GEOGRAPHY OVERVIEW			
Year R	**Autumn**	**Spring**	**Summer**
Topic title	**Our Local Area**	**Our Wider World**	**In the Garden/ Sea**
Enquiry question	**Where are the places that are important to me?**	**How is our world the same and different?**	**What is a habitat?**
Key vocabulary	home, school, classroom, map, route, journey, place, local, near, far, left, right, next to, behind, in front of, community, village, town, road, street, shop, park, landmark, church, mosque, library, travel, journey, map, environment	country, world, globe, continent, weather, season, environment, compare, similar, different, ocean, hot, cold, habitat, culture	Grow, flowers, habitat, garden, wood, jungle, dessert, arctic, sea, weather
Learning objectives	• Describe the classroom, school and outdoor environment. • Talk about places that are important to them. Follow and describe simple routes. • Draw information from a simple map. • Describe their immediate environment using observation, discussion, stories, non-fiction texts and maps. • Identify features of the local area. • Recognise landmarks and important places within the community.	• Recognise that people live in different countries around the world. • Explain similarities and differences between life in this country and life in other countries. Recognise similarities and differences between environments. • Compare their local area with other places. • Discuss how different places have different climates (weather).	• Investigate the natural environment around us • What animals live in which habitat? Garden, wood, jungle, dessert, arctic, sea etc. • Learn about the parts of plants • Learn what plants need to grow • Learn about creatures that live in the sea • Observe and discuss daily weather.
Ongoing though the year	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Observe and describe seasonal changes. • Identify plants and animals in the local environment. • Recognise some environments that are different from the one in which they live. • Use positional language to describe location and movement.		

GEOGRAPHY OVERVIEW			
Year 1	**Autumn 1**	**Spring 1**	**Summer 1**
Topic title	**Local area study – Primet Primary**	**United Kingdom**	**Oceans and Continents**
Enquiry question	**What can we see around school?**	**What do we know about our island home?**	**How can we use maps to find out about our world?**
Key vocabulary	near, far, left, right, forwards, backwards, map, route, symbol, label, geography	United Kingdom, country, capital city, England, Scotland, Wales, Northern Ireland, weather, season, globe, map, location	Continent: Europe, Africa, North America, South America, Asia Oceania, Antarctica Ocean: Atlantic, Pacific, Indian, Southern, Arctic
Learning objectives	• Understand what geography is and what geographers do. • Explore the school grounds and identify key features. • Use positional and directional language to describe where things are. • Understand what maps are used for and begin to draw simple maps. • Create a simple map of the school grounds using symbols and labels. • Use fieldwork and maps to describe the features of the school grounds.	• Locate the United Kingdom on a world map and globe. • Name and identify the four countries of the United Kingdom. • Name and locate the capital cities of the United Kingdom. • Identify different types of weather in the United Kingdom. • Describe how the weather changes during the four seasons. • Explain what we know about our island home, including its countries, capital cities and weather.	• Understand that Earth is made up of land and water. • Name and identify the seven continents of the world. • Name and identify the five oceans of the world. • Use maps, globes and atlases to locate continents and oceans. • Describe what makes each continent special. • Use maps and geographical vocabulary to explain what we know about our world.

GEOGRAPHY OVERVIEW			
Year 2	**Autumn 1**	**Spring 2**	**Summer 2**
Topic title	**Local Study – Colne**		**UK coastal place**
Enquiry question	**What can we see in our local area?**	**How does living in Shanghai compare to living in Colne?**	**What can we see at the seaside?**
Key vocabulary	landmark, compass, north, south, east, west, symbol, key, human feature, physical feature	Equator, North Pole, South Pole, continent, ocean, globe, map, human feature, physical feature, Shanghai	beach, cliff, coast, sea, ocean, port, harbour, English Channel, North Sea, Irish Sea
Learning objectives	• Identify landmarks and features in Colne using Locate Colne and Shanghai on maps and globes. • Describe the human and physical features of Shanghai. • Understand how location affects whether places are hot or cold. • Identify similarities between Colne and Shanghai. • Identify differences between Colne and Shanghai. • Compare what it is like to live in Shanghai and Colne.	• Locate Colne and Shanghai on maps and globes. • Describe the human and physical features of Shanghai. • Understand how location affects whether places are hot or cold. • Compare the similarities between Colne and Shanghai. • Compare the differences between Colne and Shanghai. • Explain what it is like to live in Shanghai compared with Colne.	• Understand what the seaside is and why people visit it. • Locate the seas that surround the United Kingdom. • Identify and describe the physical features found at the seaside. • Identify and describe the human features found at the seaside. • Compare a seaside location in the United Kingdom with a seaside location in Europe. • Use geographical knowledge to explain what has been learned about the seaside.

GEOGRAPHY OVERVIEW			
Year 3	**Autumn 2**	**Summer 1**	**Summer 2**
Topic title	**Antarctica**	**The United Kingdom**	**Local study – the lake District**
Enquiry question	**What would it be like to live in Antarctica?**	**How do we use maps to find out about the counties of the UK?**	**Why do people visit the Lake District?**
Key vocabulary	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Antarctic Circle, continent, polar, climate, weather, time zones, terrain	United Kingdom, county, map, physical feature, human feature, mountain range, river, city, borough, natural resource	Lake District, National Park, tourism, visitor, mountain, lake, valley, physical feature, human feature, compass, symbol, key
Learning objectives	• Locate Antarctica on a world map and globe. • Understand how we describe the Earth using lines and points on a globe. • Describe what Antarctica is like. • Identify animals that live in Antarctica and explain how they survive there. • Explain how and why people visit and live in Antarctica for short periods of time. • Understand why Antarctica is important and how it can be protected.	• Locate the United Kingdom and identify its countries on a map. • Understand what counties are and locate counties within the United Kingdom. • Use maps to identify and describe physical features. • Use maps to identify and describe human features. • Compare different counties using human and physical features. • Create and use maps to explain what they can tell us about the counties of the United Kingdom.	• Locate the Lake District and describe where Locate the Lake District and describe what it is like. • Identify and describe the physical features found in the Lake District. • Explain how people use the Lake District. • Understand why people visit the Lake District. • Use maps and compass points to explore places and carry out fieldwork. • Compare the Lake District with the local area and explain how it is similar or different.

GEOGRAPHY OVERVIEW			
Year 4	**Autumn 2**	**Spring 1**	**Summer 2**
Topic title	**Europe**	**Rivers**	**Sustainability**
Enquiry question	**What do we know about our European neighbours?**	**Why are rivers important?**	**How can we live more sustainably?**
Key vocabulary	Europe, Norway, Spain, continent, country, climate, vegetation, settlement, population, landform, human geography, physical geography	• river, source, mouth, tributary, channel, river bank, meander, erosion, flooding, landscape, fieldwork, settlement	sustainability, environment, natural resources, renewable, conservation, climate, vegetation, land use, settlement, pollution, recycling, Sweden
Learning objectives	• Locate Europe and identify its countries, capital cities. • Describe the physical and human features of Europe. • Locate Norway and describe what it is like. • Explain how people live in Norway. • Identify similarities and differences between Spain and Norway. • Compare Norway and Spain using key geographical terms.	• Understand what a river is and identify its main features. • Explain how rivers are formed and how they change the landscape. • Locate the main rivers of the United Kingdom using maps and atlases. • Explain why people live near rivers and how rivers are used. • Use fieldwork to observe and record the features of a local river. • To summarise and explain the importance of rivers.	• Understand what sustainability is and why it matters. • Locate European countries and identify major cities and environmental regions. • Explain why Sweden is considered a sustainable country. • Describe how rivers, mountains, vegetation and climate affect sustainability. • Explain how people use land and natural resources in different ways. • Explain how people can live more sustainably.

GEOGRAPHY OVERVIEW			
Year 5	**Spring 1**	**Spring 2**	**Summer 2**
Topic title	**North and South America**	**Brazil**	**National Parks**
Enquiry question	**Why are the Americas a continent of contrasts?**	**From Rio to the Rainforest: What do we know about life in Brazil?**	**What is the purpose of Britain's National Parks?**
Key vocabulary	North America, South America, climate zone, biome, vegetation belt, mountain range, river basin, settlement, population, land use, region, landscape	Brazil, South America, Amazon Rainforest, biome, vegetation belt, settlement, urban, land use, natural resources, economy, rainforest, trade	National Park, Malham Cove, limestone, limestone pavement, erosion, weathering, fieldwork, Ordnance Survey, six-figure grid reference, conservation, physical feature, human feature
Learning objectives	• Locate North and South America and describe their position and scale. • Identify and describe the major physical features of the Americas and explain their impact. • Explain why climate zones and biomes vary across the Americas. • Compare how people live in different parts of the Americas. • Explain how land is used across the Americas and why it varies. • Compare contrasting regions of the Americas and evaluate why they are considered a continent of contrasts. •	• Locate Brazil and explain why it is important within South America. • Describe the major physical features of Brazil. • Explain why the Amazon Rainforest is an important biome and vegetation belt. • Describe how people live in Brazil's cities. • Explain how people use the Amazon region for land use and economic activity. • Explain how Brazil's natural resources, economy and environment are connected.	• Understand what National Parks are and why they exist. • Locate and describe National Parks across the United Kingdom. • Use OS maps, symbols, keys and six-figure grid references to explore National Parks. • Explain how physical processes have shaped Malham Cove. • Plan and carry out a fieldwork investigation linked to National Parks. • Use fieldwork findings to explain the purpose of Britain's National Parks.

GEOGRAPHY OVERVIEW			
Year 6	**Autumn 2**	**Spring 2**	**Summer**
Topic title	**Volcanoes and Earthquakes**	**Fair Trade**	**Local Area Study – Colne**
Enquiry question	**How do volcanoes and earthquakes affect life in Mexico?**	**Why is fair trade fair?**	**How has the town of Colne changed over time and how might it change in the future?**
Key vocabulary	Mexico, volcano, earthquake, tectonic plate, magma, crater, eruption, epicentre, fault line, Richter scale, hazard zone, natural hazard, disaster	Kenya, settlement, population, urban, rural, vegetation belt, land use, agriculture, trade, fair trade, producer, consumer, export	Colne, settlement, land use, fieldwork, survey, sampling, data, observation, human features, physical features, change, regeneration, prediction
Learning objectives	• Locate Mexico and describe its position and key features in North America. • Explain how volcanoes are formed and describe different types of volcanoes. • Explain what causes earthquakes and how they are measured. • Identify where volcanoes and earthquakes occur in Mexico and explain how they affect people. • Explain how people prepare for and manage natural hazards. • Evaluate why people continue to live in areas at risk from volcanoes and earthquakes.	• Locate Kenya and describe its key physical and human features. • Describe the rivers, mountains and vegetation belts found in Kenya. • Explain how people live in Kenya, including urban and rural settlements. • Explain how land is used and describe Kenya's main economic activities. • Explain what fair trade is and why it matters. • Evaluate how Kenya's physical geography supports trade and whether fair trade is fair for people and the environment.	• Locate Colne on different scales of maps and describe its key features. • Explain how Colne has changed over time and identify reasons for these changes. • Plan a fieldwork investigation using appropriate sampling and data collection methods. • Observe and record the human and physical features of Colne. • Organise and present fieldwork findings clearly. • Use fieldwork evidence and historical information to predict how Colne might change in the future.