

Whole School Geography Overview

Intent:

We intend to provide a high-quality geography education which inspires in pupils to be curious and fascinated about the world. The curriculum is designed so that progressively, each year, pupils build their knowledge about diverse places, people, resources and natural and human environments, as well as an understanding of the Earth's key physical and human processes. They will develop an understanding of the formation and use of landscapes and environments. Pupils will develop their knowledge of the location of significant places and processes that give rise to key physical and human geographical features of the world. Pupils will learn to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

CONTENT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Countries and capitals in the UK Where they live. Route to school. Route around school. Maps	Cities in the UK The countries in the UK: En, Sc, Wa, NI. Flags, capitals. The union flag. The notion of a country, city, town.	Polar regions, habitats, settlements and climate.	Rivers, seas and oceans. Local waterways. The notion of river, lake, sea, ocean compared to Sheffield. River and pond dipping. North, south, east, west	Local geography land use. Directional language and 4 point compass. The geography of Sheffield, rivers, hills, city centre.	The use of land in Seaside town. Comparison to local town. Seaside towns on the coast. Differences to Sheffield.
Year 2	Countryside physical features Countries of the UK. Main cities in the UK. Population growth 1960 to today. Why do people live near rivers?	Crystals and rock formations Geographical wonders in the UK caves, antelope canyon, grand canyon, diamonds, sapphires, gems from rocks	Sheffield, road maps and directions. Routes and journeys. left, right, second left, second right, directions, north, south, east west. Street maps. Road maps.	River fieldwork, features of rivers. Fieldwork. Mini beasts and fish in local area. Fieldwork skills River Don,	Countries of Europe, flags, borders, countries, capitals, Rhine, Danube, Seine	Islands around the UK.
Year 3	Counties in the UK. Coordinates Fieldwork – river Letter number coordinates, grids How rocks are formed. Different rocks – geographical wonders from around the world e.g. antelope canyon, ayres rock,	Features of rivers, the impact of flooding Difference between maps and pictures. Keys Symbols Rivers . The river Nile Flooding. Rivers around the world, Mississippi, Colorado, Yangtze etc	The physical and political geography of Greece. Greece - Use maps to locate key Greek islands, cities such as Marathon, Athens, Troy. 2a physical features of Greece from photos, maps, where and why populations formed in Greece – human Geography Look at the main exports from Greece and the main industry ie tourism	Trade and industry in the Mediterranean. Plants and where they grow in Mediterranean climates e.g. olives, grapes, dates, figs etc Climate of Greece and the med Countries around the med	Minerals and mines in the UK. Mining industry Minerals found in the uk e.g. tin mines in Cornwall, Letter number coordinates – towns in Yorkshire, Villages in Yorkshire.	Topographical features of the countryside Geographical features, hill, valley, ridge, peak district, Pennines, meadow.
Year 4	The physical and political geography of Italy. Italy – cities, countries in Europe, compare to Sheffield, Venice, 7 hills of Rome,	Climate and the 7 biomes on Earth.	The water cycle. Extreme weather events.	4 figure coordinates, 8 point compass. Local geography.	Political and physical geography of Scandinavia, Inlet, fjord, brook, waterfall, etc Aurora borealis, glaciers,	Earthquakes and volcanoes.

Year 5	GIS systems, world maps. 4 figure coordinates. 8 point compass. Oceans, seas. Continents, capes, Hemispheres, Equator, lines of lat and long, different world maps	Environmental geography, recycling, pollution.	Political, economic and physical geography of Peru Mexico. What is Mexico city like? Compare Mexico city with Sheffield.	Political, economic and physical geography of Mexico.	Contours. Physical geography of the USA. 4 figure coordinates. Contours. OS maps. USA	Scale. Physical geography of California. North America. States of the USA. The impact of geography on plants e.g. cacti in the USA, giant redwoods,
Year 6	16 point compass. OS maps. 6 figure coordinates. Local geography fieldwork.	Intensive and free-range farming. Where food comes from? Where does our food come from? Farming. Fishing. Trade.	Trade and its impact on settlements. The impact of the industrial revolution on towns and cities. The features and locations of deserts, tundra, rain forests, biomes, vegetation belts and how this links with the development of societies e.g. nomads, Inuit, indigenous tribes. Trace the routes of mankind from Neanderthals and from where the continents were adjoined.	Political, economic and physical geography of Russia. Europe before and after the war.	Gradient, hills, and local fieldwork.	Dinosaurs and the Jurassic Coast

Spring 1 Whole School Geography Overview Links to Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locations	2a arctic and Antarctic poles on maps and globes. Know the difference between both locations.	2a trace the route between cities on road maps, towns and countries in the UK.	2a Greece. Use maps to locate key Greek islands, cities such as Marathon, Athens, Troy.	2a extreme weather e.g. cyclones, typhoons,	2a political geography, comparing Aztecs with the countries that now cover the same land now. Locate the countries around Mexico, the flags, seas, rivers, mountains,	2a The features and locations of deserts, tundra, rain forests, biomes, vegetation belts and how this links with the development of societies e.g. nomads, inuit, indigenous tribes . Follow the routes of explorers on maps and globes. Know deserts can be hot or cold and the features of a desert.
Physical Features		2a describe physical features on a route e.g. from school to the park	2a physical features of Greece from photos, maps		2a understand where and why human settlements grow where they did in Mexico and	

Human Geography			2a Identify where and why populations formed in Greece		why. 2a compare different settlements in Mexico e.g. small villages and large cities, places by the coast and those in the deserts and rain forests.	
Fieldwork		2a follow a route in the local area.		2a test the weather in the same location over the half term, temp, wind, light,		
GIS					2a USE GIS and satellite information to plot the places in Mexico e.g. image of Mexico at night from space station	
Maps, Globes, photos, diagrams	2a look at photographs of snowy places and consider the features, its impact on people and animals in the area.	2a follow routes and journeys on maps	2a use maps, globes, line of latitude, to locate features of Greece	2a use weather maps to track weather patterns over different parts of the Earth	2a Use maps and globes to name and locate the cities of Mexico and to trace the routes of rivers.	2a use maps, photos, film clips to identify the characteristics of different biomes
Communicate Gg information incl writing at length		2a write about a journey	2a write a report about Greece its landscape, its geography.	2a Communicate on film a weather report		2a write about the features of a location and place making contrasting statements with other locations

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SKILLS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Look at a simple map of the local area and identify the things they know and have seen. Use simple 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 e.g. note-taking, data collection, videoing, sketches and observations. Study aerial photographs of	Use a paper map, Google Earth and globes. Identify the countries' capitals. Name and locate the 4 countries of the UK. Use geographical vocab to refer to key human features such as city, town.	Use maps and a globe to locate and identify physical features i.e. North & South poles/Arctic and Antarctic. What is the location of the poles compared to UK Ask a geographical question e.g. How is this place different to where I live? What is it like to live in this place? How is this place different to where I live?	Look at a simple map of the local area and identify the things they know and have seen. Use simple 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 e.g. note-taking, data collection, videoing, sketches and observations. Study aerial photographs of	Use a paper map, Google Earth and globes. Identify the countries' capitals. Name and locate the 4 countries of the UK. Use geographical vocab to refer to key human features such as city, town.	Use maps and a globe to locate and identify physical features i.e. North & South poles/Arctic and Antarctic. What is the location of the poles compared to UK Ask a geographical question e.g. How is this place different to where I live? What is it like to live in this place? How is this place different to where I live?

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Year 2	Use a paper map, Google Earth and globes. Identify the countries' capitals. Name and locate the 4 countries of the UK. Identify capital & major cities in the UK. Look at population growth from 1960 to today. Why people located near rivers e.g. farming, transport, hygiene.	Use maps and a globe to locate and identify geographical wonders in the UK e.g. Castleton, caverns & caves Compare to Grand Canyon. Examine diamonds, sapphires, gems from rocks.	Use maps & compasses to investigate directions. North, South, East & West. Look at road maps/street maps & plan short routes & journeys- left, right, second left & second right.	Fieldwork skills. Look at a simple map of the local area. Identify & compare where minibeasts & fish would live in the local area-contrast these.	Use geographical vocab to refer to key physical Use maps and a globe to locate and identify the countries & capitals of Europe, Investigate flags & borders . Major rivers e.g. Seine, Danube & Rhine.	Study maps & pictures to identify coasts. Investigate why people might visit the coast. Fishermen, holiday makers. Look at coastal fishing and where our seafood originates. e.g. where fish fingers come from.
Year 3	Fieldwork. How to read a map, using grids and co-ordinates (Letter & number) Investigate how rocks are formed. Look at 3 main rock types, igneous-sedimentary & metamorphic.. Look at antelope canyon, ayers rock.	Compare differences between maps and photographs of local area. Identify, locate and identify physical features. Look at rivers and flooding. Compare Sheffield flood in 2007 and Mississippi flooding in 2011.	Use globes & maps to locate Greece & key Greek islands. Identify major cities e.g. Marathon, Athens & Troy. Identify physical features & human geography of Greece	Use globes & maps to locate European countries around the Mediterranean and their climates. What different plants can grow in these hot countries? e.g. oranges, figs, olives etc. Examine & discuss the trade & industry from these countries.		
Year 4	Use globes & maps to locate European countries and Italian cities . Compare Sheffield and Venice-seven hills of Rome & seven hills of Sheffield.	Use the Internet and non-fiction texts to research Biomes, tundra, rainforest, savannah, taiga, temperate forest, temperate grassland. Describe how distance from the equator affects climates around the world. Learn about animals and habitats and investigate their connections and interdependences.	Use the Internet and non-fiction texts to research the weather cycle where it rains, how much it rains and the character of the falling rain, snow or hail and how it allows scientists to better understand precipitation's impact on streams and rivers. Frequent and detailed measurements help scientists make models of and determine changes in Earth's weather cycle and current extreme weather.	Use maps, Google Earth and globes. Identify the geography of Sheffield and it's standing in one third urban, one third rural, and one third in the Peak District. The five rivers (Don, Sheaf, Rivelin, Loxley and Porter.) Discuss , and discuss areas of Sheffield capitals.		
Year 5						
Year 6						