasons for the similarities and differences</li> <li>✓ Independently identify locations on a global scale, selecting the most appropriate map for the purpose</li> <li>✓ Use the 8 points of a compass to follow and describe directions</li> <li>✓ Use the 4 and 6 figure grid references to locate features on a map</li> <li>✓ Confidently use and recognise OS map symbols</li> </ul>
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