# Geography Curriculum Long Term Overview

| CURRICUCLM | CHARCTER | COMMUNITY |
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## Geography Curriculum Overview

**Intent:** To ignite children's curiosity about the human and physical world around us and to equip them with the skills and knowledge to understand our diverse world and the impact we have on it.

**Substantive Knowledge**

- This is the established facts and knowledge that we want to transfer into the pupil's long-term memory.
- This knowledge is shared with pupils via knowledge organisers.
- This substantive knowledge has been categorised into **seven substantive knowledge categories** to support children in making links with previous knowledge and building geographical schemas.




- Detailed progression of substantive knowledge is outline in the progression document.

**Disciplinary Knowledge Concepts**

- Disciplinary knowledge considers how substantive knowledge originates, is debated and is revised. It gives pupils an insight into the way geographers think, draw conclusions and communicate effectively.
- This knowledge has been identified and categorised into **six disciplinary knowledge categories** to support children in making links with previous knowledge and building geographical schemas.

G1. Geographical Enquiry – To ask geographical questions.
G2. Data collection – To use a variety of methods to collect geographical data/information, including mapwork and fieldwork.
G3. Interpretation – To organise and interpret data/information collected in order to make sense of it.
G4. Analysing – To analyse data/information by considering patterns, scales and interconnections.
G5. Evaluation – To evaluate and debate findings, consider implications and impact of geographical processes, and draw conclusions to geographical questions.
G6. Communicating geographically – To use geographical vocabulary and to communicate using a range of appropriate geographical methods, including through constructing maps, charts and graphs, and writing at length.

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| Substantive Knowledge Categories | | |
|---|---|---|
| NC: Location Knowledge |  | **Understanding <u>geographical location</u> is an essential part of geography. This is naming and locating locations using positional systems. Aspect of knowledge that may be included in this category are: continents, oceans, regions, countries, capital cities, global position (northern and southern hemispheres, the equator and the tropics).**<br><br>***<u>NC Statements</u>***<br>***KS1****: 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*<br>***KS2****: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; 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; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).* |
| NC: Place Knowledge |  | **Understanding <u>geographical place</u> involves looking at how the physical, human and cultural elements of a place are similar and different to other places. This is noticeable at a variety of scales: global to local. Even places that are relatively near to each other can have a great deal of geographical diversity. Some aspects of diversity that may be included in this knowledge category are: various physical characteristics of a region or space (climate, vegetation, fauna, bodies of water, existing types of relief and landscape) and various human characteristics of a region or space (population density, ethnicity, the nature of the built environment and poverty levels.**<br><br>***<u>NC Statements</u>***<br>***KS1****: To 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.*<br>***KS2****: To 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.* |
| NC; Human Geography |  | **<u>Human features</u> are the things made by or altered by people. They include: urban and suburban settlements (cities and towns), rural settlements (hamlets and villages), leisure facilities, manufacturing facilities (factories and workshops), transport hubs (bus stops, stations, railway stations, airports, ferry ports), transport infrastructure (roads, railways, canals), commerce sited (offices), financial institutions, retail outlets, farming and agriculture, reservoirs and dams, power stations and the power grid and any aspect of an environment that have been out there by people (pavements, street furniture and signs)**<br><br>***<u>NC Statements</u>***<br>*KS1: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.* |
| |  | **<u>Human processes</u> both influence and are influenced by the physical features of environments which offer both possibilities for and constraints to human activity. In this knowledge category it is important to make links between the two as often as possible so as to explore interconnection, connection and change. Some of the human processes that may be explore are: transport, trade, migration, settlements, industry, travel, leisure and tourism and pollution.**<br><br>***<u>NC Statements</u>***<br>*KS2: To 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.* |

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| NC: Physical Geography |  | **Physical features are the naturally occurring landforms of environments. They include: hills, mountains, valleys, bodies of water (streams, becks, tarns, rivers, lakes, seas, oceans, lagoons), natural resources (the site of copper, tin, zinc, cobalt – although mines that are create to extract them are human features). Please note: features that appear natural but are put there or managed by humans (e.g. fields, trees, forests, woods, woodland and vegetation) are human features.**<br><br>***NC Statements***<br>*KS1: 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.* |
| |  | **Physical processes shape our world and create the physical features we see in spaces and environments. It is important that pupils understand that these processes sometimes take millennia to happen and that they are ongoing. Some important processes that may be included in this knowledge category are: erosion and deposition associated with rivers and coasts, the water cycle, ocean circulation, climate change, earthquakes and volcanoes.**<br><br>***NC Statements***<br>*KS2: To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* |
| NC: Geographical Skills and Field work |  | **Geographical techniques are a way of both finding out geographical information and communicating it. Some of the geographical techniques that may be included in this knowledge category are: field work (observation, measuring and recording using various types of sketch maps and more formal mapping e.g. land use maps), secondary geographical sources (atlases and other research materials), map reading (symbols, grid references and keys) and using Geographic Information Systems (GIS) (applications that show cartographic data, photographic data, digital data or data in spreadsheets).**<br><br>***NC Statements***<br>*KS1: To 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*<br>*To 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.*<br>*To 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*<br>*To 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.*<br>*KS2: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*<br>*To use the eight points of a compass, four and 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.*<br>*To 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.* |

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## EYFS – Nursery – Specific Area: The Natural World

**Through a variety of topics, children will work towards these end of year goals (see EYFS progression documents for Nursery breakdown):**

**ELG: The Natural World**

**Children at the expected level of development will:**

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

**ELG: People, Culture and Communities**

**Children at the expected level of development will:**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

| | Substantive Geographical Knowledge Context/ ELG: Past and Present | | Disciplinary Knowledge Concepts |
|---|---|---|---|
| **Autumn 1**<br>Who am I? |  | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Local Area – Coventry)<br>To act out experiences of the local area through small world<br>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (Links to countries children are from) | G1.<br>G2.<br>G3.<br>G6. |
| | **Aspirational Experience(s)** | Mobile role play village visit | |
| **Autumn 2**<br>What can you hear? |  | Make observations of the world around them during nature walks using vocabulary to name physical features such as trees and soil.<br>To notice the change in seasons from Autumn to Winter and compare.<br>To learn song and rhymes from around the world (music link) | G1.<br>G2.<br>G3.<br>G6. |
| | **Aspirational Experience(s)** | Trip to Theatre – identifying human/physical features on journey | |
| **Spring 1 & 2**<br>Where does it come from? |  | To devise a simple map. (Local Area)<br>To understand food grows in different countries and why.<br>To use maps to look at different countries<br>To notice the change in seasons from Winter to Spring and compare.<br>Use vocabulary based on physical features such as hot, cold, seasons and weather | G1.<br>G2.<br>G3.<br>G6. |
| | **Aspirational Experience(s)** | Tasting food from around the world | |
| **Summer 1 & 2**<br>Where do animals live? |  | To notice the change in seasons from Spring to Summer and compare.<br>To recognise habitats of wild animals and physical features<br>To explore different foods and countries they are from<br>To explore oceans as a location/physical feature<br>To recognise different physical features (in habitats) and weather<br>To begin to explore the importance of looking after the environment | G1.<br>G2.<br>G3.<br>G6. |
| | **Aspirational Experience(s)** | Tea Party (Tiger who came to tea)/Minibeast workshop | |

# Geography Curriculum Long Term Overview

## EYFS – Reception – Specific Area: Understanding the World

**Through a variety of topics, children will work towards these end of year goals (see EYFS progression documents for Reception breakdown):**

**ELG: The Natural World**

**Children at the expected level of development will:**

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

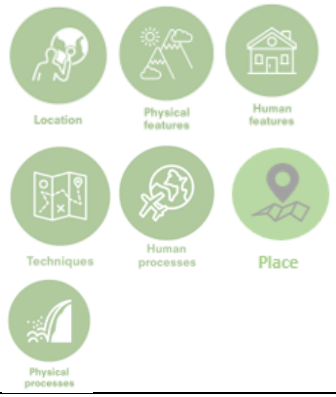
**ELG: People, Culture and Communities**

**Children at the expected level of development will:**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

| | Substantive Geographical Knowledge Context/ ELG: Past and Present | | Disciplinary Knowledge Concepts |
|---|---|---|---|
| **Autumn 1**<br>Is it okay to be different? |  | To explore the local area, identifying simple features.<br>To discuss that children are from different countries.<br>Use vocabulary linked to key features such as place, old, new and home | G1.<br>G2.<br>G3.<br>G6. |
| | **Aspirational Experience(s)** | Visits from nurse. Mobile role play village | |
| **Autumn 2**<br>Will you tell me a story? |  | To locate different countries and consider different cultures and traditions. (Diwali - England and India) | G1.<br>G2.<br>G3.<br>G6. |
| | **Aspirational Experience(s)** | Trip to Theatre – identifying human/physical features on journey | |
| **Spring 1**<br>How do we travel? |  | To compare the weather in Antarctica to the weather in Coventry<br>To compare the physical features of Antarctica to Coventry<br>To explore the local area through google maps/ To devise a simple map of the local area<br>Use vocabulary linked to key features: continent, country and city, hot and cold. | G1.<br>G2.<br>G3.<br>G6. |
| | **Aspirational Experience(s)** | Children to ride on bus or coach within Coventry. | |
| **Spring 2**<br>Where can we go? |  | Locate Africa on a map: Compare UK to Africa (physical and human features)<br>To compare weather in UK and weather in Africa.<br>Use vocabulary linked to key features: country, ocean, hot, dessert and rainforest | G1.<br>G2.<br>G3.<br>G6. |
| | **Aspirational Experience(s)** | (As above) | |
| **Summer 1**<br>What are mega beasts? |  | To explore where dinosaurs lived.<br>To recognise and discuss weather changes/ To talk about the changes that occur in each season.<br>To explore fossils and where they came from.<br>To ask questions about the world around them. | G1.<br>G2.<br>G3.<br>G6. |
| | **Aspirational Experience(s)** | Virtual Museum Exploration | |
| **Summer 2**<br>What are mini beasts? |  | To explore weather changes.<br>To follow a simple map using positional/directional language.<br>To create own map identifying physical features such as trees, roads and houses. | G1.<br>G2.<br>G3.<br>G6. |
| | **Aspirational Experience(s)** | Mini beast workshop | |

# Geography Curriculum Long Term Overview

| Year 1 | | | |
|---|---|---|---|
| | **Substantive Geographical Knowledge Context/ NC Coverage**<br>- *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.*<br>- *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.* | | **Disciplinary Knowledge Concepts** |
| **Autumn 1**<br>What makes us all unique? | **History Focus** | | |
| **Autumn 2**<br>What's in the Wondrous Woods? |  | - Compare and contrast a small area of the United Kingdom – Our city/ woodland comparison<br>- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.<br>- Use fieldwork and observational skills. (Walk through woodlands)<br>- 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<br>- Use locational and directional language (for example: near, far, left and right) | G1.<br>G2.<br>G3.<br>G4.<br>G5.<br>G6. |
| | **Aspirational Experience(s)** | Walks through woods in local area. | |
| **Spring 1 & 2**<br>Superheroes: Do they live amongst us? | **History Focus** | | |
| **Summer 1 & 2**<br>Who calls the outback home? |  | - Compare and contrast a small area of the United Kingdom with that of a non-European country – Australia/UK<br>- Use basic geographical vocabulary to refer to and describe key physical and human features of locations (Australia)<br>- Use world maps, atlases and globes.<br>- Use aerial photographs.<br>- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator.<br>- Aboriginal diversity<br>- Damage to Great Barrier Reef | G1.<br>G2.<br>G3.<br>G4.<br>G5.<br>G6. |
| | **Aspirational Experience(s)** | Virtual link with school in Australia | |

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| Year 2 | | | |
|---|---|---|---|
| | **Substantive Geographical Knowledge Context/ NC Coverage**<br>- *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.*<br>- *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.* | | **Disciplinary Knowledge Concepts** |
| **Autumn 1 & 2**<br>A Kingdom United: One Kingdom or More? |  | - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas<br>- Use basic geographical vocabulary to refer to and describe key physical and human features of locations – London, landmarks and physical features<br>- Use world maps, atlases and globes.<br>- 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 | G1.<br>G2.<br>G3.<br>G4.<br>G5.<br>G6. |
| | **Aspirational Experience(s)** | Virtual tour of London. | |
| **Spring 1**<br>Fire: Should we Fear it or Fight it? | **HISTORY FOCUS** | | |
| |  | - use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment<br>**External Trip to Selly Manor and grounds** | G1.<br>G2.<br>G3.<br>G4.<br>G5.<br>G6. |
| | **Aspirational Experience(s)** | Trip to Selly Manor and surrounding grounds. | |
| **Spring 2**<br>Equality & Diversity: Can one person have an impact on equality? | **HISTORY FOCUS** | | |
| **Summer 1 & 2**<br>Incredible India: Where in the World? |  | - Name and locate the world's seven continents and five oceans.<br>- Compare and contrast a small area of the United Kingdom with that of a non-European country. - India<br>- Explore weather and climate in the United Kingdom and around the world – different continents<br>- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.<br>- Use world maps, atlases and globes.<br>- 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<br>- 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 | G1.<br>G2.<br>G3.<br>G4.<br>G5.<br>G6. |
| | **Aspirational Experience(s)** | Heritage event with parents from India. | |

# Geography Curriculum Long Term Overview

## Year 3

| | Substantive Geographical Knowledge Context/ NC Coverage<br>- *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.*<br>- *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.* | | Disciplinary Knowledge Concepts |
|---|---|---|---|
| **Autumn 1**<br>Coventry: What is our culture? |  | - Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.<br>- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom<br>- Use the eight points of a compass, four-figure grid references, symbols and keys to build knowledge of the United Kingdom and the world.<br>- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.<br><br>FIELD WORK – Walk round Coventry City Centre and local area | G1.<br>G2.<br>G3.<br>G4.<br>G5.<br>G6. |
| | **Aspirational Experience(s)** | Walk round city centre. | |
| **Autumn 2**<br>Stone Age: Should we dig up the Past? | **HISTORY FOCUS** | | |
| **Spring 1 & 2**<br>Are the Greeks Still Important? |  | - Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. (Greece)<br>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>- Recap the seven continents and the five oceans (KS1) | G1.<br>G2.<br>G3.<br>G4.<br>G5.<br>G6. |
| | **Aspirational Experience(s)** | Greek workshop | |
| **Summer 1 & 2**<br>Was Rome Built in a Day? |  | - Locate the world's countries, with a focus on Europe (European countries invaded by Roman Empire)<br>- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time- Romans had on Britain, Roman roads, including trade links<br>- Use the eight points of a compass, four-figure grid references, symbols and keys to build knowledge of the United Kingdom and the world.<br>- Describe and understand key aspects of physical geography: water cycle. | G1.<br>G2.<br>G3.<br>G4.<br>G5.<br>G6. |
| | **Aspirational Experience(s)** | Visit Lunt Roman Fort | |

# Geography Curriculum Long Term Overview

| Year 4 | | | |
|---|---|---|---|
| | **Substantive Geographical Knowledge Context/ NC Coverage**<br>*- Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.*<br>*- Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.* | | **Disciplinary Knowledge Concepts** |
| **Autumn 1 & 2**<br>Children: Should they be seen and not heard? | **HISTORY FOCUS** | | |
| | | - use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies. | |
| | **Aspirational Experience(s)** | Black Country Museum Trip | |
| **Spring 1 & 2**<br>Raiders or Traders? |  | - Locate the world's countries, with a focus on Europe and countries - where Anglo Saxons came from and their journey to England<br>- Describe and understand key aspects of: - settlements - Human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. (Sutton Hoo)<br>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – routes to UK<br>- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. - Viking/Saxon territories, Place names linked to Viking era. | G1.<br>G2.<br>G3.<br>G4.<br>G5.<br>G6. |
| | **Aspirational Experience(s)** | Vikings Workshop<br>Anglo Saxon Herbert Art Gallery Visit | |
| **Summer 1 & 2**<br>Europe: A Diverse Continent |  | - Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. – not Greece<br>- understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.<br>- Describe and understand key aspects of: - Physical geography, including: climate zones, biomes, rivers, mountains, volcanoes<br>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps)<br>- Transportation – cities/ international | G1.<br>G2.<br>G3.<br>G4.<br>G5.<br>G6. |
| | **Aspirational Experience(s)** | Heritage Day – Visit from parents from different countries in Europe. | |

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## Year 5

| | Substantive Geographical Knowledge Context/ NC Coverage<br>- *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.*<br>- *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.* | | Disciplinary Knowledge Concepts |
|---|---|---|---|
| **Autumn 1 & 2**<br>Is it Right to Fight? |  | - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>- Fieldwork | G1. G2.<br>G3. G4.<br>G5. G6. |
| | **Aspirational Experience(s)** | Trip to Beaumanor Hall | |
| **Spring 1**<br>Is Prevention better than cure? |  | - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Spread of Diseases) | G1. G2.<br>G3. G4.<br>G5. G6. |
| | **Aspirational Experience(s)** | Medieval Workshop/ Links with doctors about COVID | |
| **Spring 1**<br>What is out of this World? |  | - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (currents) | G1. G2.<br>G3. G4.<br>G5. G6. |
| **Summer 2**<br>Tomb Raiders: Should their Secrete be Shared? |  | - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>- Locate the world's countries using maps concentrating on key physical and human characteristics | G1. G2.<br>G3. G4.<br>G5. G6. |
| | **Aspirational Experience(s)** | Virtual Museum Trip | |
| | **Aspirational Experience(s)** | Space Dome | |
| **Summer 2**<br>Do only the fittest survive? |  | - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.<br>- Use fieldwork to observe, measure and record the human and physical features of Geographical zones using a range of methods, including sketch maps, plans and graphs and digital technologies.<br>- Fieldwork | G1. G2.<br>G3. G4.<br>G5. G6. |
| | **Aspirational Experience(s)** | Campfire & Den Building Day | |

# Geography Curriculum Long Term Overview

## Year 6

| | Substantive Geographical Knowledge Context/ NC Coverage<br>- *Refer to knowledge organiser for detailed substantive knowledge and key vocabulary.*<br>- *Use progression documents and knowledge categories to recognise prior knowledge - building on prior knowledge and identifying what pupils are leading to.* | | Disciplinary Knowledge Concepts |
|---|---|---|---|
| **Autumn 1 & 2**<br>Earth: Fractured or Flourishing? |  | - Describe and understand key aspects of:<br>○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle<br>○ human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. - – Natural disasters / charity work/ reseources)<br>- Locate the world's countries, with focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities<br>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.<br>- Use the six points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world. | G1. G2.<br>G3. G4.<br>G5. G6. |
| | **Aspirational Experience(s)** | Natural History Museum Trip | |
| **Spring 1& 2**<br>Does the Time fit the Crime? | **HISTORY FOCUS** | | |
| **Summer 1 &2**<br>Mayans: Civilised Civilians? |  | - Describe and understand key aspects of:<br>○ physical geography, including: climate zones, rivers.<br>- Locate the world's countries, with focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities<br>- 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<br>- Use the six points of a compass, four-figure grid references | G1. G2.<br>G3. G4.<br>G5. G6. |
| | **Aspirational Experience(s)** | Field Work – Local Walk | |