



Geography Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Nursery					Their World (Pre-3) KLP: <ul style="list-style-type: none"> To begin to notice detailed features of objects in their environment. 				Farms (Pre-3) KLP: <ul style="list-style-type: none"> To begin to notice the local landscape. To learn about local farms. To begin to learn about rivers and lakes. Africa KLP: <ul style="list-style-type: none"> To begin to learn about a different country/continent. To learn about some of the animals that live there. Natural Environment KLP: <ul style="list-style-type: none"> To begin to understand the need to respect and care for the natural environment and all living things. 			
Reception	Places in Cockermouth KLP: <ul style="list-style-type: none"> Observe, draw and build models of buildings or places in Cockermouth that are special to them. To begin to know what a map is and to have a go at drawing one. To recognise special places in Cockermouth describing what they see, hear and feel e.g. Wordsworth House. Harvest and Farming KLP: <ul style="list-style-type: none"> To talk about and observe local farms. To learn about the Harvest festival and what it is and means. 		The Arctic KLP: <ul style="list-style-type: none"> To learn about the Arctic and which animals live there. To learn about the Arctic's climate. 		Bridges & Rivers KLP: <ul style="list-style-type: none"> To learn about some famous bridges. To talk about and observe some local bridges. To talk about similarities and differences between different types of bridge e.g. suspension or foot bridge. To learn the name of some famous rivers from around the world and some local ones too. 		Maps KLP: <ul style="list-style-type: none"> To look at and explore maps. To draw simple maps and use some map symbols showing some understanding of their meaning. 		Rainforests KLP: <ul style="list-style-type: none"> To learn about the Rainforest environment. To learn about the insects and animals that live there. 		Seaside KLP: <ul style="list-style-type: none"> To learn about the beach and which creatures live there. To visit a local beach. To talk about how we look after our beaches and keep them clean. To observe, name and describe different forms of water. 	
Year 1	The United Kingdom KLP: <ul style="list-style-type: none"> To read and identify map symbols. To identify the countries in the United Kingdom. To explore their local environment. To understand how places are linked by road and transport. 						Weather and Climate/Extreme Weather KLP: <ul style="list-style-type: none"> Define the word 'weather' and 'climate' To label common weather symbols. To record the weather. To describe the physical features of polar and desert climates. 					

<p style="text-align: center;">Year 2</p>		<p>Mapping the World KLP:</p> <ul style="list-style-type: none"> • Know what a globe, map, atlas and satellite is. • Label a compass rose showing: north, south, west and east. • Label an image of Earth showing: north, south, west and east. • Label an image of Earth showing: North Pole, South Pole, axis, equator, northern hemisphere and southern hemisphere. <p>The World – Continent and Ocean focus KLP:</p> <ul style="list-style-type: none"> • Locate and mark on a map the seven continents and five oceans. • Know what the closest seas to the United Kingdom are. • Know what the part of the Earth’s crust is that is not submerged by water. • Know what a country and continent is and what the largest continent is, including that which is uninhabited. • Define the word 'saline'. • Know which natural resources are found below the ocean floor of the Arctic Ocean. • Name the largest island in the Atlantic Ocean and the area where people live who are the first to see the Sun each day. • Name the natural resource that lies beneath the Indian Ocean and what is commonly seen floating in the Southern Ocean. • Name some ways goods can be transported across oceans and popular tourist destinations in the Pacific Ocean. • Name the sort of pollution that is harming marine species in the Pacific Ocean and the effect of trade. 		<p>Australia KLP:</p> <ul style="list-style-type: none"> • Location of Australia and its capital city, including the oceans around it and an understanding of the Commonwealth. • Name the states of Australia, its highest peak and longest river. • Locate and label the main cities in Australia. <p>Australia- Sydney KLP:</p> <ul style="list-style-type: none"> • Name the state and population of Sydney and if it is the capital of Australia, including the location. • Describe the weather and why Bondi Beach is famous. • Famous Sydney Harbour Bridge and other famous landmarks. • Name those who first inhabited Australia and why the first Europeans settled in Australia. • Define 'plateau' and 'convicts'. <p>Australia KLP:</p> <ul style="list-style-type: none"> • Knowledge of the Great Barrier Reef including; size, marine mammals, variety of species and how the reef was formed. • Understand what population is killing coral reefs and the effects of population. • Knowledge of the Daintree Rainforest including; age, species, insects and suitable climates for survival. • Knowledge of Australian animals including; marsupials, birds and famous animals for Australia, including endangered animals. • Knowledge of Aboriginal People including the meaning of; ancestors, indigenous, descendants, migrants and sacred. • Locate and label the sacred Aboriginal area near Uluru (Ayers Rock) and the Arnhem Land. 	
<p style="text-align: center;">Year 3</p>		<p>Earthquakes and Volcanoes KLP:</p> <ul style="list-style-type: none"> • To use an atlas to locate active volcanoes in the world. • To explore the features of a volcano. • Understanding of magnitude and how to measure the intensity of an eruption. • Process of how a volcano is formed and the impact of eruption. • To understand what tectonic plates are and what the Ring of Fire is. • To find out about earthquakes and what causes them including, the tectonic process. • To find out about tsunamis and what causes them. 	<p>Europe KLP:</p> <ul style="list-style-type: none"> • To locate Europe on a map and find out about its features. <p>Europe - Mountains KLP:</p> <ul style="list-style-type: none"> • To locate and label the main mountain ranges in Europe <p>Europe - Population KLP:</p> <ul style="list-style-type: none"> • To understand which hemisphere Europe is in. • To compare and contrast the location of Europe with that of Africa. • To demonstrate how densely populated Europe is compared to Africa. • To find out what the population density is of the countries in Europe. 		<p>International Trade – Food KLP:</p> <ul style="list-style-type: none"> • Not all countries have suitable conditions for growing food and so they trade with other countries. • Different climates allow different types of food to be grown. • Countries can earn money by exporting food to other countries. <p>International Trade – Natural Resources KLP:</p> <ul style="list-style-type: none"> • Each resource occurs more commonly in some parts of the world than in others. • Humans are reliant on natural resources for survival and if the resources are not available in a country then they must be imported.

			<ul style="list-style-type: none"> Define the word 'inhabitants'. Define the word 'city-state'. Define the word 'population'. <p>Europe - Rivers KLP:</p> <ul style="list-style-type: none"> To locate and label the main rivers in Europe. 	<ul style="list-style-type: none"> Countries can earn money by exporting natural resources to other countries. <p>International Trade – Tourism KLP:</p> <ul style="list-style-type: none"> Each country has physical and human features that make it interesting to visit. Human features such as cultural and historical sites make a place interesting to visit. Rome and Pompeii are excellent places for tourism as both are full of amazing ruins. Tourism is a good way for a country to generate income from other countries.
Year 4		<p>Landscapes: Rivers KLP:</p> <ul style="list-style-type: none"> Draw and label the 3 stages of a river. Label the 3 stages of a river for each of the 5 primary rivers in Europe. Explain why, when a river floods at its mature stage, the soil becomes more fertile. Identify patterns in the relationship between the stages of a river and the amount of erosion and deposition that takes place. Explain the differences between different features of a river. Explain why bridges are situated where they are. 	<p>The Water Cycle: Clouds and Precipitation KLP:</p> <ul style="list-style-type: none"> Compare and contrast a photograph of a cool bright winter's day with one of a rainy, dull one. Identify clouds in pictures Explain how meteorologists use clouds to forecast the weather. Compare and contrast the physical process of the water cycle with any other physical geographical process. <p>Landscapes: Mountains KLP:</p> <ul style="list-style-type: none"> Compare and contrast the physical processes that form volcanoes, fold mountains and block mountains. 	<p>Describing Maps of the World KLP:</p> <ul style="list-style-type: none"> Apply knowledge of map techniques to describe the locations of: Greenwich, our school, the capital cities of the four countries of the UK, 5 European capital cities. <p>Climate Change KLP:</p> <ul style="list-style-type: none"> Organise information about the physical processes that are affecting animals. Collect data on the emissions of carbon dioxide from different types of human processes. Compare and contrast human processes before and after the Industrial Revolution and explain how this is thought to have affected the Earth's climate.
Year 5	<p>Ocean Currents KLP:</p> <ul style="list-style-type: none"> Investigate how melting polar ice caps may lead to changes in ocean currents. Investigate the benefits to the United Kingdom's 			<p>South America KLP:</p> <ul style="list-style-type: none"> Propose a variety of types of maps, at different scales, to show the location of the ancient citadel of Machu Picchu. Relate your knowledge of the indigenous languages that have survived in some areas of South America to knowledge of the physical features of the continent.

	<p>climate of the Atlantic Ocean Gulf Stream.</p> <ul style="list-style-type: none"> Investigate how knowledge of ocean currents may help search and rescue teams when a boat or person goes missing at sea. <p>Using Maps- Features, Four and Six Figured Grid References KLP:</p> <ul style="list-style-type: none"> Investigate how different scales of maps of the same place give the user differing levels of detail. Recommend a route of at least 3 miles through a rural area, using six-figure grid references. Recommend a route of at least 3 miles through a rural area, using six-figure grid references. 				<p>South America- Rivers KLP:</p> <ul style="list-style-type: none"> Geographical location of the Amazon River basin. Geographical locations of the other two main river basins in South America. Propose reasons why the Amazon does not have a delta whereas the Volga does. (Teacher note: the answer should relate to the physical features present at the mouth of each river – in particular the relative calmness of the sea/ocean activity.) Investigate the physical features of some of the significant aspects of the Orinoco River basin. <p>South America- Population KLP:</p> <ul style="list-style-type: none"> Propose reasons why areas within the Amazon basin are less populated than coastal areas at the mouth of the Amazon River. Propose appropriate types of map, at a variety of scales, to show population distribution within Brazil. Explain whether countries in South America are less populated than those in North America. Make generalisations about the population of an area based on knowledge of physical features. <p>South America- Mountains KLP:</p> <ul style="list-style-type: none"> Propose an appropriate set of maps to use when following the tourist route known as the Inca trail in Peru. Relate knowledge of biomes in South America to knowledge of mountainous areas and draw some conclusions. Propose reasons why the ancient citadel of Machu Picchu is located where it is. Relate knowledge of mountainous areas to knowledge of the population in South America. Draw some conclusions.
<p>Year 6</p>		<p>North America KLP:</p> <ul style="list-style-type: none"> Understand the significance of the Bering Strait. Understand climate zones, weather patterns and ocean currents. Understand the agricultural diversity between the Caribbean and North America. Understand the route of the transcontinental railroad in the United States of America. 			<p>Biomes and Climate Zones KLP:</p> <ul style="list-style-type: none"> Investigate biomes throughout the world. Know about Tundra, Freshwater, Grassland, Ice, Marine, Savannah, Taiga and Temperate deciduous biomes. Recognise physical features of biomes. Understand how biomes are damaged and how to preserve them. Understand and recognise the factors that affect an eco-system Understand how humans respond to the conditions within a biome.

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| | | <ul style="list-style-type: none">• Recognise mountainous areas and the extraction of natural resources.• Understand the difference between metropolitan and cosmopolitan.• Understand the pattern of population growth and spread.• Understand how rivers are used for trade and transport• Understand the physical features and route of the Colorado river.• Relate knowledge of biomes in North America to knowledge of mountainous areas.• Maps to understand the route of the transcontinental railroad in the United States of America. | | |
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