Geography Long Term Overview 2024-2025

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Year 1	Seasonal and daily weather patterns in the UK					
	Fieldwork in the school grounds			Countries and capitals of the United Kingdom		
Year 2	Seasonal and daily weather patterns in hot and cold areas of the world					
	Fieldwork in the local area			Continents and oceans of the world		
Year 3	Earthquakes			Mountains and volcanoes		
Year 4	Europe- comparison with UK			Coasts and Water cycle (Local coastal study)		
Year 5	Rivers (local river study)			South America- comparison with UK		
Year 6	Fieldwork (link to residential)			Oceans (currents, pollution)		

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Key theme	Location	Human features and processes	Physical features and processes	Sustainability	cultural understanding and diversity	Geographical techniques (studying, creating, analysing)
Year 1	Fieldwork in the school grounds Countries and capitals of the United Kingdom	Fieldwork in the school grounds Countries and capitals of the United Kingdom	Fieldwork in the school grounds Countries and capitals of the United Kingdom		Countries and capitals of the United Kingdom	Fieldwork in the school grounds Countries and capitals of the United Kingdom
Year 2	Fieldwork in the local area Continents and oceans of the world	Fieldwork in the local area	Fieldwork in the local area	Fieldwork in the local area Continents and oceans of the world	Continents and oceans of the world	Fieldwork in the local area Continents and oceans of the world
Year 3	Earthquakes Mountains and volcanoes	Earthquakes Mountains and volcanoes	Earthquakes Mountains and volcanoes	Mountains and volcanoes		Mountains and volcanoes
Year 4	Europe- comparison with UK Coasts and Water cycle (Local coastal study)	Europe- comparison with UK Coasts and Water cycle (Local coastal study)	Europe- comparison with UK Coasts and Water cycle (Local coastal study)	Coasts and Water cycle (Local coastal study)	Europe- comparison with UK Coasts and Water cycle (Local coastal study)	Europe- comparison with UK Coasts and Water cycle (Local coastal study)
Year 5	Rivers (local river study) South America- comparison with UK	Rivers (local river study) South America- comparison with UK	Rivers (local river study) South America- comparison with UK	Rivers (local river study) South America- comparison with UK	South America- comparison with UK	Rivers (local river study) South America- comparison with UK
Year 6	Fieldwork (link to residential) Oceans (currents, pollution)	Fieldwork (link to residential) Oceans (currents, pollution)	Fieldwork (link to residential) Oceans (currents, pollution)	Oceans (currents, pollution)	Oceans (currents, pollution)	Fieldwork (link to residential)

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GEOGRAPHY PROGRESSION MAP		
Category of Knowledge	Key Stage	Content
Locational Knowledge	KS1	•Know the **names** of the four countries that make up the UK and name the three main seas that surround the UK •Can name and **locate** the seas **surrounding** the UK •Know the name of and can **locate** the four capital cities of the four countries •Know the names of and can **locate** the seven continents of the world •Know the names of and can **locate** the five oceans of the world
	LKS2	•**Identifying** the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the •Tropics of Cancer and Capricorn. •**Locating** the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human **characteristics**, countries, and major cities •**Locate** the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
	UKS2	•**Locate** some of the countries including Europe, Russia, North and South America and use maps to **identify** major regions, cities and human and physical **characteristics** •Identify lines of longitude and latitude on a world map, including the Prime Meridian, Tropics of Cancer and Capricorn •Locate **position** of time zones within the Americas. •Identify and locate the area of study using maps and **compare** to the location of other regions previously studied •Identify major cities of a country studied (from the Americas) on a range of maps. •**Investigate** and compare the locations of major earthquakes and volcanoes within the country studied and around the world and understand how these link to the location of the world's tectonic plates. •Name and locate the world's climate zones using a world map. •Name and locate the world's major biomes and vegetation belts using a world map.

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Place Knowledge	KS1	•To **understand** geographical **similarities** and **differences** between places and understand that geographical features can change over time. •To understand and can **explain** the meaning of the term 'non-European country' To **identify** the main human and physical geographical differences between a place in England and that of a small place in a non-European country •To describe the weather using appropriate vocabulary •**Observe** and **discuss** seasonal patterns/changes •**Identify** similarities and differences between hot and cold places
	LKS2	•To understand and identify geographical **similarities** and **differences** through the study of human and physical geography of a region within South America/Europe (See Year A/B on Long Term Overview) •To **describe** how land use has changed over time •Identify geographical similarities and differences between our local region and town and other UK regions and towns/cities. •**Investigate** and describe the human and physical geography of the European region studied in depth •Make **comparisons** between some of the physical and human geographical features of a European country and the UK.
	UKS2	•Make **comparisons** between the human and physical geography of the continents of the Americas and Europe. •**Compare** and **contrast** a range of the human and physical features of North and South America, identifying similarities and differences. •Identify and describe geographical links (interconnections) between the range of places and processes studied. •Describe some of the effects of **economic** activity and **distribution** of natural resources on the people who live in the places studied. •Suggest and **evaluate** reasons for geographical similarities and differences between locations. •Explain how human and physical features and processes **interact** and cause change over time. •Understand some of the effects of **climate** on the human and physical geography of places.
Human and Physical Geography	KS1	•To **explain** the main **differences** between human and physical geographical features. •**Understand** and use a **range** of basic geographical vocabulary to identify key human and physical features of: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop •Make simple **comparisons** between the key human and physical features of places studied •**Identify** seasonal and daily weather patterns in the United Kingdom and explain how the weather changes with each season •**Locate** hot and cold areas of the world in relation to the Equator and the Northern and Southern Hemispheres, Equator, •Arctic and Antarctic Circles and North and South Poles.

		•**Describe** the effects of the weather on the local environment
	LKS2	•To **explain** the **differences** between the terms 'human geography' and 'physical geography'. •**Identify** human and physical characteristics, key topographical features and land-use patterns of places studied; and understand how some of these aspects have changed over time •Make **comparison**s between countries studied •Begin to use a wider geographical vocabulary to identify, describe and compare the human and physical features of the places studied. •Understand key features of and **physical processes** involved in the formation of mountains, volcanoes and earthquakes and how they can impact the human and physical geography of a place •Understand main processes of the water cycle and describe some of its effects on the climate and physical geography of the Earth. •**Describe** the key features/uses of rivers and understand how their features and uses have changed over time. •Understand and explain how rivers can **impact** and change the physical and human geography of the locations studied.
	UKS2	•Describe some of the effects of **economic** activity and **distribution** of natural resources on the people who live in the places studied. •**Identify** how the physical and human geographical features of a place studied has an **impact** on economic activity and suggest ways in which the local **economy**/services could be improved. •**Describe**, **compare** and **evaluate** some of the effects/impacts of mountains, volcanoes and earthquakes on the human and physical geography of the locations studied. •Evaluate the **impacts** of trade links and the distribution of natural resources around the world •**Identify** and understand the impacts over time of key environmental issues in the locations studied (e.g. deforestation, wildfires) •Describe and understand the **concept** of climate and identify the key features of the world's climate zones, biomes and vegetation belts •Explain how human and physical features and processes **interact** and cause change over time. •Understand the **impact** of climate zones and biomes on the human and physical geography of the area of study •**Identify**, explain and **compare** the economic activity including trade links, and the **distribution** of **natural** resources (including energy, food, minerals and water) of the places studied

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Geographical Skills and Fieldwork	KS1	**Graphicacy skills:** •Use world maps, globes and atlases to **identify** locations studied •**Devise** a simple map of a place in the local area •Use and **construct** basic symbols in a key •Begin to **recognise** and **identify** basic OS symbols •Use simple grid **references** (e.g. A1, D7) to locate squares on a map •Use aerial/satellite photos and plan perspectives to locate and **identify** local landmarks and features **Fieldwork enquiry and practical skills** •**Engage** in teacher-led/guided enquiries within local environment •Use a compass (four compass points) to follow and **describe** routes •Use simple locational and directional language and compass **directions** to describe features and routes (e.g. left/right from own perspective, NSEW). •Present **information** using age-related tables, **graphs and charts**, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.
	LKS2	**Graphicacy skills**: •Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied. •Use the **contents/index** of an **atlas** •Draw a map (including **symbols** and key) •Use **complex keys** (e.g. making estimates based on size of symbols) •Understand the purpose of **contour lines** on maps. •Begin to draw to **scale**, understand and use scale-bars and use scales to **estimate** distances e.g. along a road/river •Use **four-figure grid references** **Fieldwork enquiry and practical skills:** •**Engage** in guided **enquiries** and suggest own questions for enquiry •**Evaluate** own **observations** and **compare** them with others •Use the eight points of a compass to follow and describe routes and identify locations

		•Apply age-appropriate Maths knowledge to understanding of geography (e.g. **length, distance, mass, capacity/volume, angles, area and scales)**
	UKS2	**Graphicacy skills:** •Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to **locate** countries and describe features studied •Design/draw distribution/thematic maps •Create scale-bars on maps and draw to **scale** for maps/sketches, **comparing** own drawing to other maps and **evaluating** accuracy •Create own complex **keys** using mathematical concepts (e.g. size of symbol for **quantity**, using metric/imperial **equivalents**) •Use six figure grid references to **identify** and describe locations •**Compare** and then carefully select images for a purpose (e.g. as evidence or to show reliability) **Fieldwork enquiry and practical skills:** •Complete **enquiries** based on own suggested questions and offer suggestions for future **enquiries** based on results •**Evaluate** own **observations**, **compare** them with others and draw **conclusions** •Show awareness of the 16-point compass rose