

Geography Overview KS1

Year 3

Year 4

NC

Pupils should be taught to:

Locational knowledge

- 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)

Place knowledge

- 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

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

Wider links

Stone age civilisations

Civilisations of the world

The Romans

World War 2

Ancient Egyptians (The river Nile)

Rocks

Fossils

Animals and living things

Key concepts

- Space
- Cultural understanding and diversity
- Place
- Interdependence

- Human and Physical processes
- Cultural understanding and diversity
- Scale
- Environmental impact and sustainability

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Geography Focus

Features of the U.K (2.1)

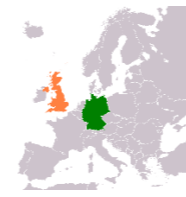
Extreme Earth (2.2)

Our Nearest Coastline (2.3)

Features of the U.K (comparison) (2.4)

Rivers of the world (2.5)

Mountains (2.6)



Fieldwork

Creating Sketch Maps from OS maps of landmarks
Mapping lesson 3

natural history museum, recording information on specific case studies
use data to show how climates have changed over time

annotating an OS map and aerial photos, characterise and locate physical and human geography in the local area
Beach environment observation, measure and collect session

Use of aerial photographs to create comparisons
Mapping lesson 4
Use economic and climate data graphs to create comparisons

A day on the River Ribble
use data to show how river climates have changed over time

Annotate maps to identify features of an area
Use economic and population graphs to understand tourism and human impacts on an area

Sequencing

Year 2 – UK mapping/food to fork

Year 1: Seasonal changes
Year 2: Our local weather
Year 2: World mapping
Year 2 World Landmarks

EYFS: seaside's in the past
Year 2: World continents and oceans

Year 1: Seasonal changes
Year 2: hotter/colder places

Y1/Y2 – World mapping
Y3 – Coasts/Features of the U.K

Y3 – Coastlines
Y3 – Earthquakes and tectonic plates

Key question

What is a settlement and where do we live?

How can the weather be dangerous?

Where does a river meet the sea?

How and why are Britain and Germany different?

What journey does a river take?

Why is Mount Everest important?

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Enquiry	<ul style="list-style-type: none"> Where do we live? (OS mapping session) What is a settlement? What were early settlements like? (Early settlements) How have settlements changed over time? (Later settlements) Why were rivers important? What problems do settlements face in the future? 	<ul style="list-style-type: none"> What makes up the earth's surface? What is a natural disaster? Why do earthquakes happen more often in some places? How do we measure the size of an earthquake? What measures do people take to make sure they are prepared for natural disasters? How has climate change affected our weather patterns? 	<ul style="list-style-type: none"> What is a coast? Where are Britain's coastlines? What is coastal erosion? What difficulties do coastal plants and animals need to overcome? How can we slow down coastal erosion? How did the building of roads and railways have an impact on coastal towns? 	<ul style="list-style-type: none"> Which countries are in Europe? What are the capital cities of Europe? What are the weather and climate like in Europe? What is topography and what does it show us about a place? What are the import and exports of Germany and the U.K? How can we classify and compare the features of a place? 	<ul style="list-style-type: none"> What is a river? How are rivers formed? What are the features of rivers? What is our nearest river? Why are rivers important? What are the major rivers around the world? 	<ul style="list-style-type: none"> What are the features of a mountain? Where is the highest place in the world? (Longitude and latitude) What is a mountain range? How are mountains formed? What is the climate of a mountain like? How do mountains affect tourism in an area?
Vocabulary	settlement, capital city, village, hamlet, town, population, commuter, industrial revolution, rural, urban, development,	tectonic plate, Pangea, tectonic collision, earthquake, volcanic eruption, hurricane, tornado, flood, drought, avalanche, wildfire, precipitation, air current	beach, shingle, harbour, pier, erosion, tombolo, arch, rockpool, spit, cliffs, lighthouse, tourism, erosion, deposition, shoreline, marshland	Population, Settlements, Economic activity, Resources/Trade, Germany, Europe, Baltic Sea, North Sea, Berlin, Bavaria, Alps, Lowlands, Euro, Danube, Main River, Munich, Region, Black Forest	River, Stream, Reservoir, Lake, Source, Channel, Tributary, Mouth, Confluence, Meander, Estuary, Water cycle	Summit, slopes, face, ridge, Valley, mountain, volcano, dormant, summit, sea-level, latitude, longitude, Equator, Prime Meridian, Coordinate, tectonic plates, adjacent, collide, force/ pressure, fault lines, fold mountains, mountaineer, thermals, oxygen, ascent, altitude, climate, monsoon

Core Knowledge Content

Substantive Knowledge	<p>Children will know:</p> <ul style="list-style-type: none"> British Isles – England, Scotland, Wales, N. Ireland, Rep. Ireland, Isle of Man and 5000 associated islands United Kingdom – England, Scotland, Wales, N. Ireland and associated islands Great Britain - England, Scotland, Wales and associated islands. Settlements are places where groups of people live and work. The definitions of A hamlet; A village; a town and a city. Refer the settlements diagram to be able to describe the hierarchy of settlements. Celts created settlements where there was a good supply of water, land for growing crops and in good defensive positions for protection – hillforts Romans brought with them the idea of big towns and cities with a centre where people came to meet. There is still lots of influence in towns and cities where the Roman occupation occurred. e.g. Colchester, York Some local services in towns have had to close because people rely on supermarkets, larger shopping centres and online for their services Parking and traffic issues are significant everywhere and have an impact on where and how people want to live and work. The UK population is estimated to reach more than 70 million people by 2030; this will have a huge impact on the provision of housing for the future. 	<p>Children will know:</p> <ul style="list-style-type: none"> The earth is made up of four layers (Inner core, Outer Core, Mantle and Crust) The Crust is also in layers (humus, topsoil, subsoil, bedrock) - Link to archaeology and fossils A natural disaster is a weather event that causes a significant threat to life or damage to an area of land. Earthquakes are caused when the earth's tectonic plates suddenly move. Most earthquakes occur near the tectonic plate boundaries. Earthquakes can cause lots of damage to roads, buildings and property. Earthquakes are measured using the Richter scale. A tsunami is a giant wave caused by a huge earthquake under the ocean. The earthquake causes a large amount of water to be displaced very quickly causing a series of waves. Most tsunamis happen in the Pacific Ocean due to the frequency of earthquakes A tornado is a swirling funnel of air that forms when warm air rises from near the ground into big cumulonimbus clouds. Storm chasers are filmmakers and scientists who head towards the storms. They film the tornadoes and collect data about them. Most tornadoes happen in Tornado Alley in America – more than 500 each year. Tornadoes can happen in the UK but only around 30 per year. Climate change is the result of natural and human factors and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). 	<p>Children will know:</p> <ul style="list-style-type: none"> Waves are created by the movement of air across the sea. Tides are created by the gravitational pull of the moon. The sea's waves lead to hydraulic action and erosions of the land. The land is made up of different rocks, some hard some soft, leading to bays and headlands. Further erosion leads to cracks, caves, arches, stacks and stumps Coasts are where the land meets the ocean. This can take different forms such as beach (sand, shingle, pebble) and cliffs. Coastal areas attract tourism, and residential areas. Coastal erosion can threaten land use, and so beach protection measures, such as rock armour, groynes, and sea walls, are created. Beaches are becoming poisonous habitats due to human activity. 	<p>Children will know:</p> <ul style="list-style-type: none"> Latitude lines run around the earth east to west. Longitude lines run over the top of the earth north to south. These lines are used to give the specific location of anywhere in the world using co-ordinates. The Prime Meridian (PM) line divides the earth into the eastern and western hemisphere. • It passes though the Royal Observatory in Greenwich, England. All time zones start here - Greenwich Mean Time (GMT). The climate in Britain is temperate meaning the weather is mild and wet Both countries are in Europe: the UK is north-west of Germany, across the North Sea. Both countries have a similar temperate climate – warm summers and cool winters. Germany is larger than the UK – 357,386 sq. km compared to 243,610sq km. More people live in Germany than the UK – 82.79 million people compared to 66 million people. The capital city of the UK – London – has a larger population (8.4 million people) than the capital of Germany, Berlin (6.1 million people). Germany has much higher mountains than the UK. Zugspitze is 2,962m high. The highest in the UK is Ben Nevis, at only 1,345m. Germany is on mainland Europe, the UK isn't Germany is relatively flat and low-lying in the north but is more mountainous in the south. Parts of southern Germany are heavily forested. Some of the northern parts of Germany are either at or below sea-level and will be submerged if ocean levels rise in the future. 	<p>Children will know:</p> <ul style="list-style-type: none"> The nearest River to us is the River Ribble. The source of a river is where it begins, usually in high ground. A meander is a winding curve or bend in a river. Ox bow lakes are created when the meander is so deep that it cuts off a piece of the meander. The River Nile is the world's longest river and runs into the Mediterranean. The Amazon River is situated in Brazil and runs through the Amazon Rainforest. Erosion is the wearing away of the land by forces such as water, wind, and ice. Erosion has helped to form many interesting features of the Earth's surface including mountain peaks, valleys, and coastlines. Deposition is when the materials from erosion are dropped in a new location. Rivers carry water and nutrients to areas all around the earth. They play a very important part in the water cycle, acting as drainage channels for surface water. Rivers drain nearly 75% of the earth's land surface. Rivers provide excellent transport links for towns and cities. Settlements have been built near rivers for thousands of years as their constant flooding and deposition create rich fertile land to plant in. Pollution from farming and sewage are causing river ecosystems to break down. (Eco study of River Ribble) 	<p>Children will know:</p> <ul style="list-style-type: none"> A mountain is a natural rise in the Earth's surface that is taller and steeper than a hill. Mountains are normally considered to be rises that are 600 metres or higher. Mountains can join up with other mountains to make up a mountain range. Most mountains are formed when things happen inside the Earth to push rocks up. The top of a mountain is known as a 'peak' or a 'summit.' How to describe the summit, base, ridge, face, snowline and altitude definitions. The highest mountain above sea level is Mount Everest. Its summit is 8,848 metres high. Mount Everest is the highest mountain above sea level in the world. It lies on the border of Nepal and China in the Himalayan mountain range. It was first summited by Edmund Hillary and Tenzing Norgay in 1953. Ben Nevis is the highest mountain in the United Kingdom. It stands at the western edge of the Grampian Mountains in Scotland. It attracts 130,000 visitors per year. Most mountain ranges are formed by plate tectonics. The Earth's crust is made up of several large plates that float on a hot mantle layer underneath. When two plates collide, they push against each other, causing the Earth's crust to fold. This can create mountains that rise over time. Mountains can also be formed by volcanic activity and through erosion - when some land is worn away, leaving a mountain. The area of a mountain above 8,000 metres is known as the 'Death Zone.' As there is so little oxygen, no humans can survive here for more than a short time.
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Key Stage mapping outcomes						
Maps	<ul style="list-style-type: none"> use a world maps, atlases and globes to locate countries and capitals around the world use google maps to locate a given place and describe the features around it. devise sketch maps of an area and begin to use symbols (related to OS mapping) to communicate landmark points. use world maps, atlases and globes to locate the polar regions, the Equator, Arctic Circle, Antarctica, Canada, UK Use 4-point grid references to describe mapping positions 					
Scale and Distance	<ul style="list-style-type: none"> Use 8-point compass directions to explain direction and relation of places to each other Use scale references on a map to compare whether places are further or closer to each other. Compare the scale of world maps and local maps. 					
Enquiry	<ul style="list-style-type: none"> identifying and describe a human or physical feature using photographs, map topography, and satellite photos identifying a human or physical feature in the local area and be able to explain how these have changed over time Using map topography, satellite photos and area photographs to compare similarities and differences between physical and human features in contrasting areas of the world 					
Disciplinary Knowledge						
World location and place knowledge	<ul style="list-style-type: none"> Locate and name largest cities in United Kingdom – Birmingham, Manchester, Liverpool, Newcastle, York, Glasgow, Swansea. Understand how Leyland is a town within the Northwest region of England and the county of Lancashire and describe other local towns and cities that sit within it. Describe how the peak district separates Lancashire and Yorkshire as a natural border. 	<ul style="list-style-type: none"> Describe the location of Japan and chile compared to the U.K and be able to talk about the continents on which they sit. Know that the capital city of Japan is Tokyo and label this on the map of the country. Understand where the pacific plate and European plates are and be able to describe some of the countries that sit on them. 	<ul style="list-style-type: none"> To confidently describe the 5 seas and oceans that surround the British Isles and other countries that share the same seas and oceans (E.g. Ireland, America, France.) Understand how the shape of British coastlines have changed over time and be able to talk about their locations around the country. Build knowledge of coastlines to begin to identify key topographical features (in hills, mountains, coasts and rivers) in more detail. 	<ul style="list-style-type: none"> Be able to name and locate some well-known regions and countries of Europe and make suggestions on why they may be different. To name at least 7 of the capital cities of Europe and identify their flags. Identify key topographical features of Germany and London (in hills, mountains, coasts and rivers) and understand how some of these have changed over time. Know where Germany is in the world and talk about its position/regions in relation to longitude and latitude, the equator and the northern and southern hemisphere. Begin understanding what the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones of the countries studied and locating these on a map. 	<ul style="list-style-type: none"> Identify and use the names and position of countries/regions studied in relation to longitude and latitude, the equator and the northern and southern hemisphere. Understand how the course of the River Ribble and the places surrounding it have changed over time; beginning to identify the main differences between human and physical characteristics. Build knowledge of rivers to begin to identify key topographical features (in hills, mountains, coasts and rivers) in more detail. 	<ul style="list-style-type: none"> Use maps and globes to locate North America and begin naming and locating some of the North American countries, regions and cities. Understand how places studied have changed over time; beginning to identify the main differences between human and physical characteristics.
Geographical processes and features knowledge	<ul style="list-style-type: none"> Describe the main human and physical features of a village Describe the human and physical differences between cities and villages. Begin to use the terms of human and physical geography to compare hamlets, villages towns and cities Explain the push and pull factors for living in cities and why these have changed over time. Be able to explain why people choose to live in a village rather than a city. 	<ul style="list-style-type: none"> Begin to explain how natural disasters impact on what people choose to do and build in the affected areas Use appropriate vocabulary to explain how rising temperatures have affected people and weather patterns Begin to investigate climate zones and differences in weather based on where places are in the world. Begin to use the terms of human and physical geography to compare two places in simple terms such as land use, climate and physical features. 	<ul style="list-style-type: none"> Define coastal erosion and describe the processes effect on a coastline. Explain how natural and human resources impact on what people choose to do in the local urban area. Following on from Y2, analyse the impact of pollution (e.g. human waste/plastic pollution) on the ocean, people and wildlife, and make conclusions about what will happen if this is sustained. Explain how pollution has affected people, wildlife and the oceans already and describe the impact that litter has on coastlines such as Morecambe Bay or Blackpool. 	<ul style="list-style-type: none"> Accurately use the terms of human geography to compare Germany and the U.K, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Describe and compare the main human and physical features of London, Leyland and Berlin. Explain the push and pull factors for living in Germany and the U.K. 	<ul style="list-style-type: none"> To understand and explain the water cycle. Identify key environmental issues that affect the River Ribble such as Water pollution, plastic pollution, agricultural run-off. Confidently name the features of a river and how the water cycle contributes to their pathways. Begin to find different views on an environment issue. What is their view? Begin to build a better understanding of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<ul style="list-style-type: none"> Use the correct terms to describe how mountains are formed and how they change the physical features of a landscape. Confidently identify the features of a mountain on maps, aerial photography and use this to describe the features of an area. Identify how litter pollution was having an affect on Mount Everest. Be able to express their different views on litter pollution of an area and the solutions being put in place to prevent it. What is their view?
Mapping Skills	<ul style="list-style-type: none"> Locate given towns and cities of the U.K using OS maps and google earth/maps. Use Google Earth/Maps to find and capture a satellite image of Preston, Leyland and 	<ul style="list-style-type: none"> To place the Equator, northern and southern hemispheres on a world map and discuss how temperature effects the potential for drought or flood. 	<ul style="list-style-type: none"> Identify where a countries coastline is on a map or using aerial photography of an area Independently draw a sketch map of a coastal route/area with features in correct 	<ul style="list-style-type: none"> Use 8 compass points accurately to describe the locations of cities across Europe, including their countries of origin. 	<ul style="list-style-type: none"> Make a map of a short route experienced along the River Ribble, with features in correct order. Physically follow a route on a large-scale map. 	<ul style="list-style-type: none"> Match boundaries on different scale maps (E.g. find same boundary of a county on different scale maps)

	<p>Buckshaw Village. Compare this to the OS map of the 3 areas.</p> <ul style="list-style-type: none"> Use junior atlases to locate the U.K on a world map and cities in the U.K on a map of the British Isles. 	<ul style="list-style-type: none"> Use world atlases and google earth to locate Japan and chili. Locate main towns and areas affected by regular earthquakes using google maps and world atlases and refer to their 4-point grid references. 	<p>order/places, with an independently devised key.</p> <ul style="list-style-type: none"> Map includes geographical vocabulary including 4 figure grid references. Use junior atlases to locate and find different areas of the U.K. Begin to understand how scale can help make maps more accurate. 	<ul style="list-style-type: none"> To use longitude and latitude to describe positions of London and Germany Use 4 figure grid references to locate Germanys cities and features on a map confidently. Recognise some symbols on an OS map. Use google maps confidently to find countries of the world and their capitals as well as smaller areas in Germany. 	<ul style="list-style-type: none"> Be able to use large and medium scale OS maps to suggest and plan routes along the river and describe the features along the way. Make a simple scale drawing and understand why a key is needed that is more accurate to show areas of the river. 	<ul style="list-style-type: none"> Use longitude and latitude to describe positions of worlds mountain ranges and some mountains. Use large and medium scale OS maps to plot routes of climbers along Mount Everest. Identify features of mountains from aerial/oblique photographs and be able to label these.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical fieldwork skills</p>	<ul style="list-style-type: none"> Use Google Earth/Maps to find and capture a satellite image of Preston, Leyland and Bamber Bridge. Compare this to the OS map of the region. Annotate aerial photographs with the Geographical features that can be seen. Identify some other towns and hamlets in Lancashire based on map features/photography and compare their features. 	<ul style="list-style-type: none"> To conduct interviews of the schools children to understand how the weather affects their use of the school grounds. Using simple sampling techniques to monitor the weather over a 4-week period (Precipitation, wind speed, temperature) and judge the climate of the U.K Use readings and collected data to compare the U.K climate to Japan and suggest why weather patterns may differ. Identify areas more likely to suffer extreme weather using aerial photograph, atlases and google maps to find geographical marker features. 	<ul style="list-style-type: none"> To begin to plan and conduct geographical investigations by investigating Morecambe Bay coastline. Take digital photographs of coastal areas and us these to allow them to begin presenting what they learn through fieldwork. Create a simple questionnaire to use to understand local use of the coastal areas and environmental issues related to Morecambe Bay. 	<ul style="list-style-type: none"> Study photographs, pictures, maps, weather patterns, temperatures and populations of Germany and make comparisons to where we live. Compare London and Leyland to Germany using the geographical knowledge they have of location, place and processes to describe. Collect and record evidence. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ map. Use a large-scale plan of the Cuerden Park to understand the area when visiting and compare to forests in Germany. Use surveys to assess the litter/environmental impact of tourists at Cuerden Park. 	<ul style="list-style-type: none"> To create annotated drawings of the River Ribble using sketch maps, digital photographs and OS maps. Create freehand maps of the route along the river (e.g. of a walk to a site in the local area) Survey the River Ribble including water and soil samples/eco system monitoring/Litter tallies etc. 	<ul style="list-style-type: none"> Label a map of the peak district with its surrounding mountains and their heights, features and surrounding populations. Use population diagrams and height maps to understand how mountain areas affect settlement construction. Investigate the economic impact of Mount Everest on the surrounding towns to create a presentation of whether tourism is beneficial to the area.