



GEOGRAPHY OBJECTIVE OVERVIEW 2022-23

	Autumn	Spring	Summer
Year 1	<p>Our Local Area</p> <ol style="list-style-type: none"> To understand what an aerial view is To identify and describe the human features of my local area To identify and describe the physical features of my local area Fieldwork: Our local area; To observe what my local area is like To create a simple sketch map of our walk and to use senses to describe the walk To understand ways that we can change the local area. To ask questions 	<p>The UK</p> <ol style="list-style-type: none"> To check my understanding of the United Kingdom and locate the four countries of the United Kingdom. To identify the four capital cities and surrounding seas of the United Kingdom To explain the difference between human and physical features To describe the human and physical features of one of the UK's capital cities (London) To share my understanding of the UK 	<p>Beside the Seaside</p> <ol style="list-style-type: none"> To use a map to find seaside locations To observe and describe photographs of seaside locations To use key words to describe seaside locations I can locate seaside resorts in the four countries of the UK I can describe a seaside town in the UK I can create the North Sea and discuss the coastline that borders it and what we can find there
Year 2	<p>Continents and Oceans</p> <ol style="list-style-type: none"> To understand where I am in the world To locate on a map the seven continents To locate on a map the oceans that link the seven continents To describe where different continents are located To write about the physical and human features of a continent (Europe) To share my understanding of a continent (Write a descriptive text about a continent) 	<p>Hot and Cold Places</p> <ol style="list-style-type: none"> To identify hot and cold places and locate them on a map To explore a hot place To explore a cold place. To identify the animals that live in hot and cold places and recognise how they adapt To describe an animal that lives in a hot or cold place (polar bear linked to YWP_) To understand how climate change is affecting polar bears and their habitats 	<p>Contrasting non-European country: Zambia</p> <ol style="list-style-type: none"> To explore locate Zambia on a map and to explore the important physical and human features of the country. To compare the physical and human features of the capital city of Lusaka to London. To locate the village of Mugurameno and share what I would like to learn about it To draw a simple map of Mugurameno, and to create a simple key for a map of a Mugurameno. To compare how the people of Mugurameno use the River Zambezi with the ways in which we use rivers near us To explain how the people of Mugurameno protect themselves and their homes from wild animals – and how they make use of animals in their everyday lives To use photographs and information texts to help imagine what daily life in Mugurameno might be like (Extended writing opportunity: Diary entry - a day in the life of a child living in Mugurameno village)
Year 3	<p>The UK</p> <ol style="list-style-type: none"> To understand what a county is To name and locate areas of high ground To name and locate rivers and seas in the UK To identify human features of Nottinghamshire To identify physical features of Nottinghamshire To compare Nottinghamshire to another county in the UK 	<p>Extreme Earth: Volcanoes and Earthquakes</p> <ol style="list-style-type: none"> To find out about the structure of the earth and label a diagram To describe what happens at the boundaries between the Earth's plates To describe and explain the key features of a volcano To locate where famous earthquakes have occurred and write a report To locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted. To identify the effects of earthquakes on land and people To write a report on the effects of a volcanic eruption. 	<p>Land Use & Settlements:</p> <ol style="list-style-type: none"> To use a sketch map with a key to show how land is used in my local area and explain why it is used this way To describe and explain land use in urban and rural areas of the UK To understand and describe the role of a cartographer To find out about different settlements and how settlements change over time (hamlets, villages, towns, cities- use of topographical maps) To be able to use grid references to investigate settlements. (4/6 figure OS) To compare land use in different types of settlements I can explain how land is used for different types of farming To create a map of a settlement and to explain why different features are important
Year 4	<p>Water</p> <ol style="list-style-type: none"> To explain the three states of matter To explain the key aspects of the water cycle To explain how clouds and rain are formed To explain the causes and effects of flooding To explain how and why drinking water is cleaned To understand the causes and effects of water pollution 	<p>Climate Zones</p> <ol style="list-style-type: none"> To identify the different lines of latitude and explain how latitude is linked to climate To locate different climate zones and explore the differences between the Northern and Southern Hemispheres To compare temperate and tropical climates To explore weather patterns within a climate zone (Ext: To write a weather forecast for a typical day living in a tropical climate zone. E.g. Santiago, Chile.) To identify the characteristics of each climate zone To understand how the climate affects what grows in a vegetation belt 	<p>Exploring Europe</p> <ol style="list-style-type: none"> To locate all continents on a map. To locate Spain on a map and understand that it is in Europe (Skills link: Use maps with different scales (OS – 1:50000), to locate and identify specific locations) To identify and locate where Andalusia is in Spain using atlases and satellite images. To name and locate the main cities in Andalusia To know how far away Andalusia is from the East Midlands, how to get there and how long it would take To explore the physical features of Andalusia (climate, rivers, mountains, beaches, size.) To explore the human features of Andalusia (population, transport, tourist attractions and land markers). To know how the climate and location effects the economic activity of the region To identify similarities and differences between Andalusia and the East Midlands. (Ext: Extended writing opportunity about life in Andalusia for a child and compare to own lives)

Year 5	Raging Rivers 1. To describe the structure of a river 2. To interpret and locate the River Trent and its environment (map work, human/physical features) 3. To identify different forms of river erosion 4. To understand how rivers vary in size and what they are used for 5. To examine how flooding affects humans and the environment. 6. Case Study: The Mississippi River Flood (1993) (To describe the human/physical causes and environmental impact)	Magnificent Mountains 1. To describe what a mountain is and locate the world's 'Seven Summits' on a map 2. To describe the key features of mountains and how they are formed 3. To describe the climate of the mountains and explore mountain life. (Extended writing opportunity: Write a diary entry about living near a mountain- The Andes) 4. To explore and locate the UK's highest mountains specific locations. (Use topographical maps.) 5. To recognise the importance of the Himalayas for people living in the region 6. To share your knowledge about a world-famous mountain or mountainous region (Extended writing opportunity: Write a report about the landscape of a famous mountain or mountain region.)	Rainforests 1. To recognise what a rainforest is and locate the world's rainforests on a map. (Skills link: Identify the position and significance of lines of latitude, including the Equator and the Tropics of Cancer and Capricorn) 2. To recognise the different layers of life in a rainforest. 3. To recognise the features that make up a rainforest. 4. To describe the key characteristics of the Congo. (Extended writing opportunity: Diary entry about a day living in the Congo.) 5. To describe and explain the impact of the deforestation of the rainforests 6. To explain the importance of the Amazon Rainforest. (Extended writing opportunity: Write a persuasive letter to the president of a logging company working in the Amazon, to try to limit deforestation.)
Year 6	Distribution of Natural Resources & Trade 1. To explain what is meant by the term trade 2. To identify and compare the UK's top exports and imports 3. To be able to identify the top trade partners of the UK (To use map work to identify countries and trade routes) and present this data using pie charts 4. To describe and explain the global supply chain 5. To evaluate the benefits of the global trade of food. To create an enquiry around the trade of food. (Chn to pick an item of food- e.g. golden caster sugar- Where does our food come from? Create a poster, possible use of ICT- where does it come from? How is it produced? From farm to shelf? What are the benefits of importing this item? What do you think?) 6. To define 'Fair Trade' and explain why it is a necessity 7. Essay style- Is trade simply the exchange of items?	North America 1. To locate North America on a map and explore the landscape. (Skills link: Identify the position and significance of lines of latitude, including the Equator and the Tropics of Cancer and Capricorn) & To develop an understanding of the concept of different time zones through interpretation of time zone maps 2. To identify countries within North America and states within the USA. (Compare maps with different scales) 3. To explore and describe the physical geography of the Rockies (Topography) 4. To describe the physical geography of Mount St Helens and the impact it has had on the surrounding area 5. To compare the landscapes of different US states (climate, land use) (Extended writing opportunity: Write a persuasive letter explaining which state you think would be the best to live in and why.) 6. To compare New York State, New York City and where I live. 7. To collect and present comparative data about the USA's (Washington DC) climate alongside that of the UK (London) constructing a bar chart.	Our Changing World 1. To explain how erosion and weathering can change the landscape 2. To understand and explain how coastal features are formed. To identify and describe coastal features of the UK 3. To understand and explain how water and weather can change coastlines. To explain how water and weather have changed the coastline of the UK over time 4. To explain how the make-up of the United Kingdom has changed over time 5. To explain how and why landscapes change over time 6. To predict how physical factors might change the landscape in the future 7. Essay style and presentation- How have we not helped and how can we help in our changing world? (Use of geographical knowledge and skills to explain the impact humans have had and could have on our world) or/and to research and explain what climate related issues are facing those living in Britain

Skills/Fieldwork: Precise skills/fieldwork outlined on curriculum coverage document

Through our topics, we should be using a variety of maps at different scales. We use different digital mapping services, such as Digimaps. We use OS maps.

KS1: Continual practice of the use of 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

KS2 – Continual practice of the use the 8 points of a compass, 4- and 6-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

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Our Local Area- Local area study		Land Use & Settlements- Settlement/Land-use based fieldwork in the local area and at Rand Farm	Water- Severn Trent in school experience Climate Zones topic- Weather study- school grounds	Rivers- Local river visit (River Leen)	Residential
Geography Investigation Project					