



Whole School Yearly Overview

Year Group	Autumn	Spring	Summer
EYFS	Our school <i>Local Area – Fieldwork</i> - To know about similarities and differences in relation to places. - To talk about features of our own immediate environment and how environments might vary from each other. - To make observations of animals and plants and explain why some things occur and talk about changes.	Seasons (Ongoing) - To know about similarities and differences in relation to places. - To talk about features of our own immediate environment and how environments might vary from each other. - To make observations of animals and plants and explain why some things occur and talk about changes.	Holidays - To know about similarities and differences in relation to places. - To talk about features of our own immediate environment and how environments might vary from each other. - To make observations of animals and plants and explain why some things occur and talk about changes.
Year 1	Locational Knowledge - To name and locate the four countries and capital cities of the United Kingdom. Place Knowledge - To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Human and Physical Geography - To identify seasonal and daily weather patterns in the United Kingdom. - To use basic geographical vocabulary to refer to key physical and human features. Geographical Skills and Fieldwork - To use world maps, atlases and globes to identify the United Kingdom and its countries. - To use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of its surrounding areas.		



Whole School Yearly Overview

	Where we live <i>Local Area – Fieldwork</i> <i>Aerial views – rural/urban area</i>	The United Kingdom <i>Capitals, Countries,</i> <i>Compass directions</i>	Seasons
	Objectives: • Know Netherley is an area in the city Liverpool and locate it on a map. • To know we live in the country England and locate it on a map. • Know that Netherley is a largely urban area but is very close to rural areas. • Know the four compass points. • Identify human and physical features. • Name the seven continents. • Draw simple maps that show points of interest in the locality	Objectives: • Name and locate the world's five oceans (locational) • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (locational) • Use world maps, atlases and globes to identify the United Kingdom and its countries (skills and fieldwork) • Use simple compass directions and locational and directional language to describe the location of features and routes on a map (skills and fieldwork)	Objectives: • Describe different types of weather, make observations and understand changes around them • Observe the weather and understand weather data from pictures, words and symbols • Understand why weather changes and know that there are different types of wind which bring about these changes • To understand that there are four seasons in the UK • Know the parts of the UK and the capital cities and can talk about the weather there • Demonstrate understanding of the weather, seasons and different parts of the UK



Whole School Yearly Overview

Year 2	Locational Knowledge - Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Name and locate the world's seven continents and five oceans. Place Knowledge - Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. Human and Physical Geography - Locate hot and cold areas of the world in relation to the Equator and the North and South Poles. - Use more basic vocabulary to refer to key physical and human features. Geographical skill and Fieldwork - Use world maps, atlases and globes to identify the UK, its countries and counties. - Use simple compass directions. - Use aerial photographs and plans to recognise landmarks to devise a simple map. - Use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment.		
	The seaside <i>Fieldwork – Local Area - Beach</i>	Where different animals live <i>Comparison European country and Kenya</i>	Climate around the world <i>Equator, poles and climate around the world</i>
	Objectives: - To describe the location and place that they live in as part of the UK - Understand what the coast is like, and to see it through the eyes of someone who lives there. - Understand what a city is, and to locate world cities on a map - Identify human and physical features from videos and photographs. - Know the similarities and differences in physical features	Objectives: - Name and locate the seven continents - Name and locate the five oceans - Locate different animals in the seven different continents. - Explain and understand the locations and places studied in the different continents - Identify human and physical features in Kenya. - Identify similarities and differences between the UK and Kenya.	Objectives: - Identify the equator on a map. - Identify the North and South Poles on a map. - Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.



Whole School Yearly Overview

	found in the locality compared to a coastal settlement. • Know the four compass points in relation to a satellite map.	(Tolerance of those of different beliefs and faiths)	
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Whole School Yearly Overview

Year 3	Locational Knowledge - Know about the local area and describe simply where places are in the local area. Place Knowledge - Describe what gives the local area character and simply describe what other places are like beyond this area. Human and Physical Knowledge - Observe and describe physical and human features of the local area. - Begin to compare these features to another place beyond the local area. - Begin to understand how people affect the environment. Geographical Skills and Fieldwork - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Learn eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey map) to build their knowledge of the United Kingdom and the wider world. - Use fieldwork to observe and record the human and physical features in the local area using a range of methods.		
	Countries and Counties <i>Fieldwork – Local Area - Park</i>	Earthquakes and Volcanoes	Life along the Coast <i>Seaside holidays – contrasting EU</i>
	Objectives: - Describe where places are in the local area. - To identify the county we live in and counties close to big cities. (London, Manchester, Birmingham and Edinburgh) - To know distinct counties such as Cornwall, Yorkshire, or the Highlands of Scotland - To understand that our flat 2-D maps and spherical 3-D physical represent our world, but in different ways.	Objectives: - Have an understanding of the causes, outcomes and location of earthquakes. - Understand list of hazards of the distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today. - Discover why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones. - Provide an opportunity to investigate recent earthquakes and	Objectives: - To locate coastal places in the UK on a map. - Introduce a region of the UK, and discover how varied its coastline is. - Use geographical vocabulary to describe, compare and contrast natural features found at the coast. - Begin to understand how people affect the environment. - Describe what other places in the EU are like. - Observe and describe human and physical features.



Whole School Yearly Overview

- To demonstrate the relationship between maps and globes and explore the idea of addresses.
- To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn and the Polar circles, Arctic and Antarctic, and the North and South Poles
- To learn about longitude, and about the Earth's daily rotation and its effects
- To describe the significance of latitude and longitude and how they are used to describe the location of points on the Earth's surface

- volcanic eruptions and the associated issues.
- Learn eight points of a compass, 2 figure grid reference.



Whole School Yearly Overview

Year 4	Locational Knowledge - Know about the local area and begin to appreciate the importance of wider geographical location in understanding places - Begin to describe and compare features of different locations and offer explanations for the locations of some of those features. Place Knowledge - Be aware that different places may have both similar and different characteristics. Human and Physical Geography - Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments. - Recognise how people try to improve and preserve environments in the UK. Geographical Skills and Fieldwork - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Learn the eight points of a compass, four figure grid references. - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.		
	The Water Cycle <i>Fieldwork – Local Area – River Alt</i>	North & South America	Climate Zones <i>Local Area</i>
	Objectives: - To understand the water cycle using geographical vocabulary - To learn about a major UK river – the River Alt – and to follow a river from source to mouth - Use fieldwork to observe, measure and record the human and physical features in the local area, using sketch maps, plans and graphs and digital - Recognise how people try to improve and preserve	Objectives: - To use the eight points of the compass to locate cities in the continent of North America, and to discover something about (some of) these cities. - To discover something about North American cities, and improve knowledge about the difference between continent, country, state and city. - To discover something about South American cities, and improve knowledge about the difference	Objectives: - To recap weather and start to learn about climate, climate zones and biomes. - To find out about the polar climate zone, and to learn about the tundra biome. - To find out about the hottest, driest places on Earth and the tropical desert climate zone - To find out about the hottest, wettest places on Earth, and to learn the term tropical rainforest biome.



Whole School Yearly Overview

	environments in the UK – River Alt. • To model a river or stream, and to see how changes in water flow affect the river or stream.	between continent, country and city. • To research some countries and cities of South America, and compare them to North American cities.	• To learn about the temperate climate zone and the deciduous forest biome, and to consider climate change and preventative measures taken in the UK. • Understand how people can both improve and damage the environment.
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Whole School Yearly Overview

Year 5	Locational Knowledge - Know more about the features of a variety of places around the world from local to global. Place Knowledge - Understand more about the links between different places and that some places depend on each other. Human and Physical Geography - Describe and begin to explain geographical patterns and a range of a physical and human processes. - Recognise that these interact to affect the lives and activities of people living there. - Understand how people can both improve and damage the environment. Geographical Skills and Fieldwork - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Learn the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.		
	The Amazon <i>Fieldwork/Comparison - Rainfall</i>	Our changing country <i>Local Area</i>	Powering the World
	Objectives: - Use maps, atlases, globes and digital/computer mapping to understand what the Amazon is and where it is located. - Understand the Amazon's climate and how the native animals are adapted to it. - Research and write a report about the Amazonian city of Manaus. - Understand what life is like in the Amazon and how it is changing.	Objectives: - Use the eight points of a compass, four figure grid references, symbols and key to build knowledge of the UK in the past and present. - Re cap counties (See year 3 objectives) & locate them in the different regions of the UK. - To identify and locate on maps and globes the major hills, mountains, rivers, and coastal features of the United Kingdom, as well as significant topographical	Objectives: - Understand the threats to the health of our planet and some possible solutions. - Understand what minerals are and question if they can be used sustainably. - Understand the different types of energy available and their advantages and disadvantages. - Understand the importance of protecting the oceans. - Carry out an enquiry into sustainability.



Whole School Yearly Overview

	Understand how the Amazon is being damaged and how it can be protected.	features within their own local region. - Understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable. - Understand that regions change over time and that change is continual. - Understand that change is happening in the local area, and that changes will continue to happen. - To explain how the local area has changed and how it might change in the future. - To understand how the local area has changed and to consider what it might be like in the future	Explain how a particular environmental issue has been caused and suggest some possible solutions.
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Whole School Yearly Overview

Year 6	Locational Knowledge - Know more about the features of a variety of places around the world from local to global and in different parts of the world. - Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones. Place Knowledge - Understand about links and relationships between different places and that make places dependent on each other. Human and Physical Knowledge - Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places. - Describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places. Geographical Skills and Fieldwork - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Extend to 6 figure grid reference with teaching of latitude and longitude in depth. - Expand map skills to include non-UK countries. - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.		
	The Trade Journey	Travelling the World <i>Fieldwork - Survey</i>	Sustaining the World <i>Local Area</i>
	Objectives: - Understand that our food and clothes can come from all over the world. - Understand that each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel long distances to reach our fruit bowl. (Recap Kenya -Y2)	Objectives: - Know more about the features of a variety of places around the world from local to global. - Discuss and compare holidays in the UK, Europe and further.	Objectives: - Plan and carry out fieldwork to answer a given enquiry question. - Understand how and why housing needs to change over time. - Understand the importance of local work opportunities to the community. - Understand that communities need a range of accessible amenities and public services.



Whole School Yearly Overview

	• Understand that clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed. • Investigate locally made and grown products available in our area, and to investigate locally imported products available in our area. • Understand the perspectives of a range of people on a geographical issue, and to understand that what people buy affects the lives of others. • Explain the journey of a product to their home		• Plan for a sustainable future for our area.