



Becontree Primary School

Geography Curriculum Overview

	Unit 1	Unit 2	Unit 3
Year 1	Topic: Weather Symbols & Weather Diary - To learn that there are four seasons in the UK: Autumn, Winter, Spring, Summer - To learn key words related to weather conditions for the UK - To record the week's weather on a weather diary. - Use resources provided and their own observations to respond to questions. - Identify seasonal and daily weather patterns in the United Kingdom.	Topic: Geography of School and Locality using simple tally charts/graphs of findings - To observe and identify key human and physical features of our school locality - To create a simple plan of the KS1 playground and identify key human and physical features - To identify human and physical features within the surrounding local environment - To create a tally chart based on information collected from the local environment - To plan a route from school to the local church - Use resources provided and their own observations to respond to questions. - Use class agreed symbols on simple map. - Draw picture maps of places. - Use own symbols on maps - Talk about own maps.	Topic: Island Maps (including NSEW & Keys) - To identify an island and locate islands on a world map - To revise human and physical features. - To label the human and physical features on an island - To use North, East, South and West to describe where places are on a map - To find out what a key is and practise using one - To identify and draw human features on a map using a simple key - To identify and draw physical features on a map using a simple key - Follow directions; up/down, left/right, behind/in front of - Use relative vocab; bigger/smaller, like/unlike - Draw picture maps of places. - Use own symbols on maps - Talk about own maps.

	Unit 1	Unit 2		Unit 3	Unit 4
Year 2	Topic: Locational Knowledge - UK - To identify the countries which make up the United Kingdom - To find physical features in the UK - Select information from resources provided. - Use information and their own observations to ask and respond to questions about places. - Use basic geographical vocabulary to refer to key physical features	Topic : Atlases/Globes/World Maps Using aerial photos - To use aerial photos to identify human and physical features - To identify countries in Europe using atlases - To identify the continents of the world - To identify the oceans of the world - Spatial matching; match the same area eg. continent on a larger map. - Select information from resources provided. - Use information and their own observations to ask and respond to questions about places - Use basic geographical vocabulary to refer to key physical features		Topic : Hot and Cold, the equator and the North and South Pole - To learn that countries near the equator tend to be hotter and countries further from the equator tend to be cooler. - To decide what clothing would be needed in hot and cold climates - To learn about the weather patterns of countries far from the equator - To identify seasonal and daily weather patterns in the United Kingdom in relation to its position - Select information from resources provided. - Use information and their own observations to ask and respond to questions about places - Use simple compass directions and locational and directional language	Topic : Place Knowledge Comparing the UK and a Non-European country - To create questions we would like answered about Bangladesh - To understand what Physical and human features are - To be able to identify some physical and human features - To compare the physical features of Bangladesh with the UK - To compare weather in the UK with Bangladesh - To compare food grown and eaten in Bangladesh with the UK and explain why - To compare the human features of the UK with Bangladesh - To compare the human and physical features of the UK with Bangladesh - Spatial matching; match the same area eg. continent on a larger map. - Select information from resources provided. - Use information and their own observations to ask and respond to questions about places - Compare features of different locations

	Unit 1	Unit 2
Year 3	Topic: Locational Knowledge - features of the UK - To identify and name countries and cities in the UK - To find the regions of the United Kingdom - To understand that England is made up of counties - To identify Physical and Human Features of the UK - To learn about Mountains of the UK - To identify rivers of the UK - To find out about the River Thames - To learn about coastal regions of the UK - To learn about Land Use in the UK - Introduce need for a key and standard symbols. - Spatial matching, boundary matching; eg. country boundary on a different scale map. - Use larger scale map outside/use maps of other localities. - Use skills and sources of evidence to respond to a range of geographical questions.	Topic: Locational Knowledge/Geographical skills, the countries of the world using maps, atlases, digital mapping to locate countries and describe features. - To explore the continents of the world - To explore climates around the world - To gather information about Russia - To learn the capital cities of European countries - To research countries in Europe - To identify the countries and capital cities in South America - To identify the physical features of South America - To find out about the human features in South America - Spatial matching, boundary matching; eg. country boundary on a different scale map. - Use larger scale map outside/use maps of other localities. - Use four compass points. - Use skills and sources of evidence to respond to a range of geographical questions. - Offer reasons for some of their observations and judgements about places. - Compare features of different locations

	Unit 1	Unit 2	Unit 3
Year 4	Topic: Human Geography – settlements, land use, trade links, natural resources - To find out what human geography is - To find out what a settlement is and how people choose where to settle - To find out how land is used in the UK - To find out how trade can benefit or hinder economic development of different countries - To experience the unfairness of unequal trading relationships - To find out what trade, exports and imports are - To find out what fair trade is - To find out about natural resources from the UK - To find out about natural resources across the world - To find out what economics is - Use skills and sources of evidence to respond to a range of geographical questions. - Offer reasons for some of their observations and judgements about places. - Offer explanations for the location for some human and physical features in different localities.	Topic: The Water Cycle – links to ICT - To describe the key features of the water cycle - To name and describe the different stages of a river - Use skills and sources of evidence to respond to a range of geographical questions. - Offer reasons for some of their observations and judgements about places. - Offer explanations for the location for some human and physical features in different localities.	Topic: Points of the compass/ Grid references to build knowledge of UK & wider world - To know and use the 8 point of a compass - To use a compass to find different places and follow a route - To use 4 figure grid references - To identify symbols on a map - To use 6-figure grid references with maps. - To compare Ordnance Survey maps of two places in the UK - To use Googlemaps to plan a journey - To identify places and plan routes in an unknown place - To identify contour lines on maps - To answer questions using grid references, directions and a key on a map - Use a variety of maps of different scale to locate places. - Use pairs of coordinates and four compass points. - Use OS standard symbols. - Introduce need for a key and standard symbols. - Navigate using a map with a short route with features marked. - Use skills and sources of evidence to respond to a range of geographical questions.

	Unit 1	Unit 2
Year 5	Topic: Place Knowledge - Comparing region of UK with European region and North/South American region - To identify the countries of North America - To explore the geographical features of North America - To find out what North American cities are like - To be able to locate Scandinavia's counties and major cities on a map - To explore the physical features of Scandinavia - To explore some aspects of the human geography of Scandinavia - To construct a fact file on Florida - To compare some of the features of Florida and Norway with the UK - Compare large-scale map and vertical photo, select maps for a purpose. - Draw on their knowledge and understanding to suggest suitable geographical questions for study. - Use a range of geographical skills and evidence to investigate places and themes. - Compare features of different locations	Topic: Locational Knowledge - Hemispheres, Tropics, Arctic circles, Time zones, Longitude, Latitude - To identify the Northern and Southern hemispheres. - To find and understand the importance of the Prime/ Greenwich Meridian - To find the position of the Tropics of Cancer and Capricorn and compare their climates to the UK - To learn about the Arctic and Antarctic Circles - To use lines of longitude and latitude - To find out about day and night across the world - To learn about Time Zones - To find out how climate change is affecting the polar regions - To explore the reasons for and against deforestation - Use eight compass points. - Compare large-scale map and vertical photo, select maps for a purpose. - Draw on their knowledge and understanding to suggest suitable geographical questions for study. - Use a range of geographical skills and evidence to investigate places and themes.

	Unit 1	Unit 2
Year 6	Topic: Physical Geography- Climate zones, biomes, vegetation belts, mountains, volcanoes, earthquakes - To find out what physical geography is - To find out about the structure of the Earth - To find out about volcanoes - To find out about mountains - To find out about earthquakes - To learn the climate zones and their features - To find out about climate change and the issues around it - To find out about biomes and their features - Identify relevant geographical questions. - Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes. - They reach plausible conclusions and present their findings both graphically and in writing.	Topic: Skills and Fieldwork - observe, measure and record the human and physical features in the local area - To explore my local area using Google Earth - To find different routes I can take when I travel to my new school - To look at the Green Flag award and how this affects our local area - To find evidence of why the Green Flag award has been awarded to the park in our local area - To explain why the Green Flag has been awarded to the park in our local area - To find out what sketch maps and character trails are - To create sketch maps and follow character trails - To plan a fieldwork study to find out how roads in the area are used - To carry out a fieldwork study finding out how roads in the area are used - To present my information and draw conclusions from my survey - Use OS standard symbols. - Scale reading and drawing, comparison of map scale. - Draw scale plans of increasing complexity. - Follow route on small-scale OS map and describe features seen. - Identify relevant geographical questions. - Drawing on their knowledge and understanding they select and use appropriate skills and evidence to help them investigate places and themes. - They reach plausible conclusions and present their findings both graphically and in writing.