


Geography – Year Group Overviews – 2023/2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	My Local Area <i>Big Question: Where am I?</i> ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;		Compare and Contrast <i>Big Question: What is the same and what is different?</i> ELG: Know some similarities and differences between the natural world around them and contrasting environments		A day in the life of... <i>Big Question: What is the same and what is different?</i> ELG: Explain some similarities and differences between life in this country and life in other countries	

Topic: West End Wanderers

**Our Local Environment
Where are we?**



NC Objectives:

Place Knowledge:

Understand geographical similarities and differences through studying the human and physical features of a small area of the United Kingdom

Sticky Knowledge:

- To learn about their school, and what it is like there.
- To learn what it is like in their local area through going on local walks (fieldwork) – what is in their local area?
- To explore what makes their local area significant
- To explore where people live and work in their local area by looking at different types of homes and jobs
- To understand what a map is and draw a map of the local area using symbols and keys
- To explore things they like and do not like about their local area and suggest changes for the future

Key Vocab:

human features
city, town, village, factory, farm, house, office, port, harbour shop Capital city country

Topic: Animal Adventures

**Weather
What is the weather like?**



NC Objectives:

Physical Geography:

To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Sticky Knowledge:

- Know features of hot and cold places in the world.
- Recognise main weather symbols.
- Recognise main weather symbols.
- Know where the equator, North Pole and South Pole are on a globe.
- Know which is N, E, S and W on a compass .
- Know their personal address.

Key Vocab:

Compass, Compass points: East North South West Fieldwork plan aerial photograph map key symbols Equator hot/cold Direction key Country Continent globe atlas Address Right/ left patterns characteristics surrounding seas contrasting non-European W

Topic: Our Wonderful World

What is our Country?



NC Objectives:

Locational Knowledge:

Name and locate the world's seven continents and five oceans;

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.

Use and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Sticky Knowledge:

- To know the names of and locate the seven continents of the world.
- Know the main differences between a place in England and that of a small place in a non-European country.
- Identify explain what physical features are – what examples?
- To understand and use the terminologies: left and right; below, next to

Key Vocab:

Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic Southern, Pacific Atlantic Indian

In 2023 – Class country happened in Autumn 1 and West End wanderers will happen in Summer 1. In 2024 – these will be swapped over.

Topic: Class Countries

What is your class country like?



NC Objectives:

- use world maps, atlases and globes to identify the United Kingdom and European class countries.
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

Sticky Knowledge:

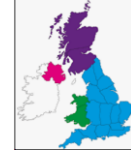
- To know the names of and locate the seven continents of the world.
- To be able to name and locate the five oceans of the world.
- To know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.
- To identify the location of a number of European countries.

Key Vocab:

world, Europe, map, atlas, city, village, town, agriculture, arable farm, high street, vegetation, climate

Topic: Kings and Queens

The United Kingdom
Where does the King live?



NC Objectives:

Locational Knowledge:

- *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.
- *Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.
- *use simple compass directions and locational and directional to describe the location of features and routes on a map (fieldwork)

Sticky Knowledge:

- To become familiar with maps of the United Kingdom and learn to recognise its shape
- To locate the United Kingdom world map and a globe
- To identify England, Northern Ireland, Scotland and Wales, as well as their capital cities
- To locate their own town/city within the United Kingdom
- To develop contextual knowledge of the location of significant places within the United Kingdom - London, Scotland - Edinburgh, Wales – Caernarfon Castle
- To recognise the individual flags of the four countries, as well as the Union Jack

Topic: Titanic: The Unsinkable

From Southampton to New York!



NC Objectives:

Locational Knowledge:

- *Name and locate the world's seven continents and five oceans.

Geographical Skills:

- *Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans.

Sticky Knowledge:

- To learn the names of the world's seven continents and five oceans
- To recognise and identify the world's seven continents and five oceans on a globe and on a world map
- To understand the location and significance of the Equator, the Arctic and Antarctic Circles and the Tropics
- To identify hot and cold places around the world
- To explore the key human and physical features of each of the seven continents.

Key Vocab:

Asia Africa North America South America Antarctica Australia/ Oceania/ Australasia Europe Arctic Southern, Pacific Atlantic

Topic: East Africa

Let's Compare!
What is the same and what is different? – Kingali



NC Objectives:

Place Knowledge:

- Compare a local city/town in the UK with a contrasting city/town in a different country;

Geographical Skills/ Fieldwork:

- 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;

Sticky Knowledge:

- Identify the physical features such as mountain; lake; island; valley; river; cliff; forest and beach.
- To Know the main differences between city, town and village.
- To be able to explain some of the advantages and disadvantages of living in a city or village.

Key Vocab:

Non- European village, urban, rural, agriculture, farms, landmarks, mountain, river, valley, climate

- To begin to develop an understanding of the concept of union.

Key Vocab:

England Scotland Wales N.
Ireland Belfast Cardiff
Edinburgh London North/
Irish/ Celtic Seas English
Channel

Topic: Africa

Why is Africa so special - Johannesburg?



- describe and understand key aspects of types of settlements and land use,
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,

Sticky Knowledge:

- To know the names of four countries from the southern and four from the northern hemisphere.
- To be able to locate countries and given cities on maps.
- To know at least five differences between living in a UK city and Johannesburg.
- To compare the human activities of each of those 2 cities. (similarities and differences)

Key Vocab:

tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,

Topic: The Iron Man

**Coastal Features
What is happening to our coastline?**



Coasts

Identify human and physical features - coasts. Use patterns to understand how the coast line has changed over time.

Sticky Knowledge:

- To Identify the physical features of coasts.
- To recognize how coasts have changed over time.
- To remember how they used mapping skills to look for changes in the coast.

Key Vocab:

Digimap, coastal, erosion Bay, cape, cove, Headland, peninsula, cliff, arch, cave, stack, stump beach, dunes, spit, lagoon

Hampshire Our County!

**Our Local Area:
What is unique about our local area?**



NC Objectives:

- name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;
- understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;
- Use key vocabulary such as Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural

Sticky Knowledge:

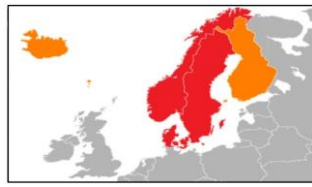
(coming soon)

Key Vocab:

country, county region, topography, agricultural, borders, city, farming, hamlet, industrial, land use, local, population, residential, rural, urban, settlement, jobs, tourism deciduous forests, coniferous forests, environment, Greenwich meantime

Topic: Class Countries – Scandinavia

What is life in Scandinavia like compared to living in the UK?



- * Locate the world's countries, using maps to focus on Europe (including the location of Russia)
- * Understand geographical similarities and differences through the study of human and physical geography of a region of the, a region in a European country,
- * Describe and understand key aspects of :physical geography, including: mountains
- * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- * Explore similarities and differences, comparing the human geography of a region of the UK and a region of Europe
- *Explore similarities and differences comparing the physical geography of a region of the UK and a region of Europe;

Sticky Knowledge

- To identify the Scandinavian countries and capitals.
- To be able to explain the key physical features of Scandinavia.
- To explain how the physical features and climate affect the human activity of Scandinavians.
- To look at similarities and differences between the UK and Scandinavia.

Key Vocab:

wind, non-renewable, solar power, energy, turbines, economic activity, filter, pollution, settlement, settler, site, need, shelter, mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain

Topic: Charlie and The Chocolate Factory

Fair Trade -
Should all chocolate be fair trade? **Ecuador Focus**

**NC Objectives:**

- * Use key vocabulary to demonstrate knowledge and understanding in this strand: goods trade carbon footprint
- * Describe and understand key aspects of:
 - * **Human geography** including: economic activity, including trade links, and the distribution of natural resources including food and water
 - * Describe and understand key aspects of: climate zones, biomes and vegetation belt

Sticky Knowledge

- * Fairtrade works with farmers and workers so they can improve their living standards, invest in their communities and businesses, and protect our shared environment.
- * Fairtrade achieves this by rallying a global community of millions – farmers and workers, supply chain partners, brands, retailers, shoppers, schools, government – to pay fair prices and uphold fair

Topic: Raging Rivers

Rivers
What is the same and what is different?



River Test – Totten & River Blackwater
Compared with
River Seven & River Thames

- * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features rivers, and land-use patterns; and understand how some of these aspects have changed over time;
- *use fieldwork to observe and present the human and physical features in the local area using sketch maps plans and digital technologies;

Sticky Knowledge

- To name the features of river.
- To name famous rivers of the world and identify there location.
- To explain what they learned about local rivers using Google Maps and DigiMaps.

Key Vocab:

atmosphere, condensation, evaporation, water cycle, precipitation, saturated, run off, bank, bed, channel, confluence, current, delta, downstream, deposition, depth, erosion, estuary, flood, flood plain, mouth, source

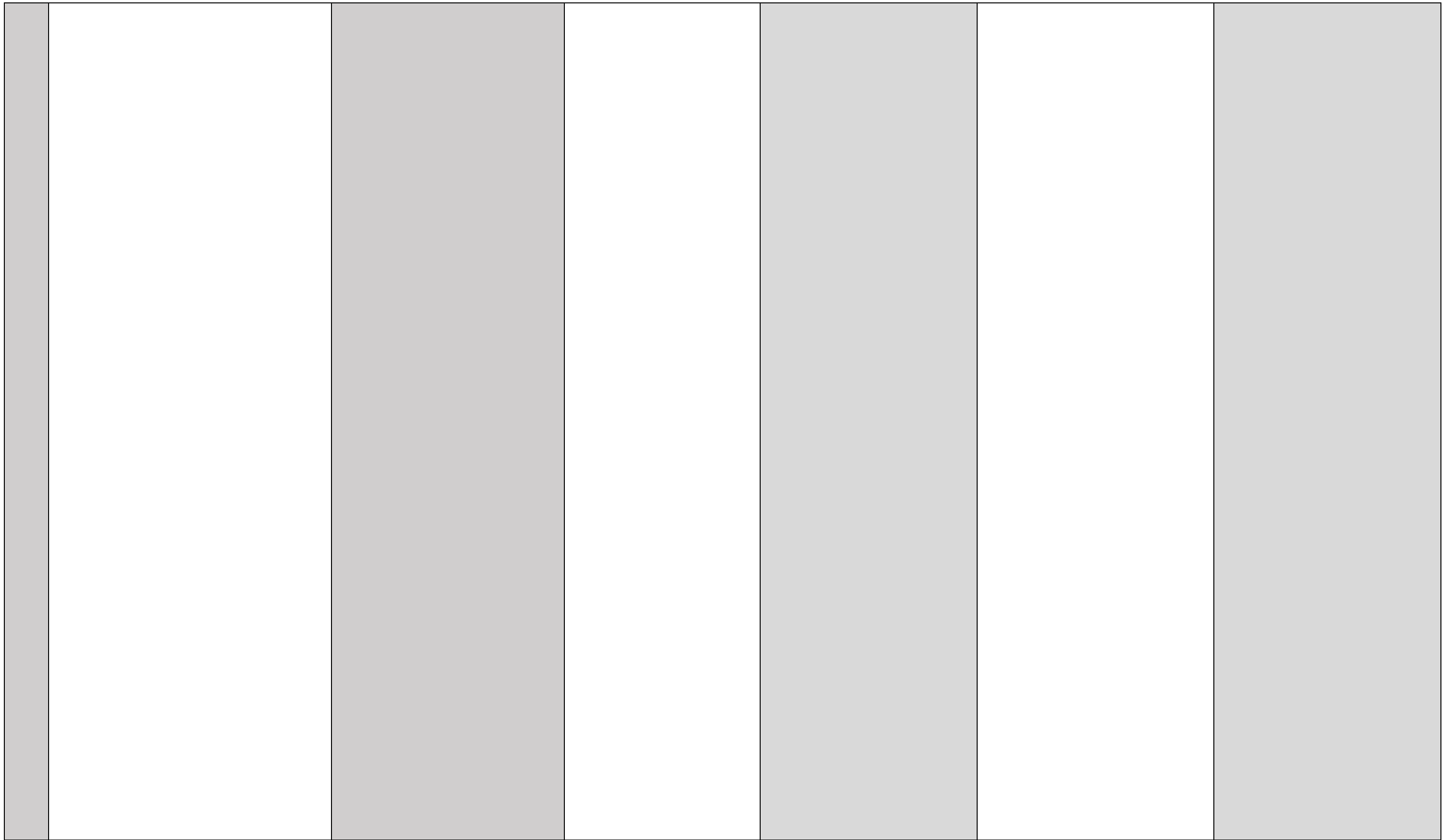
production standards and practices.

- * Fair provide an immediate lifeline for farmers and workers struggling with low incomes and disadvantaged by global trade.
- * People, objects and even countries all have a carbon footprint.
- * Environmental scientist Laura Young thinks of your carbon footprint as being an environmental maths sum, in which you add up all of the *greenhouse gases* you release into the atmosphere as part of your daily life.
- * Food miles are a way of attempting to measure how far food has travelled before it reaches the consumer. It is a good way of looking at the environmental impact of foods and their ingredients. It includes getting foods to you, but also getting waste foods away from you, and to the landfill!
- * To explain the distance goods need to travel to meet the demands of the global market.
- * To understand how climate plays a role in our every growing global market. how does it?
- * Ecuador's high-quality 'fine' cacao is sought after for its fruity, floral tones, and accounts for approximately 60% of fine cacao sold globally, according to Ecuadorian government figures. Only around 5% of the world's cacao is classed as 'fine'; the rest — cheaper, 'bulk' cacao — is used for mass production.
- * Southampton, City Of Southampton → Ecuador — 5,775 miles



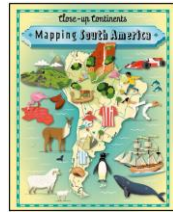
Key Vocab:

customers, economic activity, employment, export, fair trade, globalization, trade, wages, distribution, global, region, air miles



Topic: South America

Where in the world is South America and what is it like?



- use maps to locate the world's countries with a focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Recap the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;
- geographical similarities and differences through the study of human geography of a region South America;
- understand geographical similarities and differences through the study of physical geography of a region of South America

Sticky Knowledge

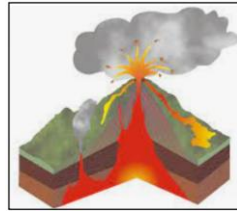
- Know the names of, and locate, a number of South American countries
- To know that different parts of the world have different climates, and to be able to name and locate some of the different climates in South America.
- To explain the features of the water cycle.
- To know the name of and locate a number of the world's longest rivers.
- To know and label the main features of a river.
- To know the names of and locate at least eight countries and at least six cities in the UK.

Key Vocab:

latitude, physical features, climate, human geography, land use, settlement, economy, natural resources. Amazon

Topic: Extreme Earth Earthquakes, Flooding and Volcanoes

What is extreme weather?

**NC Objectives:****Physical Geography:**

- use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.
- describe and understand key aspects of:
- physical Geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes
- use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies

Sticky Knowledge

*To know what causes an earthquake and where they are most likely to occur and why.

*To label the different parts of a volcano.

*To identify and name examples of extreme weather.

*To be able to locate Scandinavia's countries and major cities on a world map.

*To know how to use graphs

Topic: Lost in the Universe

What are the universes most valuable resources and why?



- Recap longitude and latitude, time zones tropics Use positional language
- To know what natural resources are (food, minerals and water)
- Know uses of some natural resources
- Identify and locate countries who are major producers
- To know why can't produce all of the food we need.
- Identify how our food is transported from farm to shop
- Identify top 5 produces and consumers of a mineral Water – know the distribution of water.

Sticky Knowledge

- Describe and understand key aspects of the distribution of natural resources including energy, minerals and water
- To use maps, atlases and globes to locate countries and describe features studied
- Use the eight points of a compass, symbols and keys to build their knowledge of the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local

Key Vocab:

*use key vocabulary to demonstrate knowledge and understanding in this strand: services, goods trade, natural resources, food miles, carbon footprint, minerals, water

rainforest. longitude, latitude, time zones, biodiversity, biome, ecosystem flora, temperate, humidity

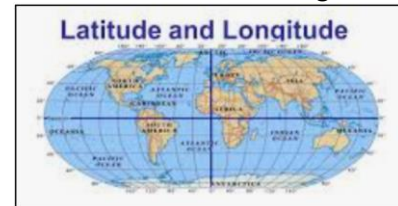
to record features such as temperature or rainfall across the world

Key Vocab:

environmental disaster, settlement, mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation

Topic:
Where is Asia and what is it like?

What is latitude and longitude?



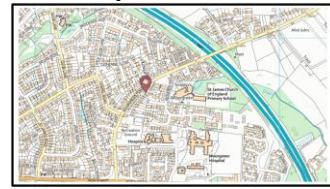
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including land-use patterns); and understand how some of these aspects have changed over time;
- describe and understand key aspects of: human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use maps to locate the world's countries;
- 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;
 - Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.
- Identify Asia on Atlas – locate class countries and compare distance apart, size and location to each other using compass points.

Are all biomes the same?

Identify the 3 biomes of Asia and locate them? How different are they - [Asia 4 – CLF Online Learning](#)
[The geography of Asia - BBC Bitesize](#)

Topic: How has the UK changed?

Has Hedge End changed over the last 150 years?



- 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;
- understand geographical similarities and differences through the study of human geography of a region of the United Kingdom,
- understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom

Sticky Knowledge

- The 8 Points on the compass
- To explain how to use direction to plan a tour of the United Kingdom
- To explain how DigiMaps can be used to learn how an area has changed over time

Key Vocab:

use key vocabulary to demonstrate knowledge and understanding in this strand, coordinates, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Topic: Climate Change Project

How can we save our future world?



- use key vocabulary to demonstrate knowledge and understanding of electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, efficiency, peak, plateau, fold, tourism, positive, negative, economic, social, environmental.

Sticky Knowledge

- To describe key aspects of the distribution of natural resources including energy, minerals and water
- Explain renewable and non-renewable resources
- To know the causes and effects of global warming
- To use the eight points of a compass, symbols and keys to build our knowledge of the United Kingdom and the wider world's resources (renewable and non-renewable)

Key Vocab:

atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

How does climate influence the vegetation, animals, jobs and houses. Which biome is the best one to live in?

How do people survive in the different biomes

Sticky Knowledge

- * Longitude can be used in relation to time.
- * Latitude gives an indication of climate
- * Knowledge of their class country
- * To be able to identify similarities and difference between Asian countries and the UK.

Key Vocab:

Longitude, latitude, time zones, weather, climate, biomes, averages, precipitation, temperature, climate zones,

--	--	--	--	--	--	--