

## Geography- Whole School Overview



*In geography we build upon the learning in KS1 and by the end of year 6 we aim for all pupils to have studied a broad and progressive geography curriculum, which inspires and motivates them to question and discuss the World around them. We focus on a range of key concepts, skills, knowledge & vocabulary, which ensures pupils have the necessary understanding to embrace the KS3 curriculum. We endeavour to teach pupils in an engaging and practical way; including fieldwork, which allows them to apply their geographical knowledge and geographical skills to a range of learning opportunities.*

Previous Learning from KS1			
Locational knowledge & Place knowledge		Human & Physical Geography	Geographical skills & Fieldwork.
<ul style="list-style-type: none"><li>Seven continents (Asia, Africa, North America, South America, Antarctica, Europe and Australia).</li><li>Five Oceans (Atlantic, Pacific, Indian, Arctic and Southern)</li><li>Four countries and capital cities of the UK (England – London, Northern Ireland – Belfast, Scotland – Edinburgh and Wales – Cardiff)</li><li>UK’s surrounding seas (North Sea, English Channel, Irish Sea and Atlantic Ocean).</li></ul>		<ul style="list-style-type: none"><li>Differences between Nepal and Sheffield.</li><li>Use basic geographical vocabulary to refer to human features e.g. house, city, church, and factory.</li><li>Seasonal and daily weather patterns in the UK.</li><li>Identify different climates in relation to the equator and North and South Poles.</li><li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li><li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li></ul>	<ul style="list-style-type: none"><li>Four points of the compass (North, East, South and West).</li><li>Use directional language to describe where places are (near, far, next to).</li><li>Use maps to locate UK and capital cities.</li><li>Use aerial photographs to recognise landmarks.</li></ul>
Year 3			
	Autumn	Spring	Summer
Geographical focus	<p><b>The UK</b></p> <p><i>By the end of this unit, children will be able to state the city, county and region that they live in. They will also be able to name a number of surrounding cities and counties along with some of their topographical features. Children will develop their</i></p>	<p><b>Rivers and mountains</b></p> <p><i>By the end of this unit, children will be able to name some of the UK’s most significant rivers and mountains. They will be able to describe the features of rivers and mountains and use map skills to locate and find out information about these</i></p>	<p><b>Our local area</b></p> <p><i>By the end of this unit, children will be able to describe human and physical characteristics of their immediate local area (Millhouses) and discuss how land use has changed in this area over time. During this unit, the children will have the opportunity to use and develop their fieldwork skills. Children will study</i></p>

	<i>map skills by learning how to use the eight points of a compass, as well as learning new map symbols.</i>	<i>topographical features. Children will acquire new knowledge of map symbols during this topic.</i>	<i>the human and physical geography of another local area (Whitby) in depth and will be able to describe how this is different to Sheffield.</i>
<b>Link to school values.</b>	Together we do our best	Together we are problem solvers	Together we are embrace difference
<b>New key concepts, Vocabulary and people</b>	<ul style="list-style-type: none"> <li>Regions</li> <li>Counties</li> <li>Cities of UK</li> <li>Eight points of a compass</li> <li>Tributary</li> <li>Confluence</li> <li>Topographical</li> </ul>	<ul style="list-style-type: none"> <li>Streams</li> <li>Creeks</li> <li>Brooks</li> <li>Source</li> <li>Spring</li> <li>Waterfall</li> <li>Mouth</li> <li>Oxbow Lake</li> <li>Meander</li> <li>Estuary</li> <li>River Channel</li> <li>Summit</li> <li>Foot</li> <li>Face</li> <li>Snow Line</li> <li>Tree Line</li> <li>Plateau</li> </ul>	<ul style="list-style-type: none"> <li>Residential</li> <li>Recreational</li> <li>Transportation</li> <li>Commercial</li> <li>Agricultural</li> <li>Land use</li> </ul>
<b>Recall (vocabulary &amp; knowledge)</b>	River Coast Mountain Hill Sea Ocean Country Compass Symbols and key Impact (History link) Human Geography Physical Geography Use atlases to locate countries of the UK. Where do I live? Country, city & area of city.	Use maps and atlases to locate countries and describe features studied. Use atlases to locate countries of the UK. River Don River Sheaf River Rivelin Porter Brook River Severn River Thames River Trent Tributary Confluence Map symbols (Railway Station, Railway Line, Motorway, Nature Reserve, Churches,	Countries of the UK Counties of the UK (South Yorkshire, North Yorkshire, East Yorkshire, West Yorkshire and Derbyshire.) Use maps and atlases to locate countries and describe features studied. Human Geography Physical Geography Topographical

	<p><b>Countries &amp; Capital Cities of UK (London, Cardiff, Edinburgh, Belfast).</b></p> <p><b>UK's surrounding seas (Irish Sea, North Sea, English Channel and Atlantic Ocean).</b></p> <p><b>Compass Directions (North, East, South, West).</b></p> <p><b>Use maps and atlases to locate countries and describe features studied.</b></p>	<p><b>Telephone, Information Centre, Parking and School)</b></p>	
<b>Locational Knowledge</b>	<p><b>Name and locate counties and cities of the United Kingdom and geographical regions.</b></p> <ul style="list-style-type: none"> <li>• <b>Counties</b> – South Yorkshire, North Yorkshire, East Yorkshire, West Yorkshire and Derbyshire.</li> <li>• <b>Cities</b> – Sheffield, York, Hull, Leeds &amp; Derby.</li> <li>• <b>Key regions</b> – Yorkshire &amp; The Humber and East Midlands.</li> </ul> <p><b>Name and locate key topographical features (including hills, mountains and rivers) of counties and cities of the United Kingdom and geographical regions and understand how some of these aspects have changed over time.</b></p> <ul style="list-style-type: none"> <li>• <b>Hills &amp; Mountains</b> - Pennines &amp; Mam Tor.</li> <li>• <b>Coasts</b> – East Yorkshire (Whitby).</li> <li>• <b>Rivers</b> – Don, Porter Brook, Sheaf, Rivelin, Loxley, Thames, Severn, Trent</li> <li>• <b>Changes over time</b> - M1 being built – Road travel before and after (link with history – impact on people's lives.)</li> </ul>	<ul style="list-style-type: none"> <li>• Mountains - Snowdon (Wales), Ben Nevis (Scotland), Scafell Pike (England) &amp; Slieve Donard (Northern Ireland)</li> <li>• <b>Rivers</b> - River Tay (Scotland) &amp; River Bann (Northern Ireland)</li> </ul>	<p><b>Identify human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time.</b></p> <ul style="list-style-type: none"> <li>• Residential – Traditional terraces to modern estates – Abbeydale Grange school.</li> <li>• Recreational – Millhouses park changes over time (physical &amp; human)</li> <li>• Transportation – Old Sheffield Trams to Super tram – terminus road.</li> </ul>
<b>Place Knowledge</b>			<p><b>Understand geographical similarities and differences through the study of physical and human geography of a region of the United Kingdom.</b></p> <p><b>Name and locate key topographical features (including coasts)</b></p>

			<p><b>Region: Yorkshire</b></p> <ul style="list-style-type: none"><li>• How is Whitby different to Sheffield?</li></ul> <p><b>Differences and similarities:</b></p> <ul style="list-style-type: none"><li>• Land use, population, house prices.</li></ul>
<b>Human and Physical Geography</b>		<p><b>Describe and understand key aspects of rivers &amp; mountains.</b></p> <p><b>Rivers:</b></p> <ul style="list-style-type: none"><li>• Streams</li><li>• Creeks</li><li>• Brooks</li><li>• Source</li><li>• Spring</li><li>• Waterfall</li><li>• Mouth</li><li>• Oxbow Lake</li><li>• Meander</li><li>• Estuary</li><li>• River Channel</li></ul> <p><b>Mountains:</b></p> <ul style="list-style-type: none"><li>• Summit</li><li>• Foot</li><li>• Face</li><li>• Snow Line</li><li>• Tree Line</li><li>• Plateau</li></ul>	<p><b>Human geography, including: types of settlement and land use.</b></p>

<b>Geographical Skills and Fieldwork</b>	<p>Use the eight points of a compass (North East, North West, South East &amp; South West).</p> <p>Use symbol and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p><b>OS Map 293 – Hull &amp; Beverley</b></p> <ul style="list-style-type: none"> <li>• Railway Station</li> <li>• Railway Line</li> <li>• Motorway</li> <li>• Nature Reserve</li> <li>• Churches</li> <li>• Telephone</li> <li>• Information Centre</li> <li>• Parking</li> <li>• School</li> </ul> <p>Use digital/computer mapping to locate countries and describe features studied.</p>	<p>Symbol and key (mountains, mountain height in meters &amp; rivers) to build their knowledge of the United Kingdom</p>	<p>Use digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>
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Year 4			
	Autumn	Spring	Summer

<b>Geographical focus</b>	<p><b>An introduction to Europe</b></p> <p><i>By the end of this unit, children will be able to locate Dobcroft's chosen European countries and their capital cities. They will also be able to describe some of their physical and human characteristics. The children will also be able to describe and understand key aspects of the water cycle. They will develop their map skills and will be able to read and use four-figure grid reference.</i></p>	<p><b>Exploring Scandinavia</b></p> <p><i>By the end of this unit, children will be able to locate Norway and its surrounding countries and seas. Children will study the human and physical geography of Norway in depth and will be able to describe how this is different to the UK.</i></p>	<p><b>Trade and economic activity.</b></p> <p><i>By the end of this unit, children will have an understanding of the trade links held by the UK. They will be able to give examples of some imports to the UK and also exports from the UK. They will also be able to describe the meaning and importance of fair trade.</i></p>
<b>Link to school values</b>	<b>Together we embrace difference</b>	<b>Together we embrace difference</b>	<b>Together we embrace difference</b>
<b>New key concepts and Vocabulary</b>	<ul style="list-style-type: none"> <li>• Four figure grid reference</li> <li>• The Water Cycle</li> <li>• Evaporation</li> <li>• Condensation</li> <li>• Precipitation</li> <li>• Transpiration</li> <li>• Water vapour</li> <li>• The Alps</li> <li>• Caucasus Mountain</li> <li>• Mont Blanc</li> <li>• Mount Elbrus</li> <li>• River Seine</li> <li>• River Po</li> <li>• River Volga</li> </ul>	<ul style="list-style-type: none"> <li>• Landform</li> <li>• Terrain</li> <li>• Scandinavian</li> <li>• Norway</li> <li>• Sweden</li> <li>• Denmark</li> <li>• Oslo</li> <li>• Copenhagen</li> <li>• Stockholm</li> <li>• Norwegian Sea</li> <li>• Baltic Sea</li> <li>• Gulf of Bothnia</li> <li>• Northern Lights</li> <li>• Fjords</li> <li>• Glacier</li> <li>• Highest standards of living</li> <li>• Exports</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Activity</li> <li>• Trade Links</li> <li>• Fair trade</li> <li>• Natural Resources</li> <li>• Distribution</li> <li>• Pharmaceuticals</li> <li>• Cacao beans</li> <li>• Cocoa beans</li> <li>• Petroleum</li> </ul>

<b>Recall (vocabulary &amp; knowledge)</b>	<p> <b>Rivers</b>  <b>Mountains</b>  <b>Ordnance Survey maps</b>  <b>Human Geography</b>  <b>Physical Geography</b>  <b>Continents</b>  <b>Seas</b>  <b>Use a globe to locate countries.</b>  <b>Europe as a continent</b>  <b>Symbol and key</b>  <b>Evaporation (Science)</b>  <b>Solid (Science)</b>  <b>Liquid (Science)</b> </p>	<p> <b>Eight points of a compass</b>  <b>Locating some of the world`s countries (UK, France, Italy and Russia).</b>  <b>North Sea</b>  <b>Human Geography</b>  <b>Physical Geography</b>  <b>Hills</b>  <b>Mountains</b>  <b>Populations</b>  <b>Religion</b>  <b>Language</b>  <b>Using atlases and digital mapping to locate countries and describe features studied.</b>  <b>Vikings (link with History)</b> </p>	<p> <b>UK`s surrounding Seas and Oceans.</b>  <b>UK rivers River Don, River Sheaf, River Rivelin, Porter Brook, River Severn, River Thames and River Trent</b>  <b>Using an atlas to locate countries and describe features studied.</b> </p>
<b>Locational Knowledge</b>	<p> <b>Locate European countries (including Russia), concentrating on their key environmental regions, key physical and human characteristics and major cities.</b> </p> <ul style="list-style-type: none"> <li>• Focus European Countries - France, Italy &amp; Russia.</li> <li>• Focus Capital Cities – Paris, Rome &amp; Moscow</li> <li>• Human Characteristics – Populations, religion, languages.</li> <li>• Physical Characteristics – Rivers and Mountains.</li> <li>• Mont Blanc (highest peak in the Alps and spans across France and Italy), Mount Elbrus (Russia – highest peak in Europe), River Seine, River Po &amp; The River Volga.</li> </ul>	<p> <b>Locate European countries (including Russia), concentrating on their key environmental regions, key physical and human characteristics and major cities.</b> </p> <ul style="list-style-type: none"> <li>• Focus European Countries – Norway Denmark, Sweden &amp; Finland</li> <li>• Focus Capital Cities – Oslo, Copenhagen, Stockholm &amp; Helsinki.</li> <li>• Surrounding seas – Norwegian Sea &amp; North Sea, Gulf of Bothnia &amp; Baltic Sea.</li> </ul>	

<b>Place Knowledge</b>		<p><b>Understand geographical similarities and differences through the study of human geography of a region in a European country - Norway</b></p> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Ethnicities and Religion</li> <li>• Languages</li> <li>• Standards of living</li> <li>• Exports</li> </ul> <p><b>Understand geographical similarities and differences through the study of physical geography of a region in a European country - Norway</b></p> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Terrain</li> <li>• Northern Lights</li> <li>• Climate</li> <li>• Mountains</li> <li>• Rivers</li> </ul>	
<b>Human and Physical Geography</b>	<p><b>Describe and understand key aspects of the water cycle - (Link with Science – temperature evaporation)</b></p> <ul style="list-style-type: none"> <li>• Evaporation</li> <li>• Condensation</li> <li>• Precipitation</li> <li>• Transpiration</li> <li>• Water vapour</li> </ul>		<p><b>Describe and understand key aspects of economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water.</b></p> <ul style="list-style-type: none"> <li>• Who do the UK trade with?</li> <li>• What is imported to the UK?</li> <li>• What is exported from the UK?</li> <li>• Which natural minerals do we use in the UK?</li> <li>• What is Fair trade?</li> <li>• Where does our energy come from?</li> <li>• Where does our food come from?</li> <li>• Where does our water come from?</li> </ul>



<b>Geographical Skills and Fieldwork</b>	<p>Read and use four-figure grid references.</p> <p>Use symbol and key (including the use of Ordnance Survey maps) to build their knowledge the wider world.</p>	<p>Locate the world's countries, using maps/atlasses and digital mapping.</p>	<p>Use digital mapping to locate countries and describe features studied.</p>



Year 5		
	Autumn	Spring
<b>Geographical focus</b>	<p><b>Volcanoes and Earthquakes</b></p> <p><i>By the end of this unit, children will be able to describe key aspects of volcanoes and earthquakes. They will be able to discuss some of the most well-known volcanoes and earthquakes in history and explain the impact these natural disasters had.</i></p>	<p><b>The Americas</b></p> <p><i>By the end of this unit, the children will able to locate both North and South America, as well as some of their countries and capital cities and will be able to describe some of their physical and human characteristics. Children will study the human and physical geography of Brazil in depth and will be able to describe how this is different to the UK.</i></p>

Link to school values	Together we are safe	Together we embrace difference
<b>Key Vocabulary and Concepts</b>	<ul style="list-style-type: none"> <li>• Inner core</li> <li>• Outer core</li> <li>• Mantle</li> <li>• Crust</li> <li>• Tectonic plates</li> <li>• Friction</li> <li>• Lava / Lava flow</li> <li>• Magma (including chamber)</li> <li>• Eruptions</li> <li>• Vents (main and secondary)</li> <li>• Active &amp; dormant</li> <li>• Boundaries</li> <li>• Richter scale</li> <li>• Continental drift</li> <li>• Hypocentre</li> <li>• Epicentre</li> <li>• Tsunamis</li> </ul>	<ul style="list-style-type: none"> <li>• North &amp; South America as different continents</li> <li>• North America made up of 23 countries (focus on Canada, USA and Mexico).</li> <li>• South America made up of 12 countries (focus on Brazil and Argentina).</li> </ul>
<b>Recall</b>	<p>Extinct (Science link)</p> <p>Continents and oceans (5 oceans 7 continents)</p> <p>Locating the UK.</p> <p>Locating European countries (UK, France, Italy, Russia and Norway)</p> <p>UK's surrounding seas (Irish Sea, North Sea, English Channel and Atlantic Ocean).</p> <p>Using atlases and digital mapping.</p> <p>Evaporation, Condensation, Precipitation, Ground run off.</p> <p>Eight points of a compass</p>	<p>Human Geography</p> <p>Population</p> <p>Religion</p> <p>Language</p> <p>Physical Geography</p> <p>Rivers</p> <p>Mountains</p> <p>Regions of UK</p> <p>Capital cities of UK</p> <p>Capital cities of France, Italy and Russia.</p> <p>Four figure grid reference.</p> <p>Using atlases and digital mapping.</p> <p>Colombia (trade links)</p>
<b>Locational Knowledge</b>		<p>Use maps to locate North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>North America:</p>

		<ul style="list-style-type: none"> <li>• USA (Washington)</li> <li>• Mexico (Mexico City)</li> </ul> <p>South America:</p> <ul style="list-style-type: none"> <li>• Brazil (Brasilia)</li> <li>• Argentina (Buenos Aires)</li> </ul> <ul style="list-style-type: none"> <li>• Human Characteristics – Populations, religion, languages.</li> <li>• Physical Characteristics – Rivers and Mountains.</li> </ul>
Place Knowledge		<p><b>Understand geographical similarities and differences through the study of human and physical geography of a region in South America. Region of South America – Brazil.</b></p> <ul style="list-style-type: none"> <li>• Physical Geography:</li> <li>• Climate</li> <li>• Animal Life</li> <li>• Landforms</li> <li>• Rainforest</li> <li>• Human Geography:</li> <li>• Population</li> <li>• Ethnicities and Religion</li> <li>• Languages</li> </ul>
Human and Physical Geography	<p><b>Describe and understand key aspects of volcanoes and earthquakes.</b></p> <p>Volcanoes to study:</p> <ul style="list-style-type: none"> <li>• Mount Vesuvius – life after eruption.</li> </ul> <p>Earthquakes to study:</p> <ul style="list-style-type: none"> <li>• San Francisco, Wednesday 18th, 1906</li> <li>• Indonesia, 26th December, 2004</li> </ul>	
Geographical Skills and Fieldwork	<p><b>Use atlases and digital/computer mapping to locate countries and describe features studied.</b></p>	<p><b>Use atlases and digital/computer mapping to locate countries &amp; states and describe features studied.</b></p>



Year 6		
	Autumn	Summer
<b>Geographical focus</b>	<b>Planet Earth`s major lines</b> <i>By the end of this unit, children will be able to name and describe the significance of some of Earth`s imaginary lines. They will have an understanding of Prime / Greenwich meridian and time zones. Children will be able to describe and understand key features of the Earth`s major climate zones and name some countries that are in each.</i>	<b>Biomes of the world</b> <i>By the end of this unit, children will be able to name and describe features of the Earth`s biomes. They will have developed their map skills further and will be able to locate different biomes on a map as well as read and use six-figure grid reference.</i>
<b>Link to school values</b>	Together we are problem solvers	Together we embrace difference
<b>Key Vocabulary and Concepts</b>	<ul style="list-style-type: none"> <li>• Equator</li> <li>• Hemisphere</li> <li>• Arctic / Antarctic circles</li> <li>• Latitude</li> <li>• Longitude</li> <li>• Tropics of Cancer &amp; Capricorn</li> <li>• Time Zones</li> <li>• Climate Zones</li> </ul>	<ul style="list-style-type: none"> <li>• Biomes</li> <li>• Aquatic</li> <li>• Desert</li> <li>• Forest</li> <li>• Grassland</li> <li>• Tundra</li> <li>• Vegetation belts</li> </ul>
<b>Recall</b>	Name and locate 5 oceans and 7 continents. Locating Nepal Locating Italy, North America (USA and Mexico) and South America (Brazil, Argentina and Colombia). Structure of the earth (Inner core, Outer core, Mantle, Crust) Use maps and globes to locate countries and describe features studied.	Countries & Capital Cities of UK (London, Cardiff, Edinburgh, Belfast). UK`s surrounding seas (Irish Sea, North Sea, English Channel and Atlantic Ocean). Equator Northern and Southern Hemisphere Latitude and Longitude Climate zones (Polar, Temperate, Arid, Tropical, Mediterranean and Mountainous)
<b>Locational Knowledge</b>	Identify the position and significance of the, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle	

	<p><b>Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn.</b></p> <p><b>Identify the Prime/Greenwich Meridian and time zones (including day and night).</b>  <b>Identify times zones of:</b> London, Nepal, New York, Paris, Rome, Moscow, Canberra &amp; Beijing.</p> <p><b>Describe and understand key aspects of climate zones.</b></p> <p><b><u>Climate zones to study:</u></b></p> <ul style="list-style-type: none"> <li>• Polar</li> <li>• Temperate</li> <li>• Arid</li> <li>• Tropical</li> <li>• Mediterranean</li> <li>• Mountainous</li> </ul>	
<b>Place Knowledge</b>		
<b>Human and Physical Geography</b>		<p><b>Describe and understand key aspects of biomes and vegetation belts.</b></p> <p><b>Key aspects to study:</b></p> <ul style="list-style-type: none"> <li>• Climate and weather,</li> <li>• Animals</li> <li>• Threats</li> <li>• Earth`s Surface</li> <li>• Vegetation.</li> </ul> <p><b>Biomes to study:</b></p> <ul style="list-style-type: none"> <li>• Aquatic (saltwater &amp; freshwater)</li> <li>• Desert</li> <li>• Forest</li> <li>• Grassland</li> <li>• Tundra</li> </ul>

**Geographical  
Skills and  
Fieldwork**

**Use maps and globes to locate countries and describe features studied.**

**Read and use six-figure grid references.  
Locate the world's countries, using maps/atlasses and digital mapping.**