



High Aspirations, Bright Futures

Meadowhead Juniors Primary School

Geography Long term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<ul style="list-style-type: none">• Observe and record daily weather.• Describe some key features of school and home and compare to a contrasting environment (woodland).• Explore the features of a contrasting environment (Antarctica).• Name some key features from countries that the children have visited or seen in books.• Know that London is the capital city of England and name some main attractions.• Begin to identify some basic symbols on a local map of a known area.					
KS1	<p><u>Key stage 1</u></p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none">• name and locate the world's seven continents and five oceans• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas					

	<p>Place knowledge</p> <ul style="list-style-type: none"> • 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 Human and physical geography • 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 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 • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork • 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 • 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 • 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 • 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 					
<p>Year 3</p>	<p>UK Geography</p> <p>Enquiry question: How can we compare Blackburn to Manchester?</p>		<p>Rivers</p> <p>Enquiry question: Where is the River Nile and how does it impact local people and communities?</p>		<p>Local Geography Study</p> <p>Enquiry question: Why do people visit the Lake District?</p>	
<p>Year 4</p>	<p>Natural Disasters</p> <p>Enquiry question: Why do people live near volcanoes?</p>		<p>Comparison of UK to a European country</p> <p>Enquiry question: Why do people travel to Greece?</p>		<p>Local Geography Study (Ribchester focus)</p> <p>Enquiry question: How has our local area developed over time?</p>	



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Year 5	<p>The Environment</p> <p>Enquiry question: How are different areas of the UK used for industry?</p>		<p>The Rainforest</p> <p>Enquiry question: What is significant about the Amazon Rainforest?</p>		<p>Coasts within the UK</p> <p>Enquiry question: How and why do our coasts vary within the UK?</p>	
Year 6	<p>Locational knowledge</p> <p>Enquiry question: Does the location of a biome affect its climate?</p>		<p>World Trade</p> <p>Enquiry question: What issues are involved in global chain supply?</p>		<p>The Future of Our Planet</p> <p>Enquiry question: What impact has Greta Thunberg had on the world?</p>	