**Rockcliffe CE School – Whole School Geography Overview**

Below is an overview of the geography learning focus for each term/half term in each class.

Class teachers may choose to adapt the schemes of work to suit their class but must ensure full coverage throughout the two-yearly cycle.

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| 2022-2023 | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **EYFS** | **All about me**  **Understanding the world**  Explore the outdoor environment and talk about the local area – Rockcliffe as a village and the neighboring areas. Talk about key places and simple routes such as the journey from home to school.  Use simple geographical language. | **Alien Invasion**  **Understanding the world**  Explore changes in the weather and outdoor environment – leaves falling off trees, cold, frost.  Draw, write and create in response to what they see and learn about. | **Traditional Tales**  **Understanding the world**  Explore senses in different environments – indoors compared to outdoors. | **Spring has Sprung**  **Understanding the world**  Explore the wild area of school looking at physical features. Compare to other parts of the school/school grounds (human features).  Express views about how to look after our planet and local environment. Contribute to school led projects in the local area/school grounds. | **Sea Adventures**  **Understanding the world**  Explore changes in the weather and seasons and outdoor environment. | **Around the World**  **Understanding the world**  Follow instructions which include positional and directional language and simple maps to find hidden items and locations.  Use programmable toys to move along a set route. |
| **Year 1/ Year 2** | **Our World**  Name and locate the world’s seven continents and five oceans.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  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. | | **Magical Mapping: Fieldwork**  Use 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.  Name and locate the world’s seven continents and five oceans. | | **Brazil**  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 basic vocabulary to refer to key physical and human features.  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. | |
| **Year 2/ Year 3** | **Urban Spaces – Why do we have cities?**  **KS1**: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  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.  Contrast Carlisle to other cities: Referring to physical and human features.  **KS2:** 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.  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. | | **The United Kingdom**  **KS1**: Name and locate the world’s seven continents and five oceans.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  **KS2 :** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns ; and understand how some of these aspects have changed over time.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world. | | **Coasts**  **KS1:** Refer to key physical features.  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this Key Stage.  Identify weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and poles.  **KS2:** 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.  Key aspects of physical geography.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. | |
| **Year 4** | **Rivers: Eden to the Nile**  Key aspects of physical geography – Rivers.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.  Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. | | **Passport to Europe**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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. | | **Local Land Use**  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.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Describe and understand key aspects of physical and human geography.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. | |
| **Year 5** | **Mountains**  Describe and understand key aspects of physical geography.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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. | | **Rainforests/ introduction to deforestation**  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).  Describe and understand aspects of physical geography.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | **Eastern Europe**  Describe and understand aspects of human and physical geography.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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. | |
| **Year 6** | **Forests: Importance of forestry**  Describe and understand key aspects of human and physical geography.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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.  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. | | **USA and the states**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.  Understand and describe key aspects of human a physical geography.  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. | | **Fieldwork**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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.  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. | |

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| **EYFS** | **All About me**  **Understanding the world**  Explore the outdoor environment and talk about the local area – Rockcliffe as a village and the neighboring areas. Talk about key places and simple routes such as the journey from home to school.  Use simple geographical language. | **Discovering Donaldson**  **Understanding the world**  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between different religious and cultural communities in their country, drawing on their experience and what has been read in class.  Describe the immediate environment using observation, discussion, stories, non-fiction texts and maps.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **People who help us**  **Understanding the world**  Talk about the lives of the people around them and their roles in society.  Know some similarities and differences between different religious and cultural communities in their country, drawing on their experience and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class/ storytelling.  Talk about the lives of the people around them and their roles in society. | **The Bug Hotel**  **Understanding the world**  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between different religious and cultural communities in their country, drawing on their experience and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction, texts and maps.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **Dinosaurs Beware!**  **Understanding the world**  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between different religious and cultural communities in their country, drawing on their experience and what has been read in class.  Describe the immediate environment using observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in their country, drawing on their experience and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction, texts and maps. | **We are going to the zoo**  **Understanding the world**  Describe the immediate environment using observation, discussion, stories, non-fiction texts and maps.  Know some similarities and differences between different religious and cultural communities in their country, drawing on their experience and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction, texts and maps.  Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| **Year 1/ Year 2** | **Our School/Locality**  Use simple compass directions, locational and directional language to describe the location of features and routes on a map.  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.  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | | **Sensational Safari**  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.  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.  Use basic vocabulary to refer to key physical and human features. | | **Beside the Sea**  Use simple fieldwork and observational skills to study key human and physical features of surrounding environments.  Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  Use simple compass directions, locational and directional language to describe the location of features and routes on a map.  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 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.  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | |
| **Year 2/ Year 3** | **Hot/ Cold Climates**  **KS1:** 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.  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.  Use basic Geographical vocabulary to refer to Human and Physical features.  Use simple compass directions and locational/ directional language.  **KS2:** Use key vocabulary to describe and identify human and physical features.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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. | | **Non-European Country Study**  KS1: 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 basic Geographical vocabulary to refer to Human and Physical features.  Use simple compass directions and locational/ directional language.  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.  Name and locate the world’s seven continents and five oceans.  **KS2:** Use key vocabulary to describe and identify human and physical features.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | **Beside the Sea**  **KS1:** Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.  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.  Use basic Geographical vocabulary to refer to Human and Physical features.  Use simple compass directions and locational/ directional language.  **KS2:** Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.  Use key vocabulary to describe and identify human and physical features.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | |
| **Year 4** | **Rivers: Eden to the Nile**  Understand geographical similarities and differences through the study of human and physical geography.  Use key vocabulary to describe and identify human and physical features.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. | | **Passport to Europe**  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.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.  Use key vocabulary to describe and identify human and physical features.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | | **Land Use**  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.  Use key vocabulary to describe and identify human and physical features.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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.  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. | |
| **Year 5** | **Mountains**  Use key vocabulary to describe and identify human and physical features.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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. | | **Rainforests/ introduction to deforestation**  Name and locate counties and cities, identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.  Use key vocabulary to describe and identify human and physical features.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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. | | **Eastern Europe**  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.  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. | |
| **Year 6** | **Forests: Importance of forestry**  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.  Use key vocabulary to describe and identify human and physical features.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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.  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. | | **USA and the states**  Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.  Use key vocabulary to describe and identify human and physical features.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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. | | **Fieldwork**  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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.  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. | |