










































GEOGRAPHY LONG TERM OVERVIEW

	EYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Understanding of the world</p> <p>Locational knowledge  where they live – look at pictures, maps of their town.</p> <p>Human and physical  Look for changes of autumn, what we see, hear & feel</p> <p>Human and physical  Look for changes of season, what we see, hear & feel</p>	<p>Where do I go to school?</p> <p>Locational knowledge UK countries and capitals</p> <p>Geographical skills and fieldwork Simple fieldwork – geography of school and its grounds – use aerial photos – simple map/plan</p>	<p>Can you give directions?</p> <p>Locational knowledge  7 continents and 5 oceans</p> <p>Geographical skills and fieldwork  Compass directions and directional knowledge,  World maps atlases and globes  Devise a treasure map with a key</p>	<p>How to give directions?</p> <p>Geographical skills and fieldwork  maps, atlases, globes and digital mapping (Google Earth). Use locational and directional language such as, near, far, left, right to describe the location of features on a map.  Observe and record human and physical features of Bramingham by drawing maps. Use compass points.</p>	<p>Locational knowledge  Looking at maps and atlases of location of cacao beans.</p>	<p>Locational knowledge  Locate Russia on the map, atlas and from space. Identify key lines and time zones.</p>	<p>Locational knowledge  Use maps, atlases, digital mapping (Google Earth) to identify and locate Greece and some of its major cities draw conclusions as to the similarities and differences to the UK.  Explain the climates of Greece and relate this to knowledge of the hemispheres, the Equator, and the Tropics.  Locate the major cities of the world and</p>
Autumn 2	<p>Understanding of the world  To take care of animals in the world around us, recognising their needs e.g bird feeder or hedgehog house</p>			<p>Geographical skills and fieldwork  Eight-point compass directions, symbols, and keys (Ordnance survey maps) of the UK and wider world.  Modes of local and international travel by air, land and sea. How people travel to Luton.</p>	<p>Locational knowledge  Looking at maps and atlases of location of the Ancient Egyptians. </p>	<p>Human and physical geography  Compare types of Victorian settlements to current Luton, trade links, food, water etc </p>	<p>Human and physical geography  Climate, vegetation, culture, trade and land use and is there much trade between Greece and UK? Geographical skills and fieldwork  6 figure grid references. Name and locate the key topographical features of Greece, Understand how these features have changed over time.</p>
Spring 1	<p>Geographical skills and fieldwork  Draw children's attention to the immediate environment, name town & school road. Draw Simple map of the immediate environment e.g school</p> <p>Place knowledge  Recognise some similarities & differences between life in this country & life in other countries, focusing on lives of children eg what they eat,</p>	<p>What is the weather like in winter?</p> <p>Human and physical  Identify seasonal and daily weather patterns</p> <p>Where is home?</p> <p>Geographical skills and fieldwork  Use maps to identify UK and countries.  Use world maps to link to heritage.</p> <p>Human and physical  Walk of local area – identify key features and key vocabulary</p>	<p>How is Isle of Coll different/similar to Luton?</p> <p>Human and physical  Use basic geographical vocabulary</p> <p>Place knowledge  Similarities and difference with Isle of Coll</p> <p>Geographical skills and fieldwork  Compare aerial photos and name landmarks, human and physical features.</p>	<p>Locational knowledge  Name and locate highest peaks of the UK: Ben Nevis, Snowdon and Scafell using maps and atlases.</p>	<p>Human and physical geography  Describe and understand rivers and the water cycle</p> <p>Locational knowledge  Use maps and atlases to locate rivers in the UK and locally (River Lea)</p> <p>Geographical skills and fieldwork  Field study of the River Lea</p>	<p>Locational knowledge  Understand where and why Anglo-Saxons settled, look at maps and atlases for references.</p>	

Spring 2	<p>where they live & how they learn</p> <p>← Recognise some environments that are different from the one in which they live in</p> <p>⚙️ Draw a simple map of where you are from</p> <p>⚙️ Human and physical Look for changes of winter, what we see, hear & feel</p> <p>Locational geography ⚙️ Look at the map of the world & pinpoint where some of our children are from</p>					<p>Locational geography ⚙️ Identify Germany on the map/ atlases etc and name and locate Luton's twin town, Wolfsburg.</p> <p>Place knowledge ⚙️ Similarities and differences between Luton and Wolfsburg. ← Communicate with a school in Wolfsburg and make comparisons.</p>	<p>Human and physical geography ⚙️ Viking settlements, locate on maps, atlases. Understand land use, trade links,</p> <p>Locational knowledge ⚙️ Locate and name various settlements of the Vikings. ←</p> <p>⚙️ Study maps and pictures. Compare and contrast photos and maps from today. Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</p>
Summer 1	<p>Human and physical Name and describe some plants, including fruit & vegetables</p> <p>⚙️ Draw attention to the weather & provide opportunities to record the weather</p> <p>⚙️</p>			<p>How does it grow? Human and physical geography Understand vegetation that grows in various locations and impact on settlements. Field study – trees, metre squared patches to investigate vegetation using equipment.</p>	<p>Human and physical geography Describe and understand volcanoes and earthquakes. Tectonic plates and seismic activity with the focus on Mount Vesuvius.</p>	<p>Place geography ⚙️ Locate South and North America on the map, atlases etc and compare to the UK. Locate the position of latitude, longitude, equator, North and South hemisphere and the tropics.</p> <p>Human and physical geography Climate zones, temperatures, Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from. Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. Generate solutions and promote ethically sound trade</p>	
Summer 2		<p>What impact does the weather have? Human and physical ⚙️ Identify seasonal and daily weather patterns (link) Location of hot and cold areas Geographical skills and fieldwork Atlas, maps and globe to identify hot and cold countries</p>	<p>How are Luton and Kenya similar/different? Place Knowledge ⚙️ Geographical similarities and differences through studying human and physical geography of small area in Kenya. ←</p>	<p>Place knowledge ⚙️ Locate the Caribbean on a map. ⚙️ Compare similarities and differences of the physical and human geography (cultural aspects) features to the UK.</p>	<p>Locational knowledge ⚙️ Name and locate different coasts in the UK. Focus – Clacton on Sea.</p> <p>Fieldwork ⚙️ Study of Clacton on Sea and compare to Luton. Use graphs, photos, grid references and maps for comparison. ←</p>	<p>Geographical skills Study of Brazil – locate on maps, atlases, and Google Earth. Use 4 grid reference.</p> <p>Human and physical geography Climate zones, vegetation, biomes and culture. Make comparisons between Brazil and the UK.</p>	

Key

	Build – area of study that builds on previous area of learning		Revisit – spaced retrieval
	Link – area of study links to another curriculum area		New - Introduce new content