



## Medlar – with – Wesham CE Primary School

### Geography Yearly Overview and Key Questions



*"Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life."*

	Autumn	Spring	Summer
<b>EYFS</b>	<p><b><u>Understanding the World (Geography) ELGs</u></b>  <b><u>People, Cultures and Communities</u></b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b><u>Foundational Knowledge</u></b>  Explore the natural world around them, describing what they see, hear and feel whilst outside.  Name the city / town / village / country in which they live and the street where their home and school are.  Know what type of house they live in.  Talk about and name the features of their own immediate environment and how environments might vary from one another. Name and describe places they have visited and places from stories, e.g. beach, island, fields, mountain.  Know about one other country, linked to what they have read, e.g. Celebrations around the World, Anansi and the Golden Pot. Recognise some environments that are different from the one in which they live (often linked to stories). For example, if they live in the city what is it like to live in a village and vice versa?</p>		
<b>Year 1/2 Cycle A</b>	<p><b>Continents</b>  <b>Oceans</b>  <b>Countries of UK</b>  <b>NC – Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>What are the 7 continents of the world? Where will we find them?</li> <li>What are the 5 oceans of the world? Where will we find them?</li> <li>What are the four countries of the United Kingdom? Where will we find them?</li> </ul>	<p><b>Hot and cold places</b>  <b>NC – Human and Physical Geography</b>  <i>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</i></p> <ul style="list-style-type: none"> <li>Remember – name and find the 7 continents and 5 oceans of the world.</li> <li>Where is the equator?</li> <li>Where is hot and where is cold on the Earth?</li> <li>Where are the North and South Poles? What are they like?</li> <li>Where can I find hot countries? What are they like?</li> </ul>	<p><b>Mapping and fieldwork</b>  <b>NC – Human and Physical Geography</b>  <i>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.</i></p> <ul style="list-style-type: none"> <li>What is a map?</li> <li>How do you show what a place is like?</li> <li>How do I make a real map?</li> </ul>

	<ul style="list-style-type: none"> <li>What are the capital cities of the four countries of the United Kingdom? Where will we find them?</li> <li>What seas surround the United Kingdom? Remember countries and capital cities. Retrieve continents and oceans.</li> </ul>		
<b>Year 1/2 Cycle B</b>	<p><b>Local Area Study – human and physical features</b></p> <p><u>NC – Geographical Skills and fieldwork</u></p> <p><i>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</i></p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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</li> </ul> <ul style="list-style-type: none"> <li>What are human features?</li> <li>What are physical features?</li> <li>What features does our local area have?</li> </ul>	<p><b>Study human and physical geography of a small area of United Kingdom, and of a contrasting non-European country</b></p> <p><u>NC – Place knowledge</u></p> <p><i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</i></p> <ul style="list-style-type: none"> <li>Where is Preston and what is it like?</li> <li>Where is the country of Kenya?</li> <li>What are the physical and human features of Kenya?</li> <li>Where is Nairobi and what is it like?</li> <li>How are Preston and Nairobi similar or different?</li> </ul>	<p><b>Study fieldwork and map skills</b></p> <p><u>NC – Human and physical features</u></p> <p><i>Use basic geographical vocabulary to refer to –</i></p> <ul style="list-style-type: none"> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river; soil, valley, vegetation</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><u>NC – Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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.</li> </ul> <ul style="list-style-type: none"> <li>How do we describe places?</li> <li>What physical features does this place have?</li> <li>What human features does this place have?</li> <li>Map keys: how can we show what a place is like?</li> <li>Sketch map: how can we show what a place is like?</li> </ul>
<b>Year 3</b>	<p><b>Map and fieldwork skills using human and physical Geography</b></p> <p><u>NC – Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>Know that North is an important cardinal point on a compass – all OS maps displayed facing North.</li> <li>Use 8 points of a compass to locate human and physical features in the locality.</li> <li>Know how a compass helps explain the location of human and physical features in this place.</li> </ul>	<p><b>Countries and regions of the UK</b></p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate countries 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.</li> </ul>	<p><b>OS Map skills and field work</b></p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals</li> </ul> <p><u>Geographical skills and fieldwork</u></p>

	<ul style="list-style-type: none"> <li>• What are the 8 points on a compass?</li> <li>• What are the physical and human features located in this place?</li> <li>• What physical features can you locate in the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the regions of England?</li> <li>• What are the cities and counties of the UK?</li> <li>• What are the physical and human landmarks of England and Scotland?</li> <li>• What are the physical and human landmarks of Wales and Northern Ireland?</li> <li>• What are the topological patterns of the UK? What can I see here?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use maps, atlases, globes and digital/computer mapping to locate and describe features studied.</i></li> <li>• <i>Use the 8 point compass to build their knowledge of the UK and the wider world.</i></li> <li>• <i>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</i></li> <li>• What is an Ordnance Survey (OS) map?</li> <li>• How does scale change the way we describe a place?</li> <li>• What's the area like just beyond the school?</li> </ul>
--	--	--	--

<b>Year 4</b>	<p><b>Study of rivers</b></p> <p><b>NC - Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> </li> <li>What are the features of a river?</li> <li>What's our local river?</li> <li>What features can we see?</li> <li>Where did it come from and where does it flow?</li> </ul>	<p><b>Longitude and Latitude</b></p> <p><b>NC - Locational knowledge</b></p> <p>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)</p> <ul style="list-style-type: none"> <li>What are lines of latitude?</li> <li>What are lines of longitude?</li> <li>How do lines of latitude and longitude tell us what the location is like?</li> <li>How can you find exact locations around the world?</li> <li>What are time zones and how do they affect us?</li> </ul> <p><b>The Water Cycle</b></p> <p><b>NC - Human and Physical features</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including the water cycle</li> </ul> <ul style="list-style-type: none"> <li>What is the water cycle?</li> <li>How does the water cycle work?</li> <li>What affects the water cycle?</li> </ul>	<p><b>Map skills – Environmental regions of Europe, Russia, North and South America</b></p> <p><b>NC - Locational knowledge</b></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> <ul style="list-style-type: none"> <li>What are environmental regions?</li> <li>Europe: what are the major environmental regions?</li> <li>Russia: what are the major environmental regions?</li> <li>North America: what are the major environmental regions?</li> <li>South America: what are the major environmental regions?</li> </ul>
<b>Year 5</b>	<p><b>Location of countries of the world including biomes and environmental regions</b></p> <p><b>NC - Locational knowledge</b></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> <ul style="list-style-type: none"> <li>Where would you find some of the major countries of the world? Remember continents, lines of latitude, longitude, and the Equator</li> <li>Where would you find some of the major cities of the world? Remember continents, lines of latitude, longitude, and the Equator</li> </ul>	<p><b>Map Skills – four and six figure grid references</b></p> <p><b>NC - Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>Why do we need latitude and longitude?</li> <li>What are 4 and 6 figure grid references and how do we use them?</li> <li>How can I precisely describe locations, landmarks and places as a geographer?</li> </ul>	<p><b>Ordnance survey – fieldwork and map skills</b></p> <p><b>NC - Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>What are four and six figure grid references?</li> <li>What are contour lines?</li> <li>What does the land look in my local area?</li> <li>What is the land like in a contrasting locality?</li> </ul>

	<ul style="list-style-type: none"> <li>• What is a biome? (environmental region)</li> <li>• What are the human characteristics that define Europe, North and South America?</li> <li>• What are physical characteristics that define Europe, North and South America?</li> </ul>		<ul style="list-style-type: none"> <li>• Structured Explanative Assessment Task.</li> </ul>
<b>Year 6</b>	<p><b>Physical processes – volcanoes, mountains and earthquakes</b></p> <p><b>NC – Human and physical geography</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: mountains, volcanoes and earthquakes</li> <li>• What are tectonic plates and where do you find them?</li> <li>• How do tectonic plates move and what happens?</li> <li>• What causes an earthquake and what's the effect?</li> <li>• How are mountains formed?</li> <li>• How do volcanoes work?</li> </ul>	<p><b>Human and physical geography – economic, settlement and trade links</b></p> <p><b>NC – Human and physical geography</b> Describe and understand key aspects of human geography, including:</p> <ul style="list-style-type: none"> <li>• types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• What are settlements and where are they found?</li> <li>• Do settlements have a pattern?</li> <li>• Do people, their movement and economic activity have patterns?</li> </ul>	<p><b>Study and compare places – regions in the UK, Europe and North America</b></p> <p><b>NC – Place knowledge</b> 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</p> <ul style="list-style-type: none"> <li>• Where is the Lake District and what is it like?</li> <li>• How was the Lake District formed?</li> <li>• Poland: where can you find the Tatra mountains?</li> <li>• The Caribbean and Jamaica: what do we know? What's the terrain like?</li> <li>• What is similar and what is different between the Lake District, Tatra mountains and the Caribbean?</li> </ul> <p><b>Orienteering – Map and fieldwork skills</b></p> <p><b>NC – Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• What is orienteering? How do I orientate a map?</li> <li>• How do I navigate a simple indoor course using controls?</li> </ul>



- How do I navigate a simple outdoor course using controls?
- How do I plan and set up an orienteering course?



## School Visits 2024/25

Year Group	Visit	National Curriculum Links
Rainbow fish (EYFS/Y1)	Visit to Brockholes nature reserve	<ul style="list-style-type: none"> <li><b>ELG – The Natural World</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li><b>Y1 – NC – Geographical Skills and Fieldwork</b> 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</li> </ul>
Seahorses (Y1/Y2)	Visit to Brockholes nature reserve	<b>NC – Geographical Skills and Fieldwork</b> 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
Turtles (Y3)	Map Skills at Lowther Gardens (Fylde Rangers)	<b>NC – Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate and describe features studied.</li> <li>Use the 8 point compass to build their knowledge of the UK and the wider world.</li> <li>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</li> </ul>
Marlins (Y4)	Rivers and Estuaries at Fairhaven Lake (Fylde Rangers)	<b>NC – Human and Physical Geography</b> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>
Dolphins (Y5)	Residential at Waddecarr	<b>NC – Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> </ul>
Sharks (Y6)	Orienteering at Beacon Fell	<b>NC – Geographical skills and fieldwork</b> 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