



# Kingsfield Geography Overview

Ready, Respectful, Safe

Respect, Confidence, Resilience, Kindness, Enthusiasm, Aspiration



Curriculum links to school values in blue italics. Trips, visits and visitors in green italics. Diverse curriculum aspects in orange italics.

Year One	<b>Autumn B</b>	<b>Spring B</b>	<b>Summer B</b>
	<p style="text-align: center;"><b>Spatial Sense</b></p> <ol style="list-style-type: none"> <li>1. Aerial Views</li> <li>2. Maps</li> <li>3. Location</li> <li>4. Compass Points</li> <li>5. Drawing maps</li> </ol> <p><i>Fieldwork visits undertaken in the local area.</i></p>	<p style="text-align: center;"><b>The UK</b></p> <ol style="list-style-type: none"> <li>1. The four countries in the United Kingdom</li> <li>2. Scotland</li> <li>3. Wales</li> <li>4. Northern Ireland</li> <li>5. England</li> </ol>	<p style="text-align: center;"><b>Seven Continents</b></p> <ol style="list-style-type: none"> <li>1. The Seven Continents</li> <li>2. The Five Oceans</li> <li>3. The Equator and the poles</li> <li>4. Land around the world</li> <li>5. Europe: our continent</li> </ol>
Year Two	<b>Autumn B</b>	<b>Spring B</b>	<b>Summer B</b>
	<p style="text-align: center;"><b>Spatial Sense</b></p> <ol style="list-style-type: none"> <li>1. My School Site</li> <li>2. Drawing a map of my school</li> <li>3. Maps of the local area</li> <li>4. Using maps to plan a route</li> <li>5. Identifying locations on a globe or world map, the equator</li> </ol> <p><i>Fieldwork visits undertaken in the local area.</i></p>	<p style="text-align: center;"><b>The British Isles</b></p> <ol style="list-style-type: none"> <li>1. The British Isles and England</li> <li>2. Scotland</li> <li>3. Wales</li> <li>4. Ireland</li> <li>5. Comparison with Cape Town</li> </ol> <p><i>Diversity links with Cape Town study.</i></p>	<p style="text-align: center;"><b>Northern Europe</b></p> <ol style="list-style-type: none"> <li>1. Countries in Northern Europe.</li> <li>2. Human and physical features of Northern Europe.</li> <li>3. Climate in Northern Europe.</li> <li>4. Animals found in Northern Europe.</li> <li>5. Roald Amundsen</li> </ol>
Year Three	<b>Autumn B</b>	<b>Spring B</b>	<b>Summer B</b>
	<p style="text-align: center;"><b>Spatial Sense</b></p> <ol style="list-style-type: none"> <li>1. Maps, compasses and symbols</li> <li>2. Four and Six Figure Grid References</li> <li>3. Fieldwork- The Local Area</li> <li>4. A contrasting locality - San Francisco (Human Geography)</li> <li>5. A contrasting locality - San Francisco (Physical Geography)</li> </ol> <p><i>Fieldwork visits undertaken in the local area.</i></p>	<p style="text-align: center;"><b>Settlements</b></p> <ol style="list-style-type: none"> <li>1. Settlements</li> <li>2. Types of Settlements</li> <li>3. Urban, Rural and Suburban areas</li> <li>4. Population Density</li> <li>5. Sites and Situations of Local Settlements</li> </ol> <p><i>Fieldwork visits undertaken in the local area.</i></p>	<p style="text-align: center;"><b>Rivers</b></p> <ol style="list-style-type: none"> <li>1. What is a river?</li> <li>2. Rivers of Europe</li> <li>3. Rivers of Africa</li> <li>4. Rivers of Asia</li> <li>5. Rivers of Australia, South America and North America</li> </ol>
Year Four	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>
	<p style="text-align: center;"><b>Spatial Sense</b></p> <ol style="list-style-type: none"> <li>1. Globes and the Tropics</li> <li>2. Scale</li> <li>3. Grid References</li> <li>4. Our Local Area</li> <li>5. Our Local Area - Changes over Time</li> </ol> <p><i>Fieldwork visits undertaken in the local area.</i></p>	<p style="text-align: center;"><b>UK Geography: London and the South East</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the South East</li> <li>2. London</li> <li>3. Canterbury</li> <li>4. Brighton</li> <li>5. Dover</li> </ol>	<p style="text-align: center;"><b>Mediterranean Europe</b></p> <ol style="list-style-type: none"> <li>1. Key Places in Europe</li> <li>2. Climate of Mediterranean Europe</li> <li>3. Food and Farming</li> <li>4. Landscape</li> <li>5. Settlements</li> </ol>
Year Five	<b>Autumn B</b>	<b>Spring B</b>	<b>Summer B</b>
	<p style="text-align: center;"><b>Spatial Sense</b></p> <ol style="list-style-type: none"> <li>1. Maps: dividing the world into sections.</li> <li>2. Eastern and Western hemispheres</li> </ol>	<p style="text-align: center;"><b>Mountains</b></p> <ol style="list-style-type: none"> <li>1. Mountains</li> <li>2. The Alps</li> </ol>	<p style="text-align: center;"><b>Local Study</b></p> <p><i>Linked to the value of respect: respect for our local area.</i></p>



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	<ul style="list-style-type: none"> <li>3. Maps: using coordinates to locate places.</li> <li>4. Maps: drawn to different scales.</li> <li>5. Relief maps</li> </ul>	<ul style="list-style-type: none"> <li>3. The High Peaks of the Himalayas</li> <li>4. American Mountains</li> <li>5. African Mountains</li> </ul> <p><i>Diversity link to Africa</i></p>	<ul style="list-style-type: none"> <li>1. Geography of the local area</li> <li>2. Sketch Maps (Fieldwork)</li> <li>3. Local Issues</li> <li>4. Data Collection (Fieldwork)</li> <li>5. Graphing data</li> </ul> <p><i>Field work visits to be undertaken in the local area.</i></p>
Year Six	<b>Autumn A</b> <b>Spatial Sense</b>	<b>Spring A</b> <b>British Geographical Issues</b>	<b>Summer A</b> <b>South America</b>
	<ul style="list-style-type: none"> <li>1. Latitude and Longitude</li> <li>2. The Arctic and Antarctic Circles</li> <li>3. Time Zones</li> <li>4. Map Projection</li> <li>5. Maps of the World</li> </ul>	<p><i>Linked to the value of respect: respect for our world.</i></p> <ul style="list-style-type: none"> <li>1. Air Pollution</li> <li>2. Climate Change</li> <li>3. Waste</li> <li>4. Litter</li> <li>5. Local context</li> </ul>	<p><i>Linked to the value of respect: respect for our world.</i></p> <ul style="list-style-type: none"> <li>1. An introduction to South America</li> <li>2. Past civilisations and empires</li> <li>3. The Andes Mountains and the Atacama Desert</li> <li>4. Brazil (Agriculture and Industry)</li> <li>5. The Amazon Rainforest</li> </ul>