



Geography Overview 2022-2023



Year Group	Topic Title	National curriculum objectives	Geographical skills and understanding
Reception	Understanding Of The World	<p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community</p>	
Year 1	Where in the world am I?	<p>identify seasonal and daily weather patterns in the United Kingdom</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (school grounds and Easton)</p> <p>Use basic geographical vocabulary to refer to: ☒ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ☒</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>We are being geographers by:</p> <p>Using world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Using simple compass directions and locational and directional language</p> <p>Using aerial photographs to recognise landmarks and basic human and physical features</p> <p>Devising a simple map</p> <p>Using simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment</p>



<p>Year 2</p>	<p>Where Would You Prefer To Live England Or Africa?</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Bristol) and of a small area in a contrasting non-European country, Kenya</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<p>We are being geographers by:</p> <p>Naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map.</p> <p>Using a world map, globe and atlas to name and locate the seven continents and five oceans.</p> <p>Knowing about the local area, naming and locating key landmarks.</p> <p>Making a simple map with a basic key of places in the local area.</p> <p>Describing a journey on a map using compass directions and locational language.</p> <p>Identifying a range of human environments, including within Bristol and Kenya.</p> <p>Identifying and describing the physical and human geography of Bristol and Kenya and describing how they are different and similar.</p>
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<p>Year 3</p>	<p>Why Is Easton Such A Cool Place To Live?</p>	<p>Locate the world's countries, using maps to focus on Europe</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns and understand how some of these aspects have changed over time</p> <p>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</p>	<p>We are being geographers by:</p> <p>Identifying countries in Europe in an atlas and on a map</p> <p>Using an atlas to describe where the UK is located and name and locate its 4 countries and capital cities</p> <p>Using a map to locate Bristol and an OS map to locate Easton as a district of Bristol</p> <p>Understanding the natural, physical and human features of Easton</p> <p>Recognising how land is used in Easton and what activities take place there</p> <p>Giving direction instructions up to 4 compass points</p> <p>Carrying out fieldwork in the local area</p> <p>Making simple sketch maps and present information gathered in fieldwork using a simple graph</p>
<p>Year 4</p>	<p>What Is Italy Like?</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of</p>	<p>We are being geographers by:</p> <p>Understanding geographical similarities and differences through</p>



		<p>the United Kingdom -Bristol, a region in a European country- Italy</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p>	<p>the study of human and physical geography of a region of the United Kingdom (Bristol) and a region in a European country (Italy)</p> <p>Using maps, atlases, globes and digital/computer mapping to locate countries and describing features studied</p> <p>Using fieldwork to observe, measure, record and present the human and physical features in a local area using a range of methods including sketch maps, plans, graphs and digital technologies</p>
Year 5	Who Are We And Why Do We Live Here?	<p>Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,</p>	<p>We are being geographers by:</p> <ul style="list-style-type: none"> · Use of maps and atlases to locate countries; physical and human geographical features; questioning and analytical skills. · Aerial photography; topological mapping; compass directions, route-planning, grid references.



		<p>mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>Describe and understand 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</p>	<ul style="list-style-type: none"> · Discursive skills; presentational skills (artistic, oral etc); organisation of information. · Digital mapping, recognition of O.S. symbols. · The ability to understand the values of tolerance and harmony between different cultural groups.
<p>Year 6</p>	<p>Natural Disasters</p>	<p>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</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes</p>	<p>We are being geographers by:</p> <p>Using Atlases to identify places and geographical features.</p> <p>Locating places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p>



		<p>and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Describing and understanding a range of key physical processes and the resulting landscape features.</p> <p>Understanding how human activity is influenced by climate and weather.</p> <p>Understanding hazards from physical environments and their management, such as earthquakes near fault lines.</p>
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