



# Gillespie Primary School Geography Overview



	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>	All About Me /Seasons	Growth	Travel and Journeys
	<ul style="list-style-type: none"> <li>● Begin to understand the need to respect and care for the natural environment and all living things</li> <li>● Understand the effect of changing seasons on the natural world around them</li> <li>● Describe what children see, hear and feel whilst outside</li> </ul>	<ul style="list-style-type: none"> <li>● Explore collections of materials with similar and/or different properties</li> <li>● Reception Class visit Gillespie Nature Reserve children take part in weekly Forest School sessions</li> <li>● Plant seeds and care for growing plants</li> </ul>	<ul style="list-style-type: none"> <li>● Use all their senses in hands-on exploration of natural materials</li> <li>● Nursery Class visit Gillespie Nature Reserve children take part in weekly Forest School sessions</li> <li>● Recognise some similarities and differences between life in this country and life in other countries</li> </ul>
<b>Year 1</b>	Ourselves	Explorers	Plants and United Kingdom
	<p><b>Fieldwork study: Our local area – what can we see?</b> Focusing on:</p> <ul style="list-style-type: none"> <li>● Mapping our school, classroom and playground</li> <li>● Use simple fieldwork and observational skills to study the geography of their school and its grounds</li> <li>● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>● Use simple compass directions (NSEW) and locational and directional language (near/far, left/right) to describe location of features and routes on a map</li> <li>● Use world maps, atlases and globes to identify the continents and oceans studied at this key stage</li> </ul>	<p><b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>● Use basic subject specific vocabulary relating to human and physical geography (practical activities)</li> <li>● Name and locate 7 continents and 5 oceans (introduce)</li> <li>● Identify location of the North and South poles</li> </ul>	<p><b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>● Name and locate 7 continents and 5 oceans</li> <li>● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>● Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather Key human features, including: city, town, village, farm, house, and shop</li> </ul>
<b>Year 2</b>	London	Exploring Environments	Near, Far, Wherever You Are
	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>● Identify and describe London landmarks</li> <li>● Locate London and its landmarks on a map</li> </ul> <p><b>Geographical Skills &amp; Fieldwork</b></p> <ul style="list-style-type: none"> <li>● Use simple compass directions and locational and directional language to</li> </ul>	<p><b>Geographical Skills &amp; Fieldwork: Local area study</b></p> <ul style="list-style-type: none"> <li>● Use simple compass directions and locational and directional language to describe the location of features and routes on a map of local area</li> </ul>	<p><b>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 and locate the four countries and capital cities of the UK and its surrounding seas</li> </ul>

	<p>describe the location of features on a map of London</p> <ul style="list-style-type: none"> <li>● Use basic symbols in a key</li> <li>● Use simple grid references</li> </ul>	<ul style="list-style-type: none"> <li>● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key</li> <li>● Use simple fieldwork and observational skills to study the geography of our school and the key human and physical features of the surrounding environment</li> </ul>	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>● 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 (Accra, Ghana)</li> </ul> <p><b>Human &amp; physical geography</b></p> <ul style="list-style-type: none"> <li>● Locate hot and cold areas of the world in relation to the Equator</li> <li>● Use basic geographical vocabulary to refer to key physical and human features</li> </ul> <p><b>Geographical Skills &amp; Fieldwork</b></p> <ul style="list-style-type: none"> <li>● Use world maps, atlases and globes to identify the UK and its countries and the continents and oceans</li> <li>● Use simple compass directions and locational and directional language 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</li> </ul>
<b>Year 3</b>	<b>Early Man</b>	<b>The Rainforest</b>	<b>Ancient Egypt</b>
		<p><b>The Rainforest: focusing on The Amazon and South America</b></p> <p><b>Place and locational knowledge and understanding of human and physical geographical similarities and differences between Brazil Rainforests and a deciduous forest in the UK (Sherwood Forest).</b></p> <p><b>Locational Geography</b></p> <ul style="list-style-type: none"> <li>● To locate vegetation belts around the world.</li> <li>● To identify the position and significance of latitude, longitude</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>● To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>● To understand types of settlement, people and land use, economic activity including trade links, and the distribution of natural resources including food.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>● Locating Egypt on a map of Africa</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>● Investigating the importance of the River Nile in Ancient Egypt</li> </ul>

		<ul style="list-style-type: none"> <li>Understand the advantages and disadvantages of deforestation</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>To understand geographical similarities and differences through the study of human geography of a region of the UK (Sherwood Forest) and a region of South America (Brazil)</li> </ul> <p><b>Field work study:</b> Fair trade investigation into our local area, linked to rainforest produce</p>	
<b>Year 4</b>	<b>Ancient Greece</b>	<b>Italy</b>	<b>The Romans in Britain</b>
	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locating Greece and its main cities on the map (Ancient Greece and Greece today)</li> <li>Identifying main countries in Europe and link to their location to Greece</li> </ul> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>Exploring the climate of Greece and the effect this has on life there (mountains, volcanoes, the water cycle)</li> </ul>	<p><b>Comparing the UK and a European country – Italy</b></p> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>Volcanos, earthquakes, settlements, cities</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>European country: Italy</li> <li>Major cities, the countries of Europe</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>Economic activity and trade links</li> </ul> <p><b>Field work study</b></p> <ul style="list-style-type: none"> <li>To learn why map symbols are used and to recognise the OS map symbols</li> <li>To understand 4 figure grid references</li> <li>To create a map of the local area and use OS symbols</li> <li>To identify the impact of the pandemic on traffic in the local area</li> </ul>	
<b>Year 5</b>	<b>Invasions and Settlements</b>	<b>Space</b>	<b>Early Islamic Civilization</b>
		<p><b>Place and location knowledge: Rivers</b></p> <ul style="list-style-type: none"> <li>Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle.</li> <li>Use maps, atlases, globes and digital computer mapping to locate rivers</li> <li>Use atlases, globes and digital/computer mapping to locate countries and their main rivers</li> </ul> <p><b>Fieldwork – pollution and our local area</b></p> <ul style="list-style-type: none"> <li>Discuss pollution and air quality and research air pollution results in Islington</li> </ul>	<p><b>Place and location knowledge: Mountains</b></p> <ul style="list-style-type: none"> <li>Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle.</li> <li>Use maps, atlases, globes and digital computer mapping to locate rivers and mountains</li> <li>Use atlases, globes and digital/computer mapping to locate countries and their mountains</li> <li>Extend knowledge to include the location and characteristics of a range of the world’s most significant human and physical characteristics</li> </ul>

		<ul style="list-style-type: none"> <li>Use aerial photographs/maps to predict where children think the most/least polluted areas will be in the local area.</li> <li>Persuasive writing to explain the importance of air pollution based on research and data collected</li> </ul>	
Year 6	The Victorians	Beyond The British Empire: Trade and Migration	From Coast to Coast
		<p><b>Study of location, trade and economy of a South American country. El Salvador:</b></p> <p><b>Beyond The British Empire: Trade and Migration</b></p> <ul style="list-style-type: none"> <li>Modern trade investigation into El Salvador</li> <li>What is the geography of El Salvador?</li> <li>How does Fair Trade help people in developing economies like El Salvador?</li> </ul>	<p><b>Human and Physical Geography: Coast to Coast- to extend knowledge of location and place to a different part of the United Kingdom and to investigate climate change through a geographical coast investigation</b></p> <p><b>Study of location in UK</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts, rivers) and land-use patterns and understand how some of these aspects have changed over time</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle) and human geography (types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water)</li> <li>An in-depth geographical coastal investigation to : <ul style="list-style-type: none"> <li>&gt; understand sea erosion processes and make model showing an aspect of this</li> <li>&gt; understand how caves, arches ,stacks , beaches and headlands are formed</li> <li>&gt; examine coastal management strategies</li> </ul> </li> </ul> <p><b>Key questions :</b></p> <ul style="list-style-type: none"> <li>Who are the winners and losers of climate change/global warming ?</li> <li>Who are the new leaders that are fighting for action?</li> <li>How can we make changes to our daily lives to improve our future?</li> </ul>

			<p><b>Geographical skills and fieldwork</b></p> <p><b>To examine the impact of tourism on Margate</b></p> <p>Fieldwork in Margate</p> <p><b>Tasks:</b></p> <ul style="list-style-type: none"><li>• Mapping in the 'new town' compared to the old town.</li><li>• Comparison of types of shops between the two locations</li><li>• Comparison of litter and state of buildings</li> <li>• use maps, atlases, globes and digital/computer mapping to locate town 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>• use fieldwork to observe, measure, record and present the human and physical features in the area using a range of methods, including sketch maps, plans and graphs and digital technologies</li></ul>
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