



# Gillespie Primary School Geography Overview



	Autumn Term	Spring Term	Summer Term	
EYFS	See Nursery and Reception curriculum progression map			
Year 1	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>• Using simple compass directions and locational and directional language</li> <li>• Studying aerial photographs of Gillespie Road</li> <li>• Using 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>• Identifying the key physical and human features of our school</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>• Use world maps, atlases and globes to identify countries discussed in class, continents and oceans studied</li> <li>• Identify location of the North and South poles.</li> </ul>	<p><b>Identify characteristics of the UK, it's four countries and capital cities</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge of the continents and oceans. Find The UK on a world map</li> <li>• Use basic subject specific vocabulary relating to human and physical geography</li> <li>• Use world maps, atlases and globes to identify the UK and its countries as well as the continents and oceans of the world</li> <li>• Learn the characteristics of the four countries of the UK and their capital cities</li> </ul>

Year 2	London	Exploring Environments	Near, Far, Wherever You Are
	<ul style="list-style-type: none"> <li>Identify and describe London landmarks</li> <li>Locate London and its landmarks on a map</li> <li>Use simple compass directions and locational and directional language to describe the location of features on a map of London</li> <li>Use basic symbols in a key</li> <li>Use simple grid references</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> <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>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><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 (<i>Accra, Ghana</i>)</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>
Year 3	Early Man	The Rainforest	Ancient Egypt
		<p><b>The Rainforest: focusing on The Amazon and South America</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> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>To understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food.</li> <li>To understand geographical similarities and differences through the study of human geography of a region of the UK and a region of South America (Brazil)</li> </ul>	<ul style="list-style-type: none"> <li>Locating Egypt on a map of Africa</li> <li>Investigating the importance of the River Nile in Ancient Egypt</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Field work study:</b> <i>Fair trade investigation into our local area, linked to rainforest produce</i></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 and digital technologies</li> <li>• pupils survey local shops and businesses to identify businesses selling fair trade produce</li> </ul>	
Year 4	Ancient Greece	Italy	The Romans in Britain
	<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 – habitats in our local area (linked to science)</b></p> <ul style="list-style-type: none"> <li>• To understand what a habitat is</li> <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 for habitats</li> <li>• To identify human impact on habitats and present data using graphs</li> </ul>	

Year 5	Invasions and Settlements	Space	Ancient Islamic Civilization and Rivers
	<p><b>Place and location knowledge: Mountains, Coasts and Rivers</b></p> <ul style="list-style-type: none"> <li>• understand the nature of a river and how it changes on its journey from source to sea.</li> <li>• Chn to recap on the water cycle and explain how it fits in the journey of a river</li> <li>• investigate the importance of rivers in settlements</li> <li>• Chn to look at Anglo-Saxon’s use of rivers in their settlements, farming and everyday life. Why did they choose to settle near rivers?</li> </ul>	<p><b>Geographical Skills &amp; Fieldwork: Local area study – 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> <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>	<p><b>Place and location knowledge: Mountains, Coasts and 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> <li>• Extend knowledge to include the location and characteristics of a range of the world’s most significant human and physical characteristics</li> </ul>
Year 6	The Victorians	Beyond The British Empire: Trade and Migration	From Coast to Coast
	<p><b>Geographical skills and Field work: local area study</b>  <i>To identify Victorian buildings including houses, public buildings, churches in the local area –differentiate from buildings built earlier/later . What does the field study reveal about the impact of the Victorian period on people’s lives at the time and today?</i></p> <ul style="list-style-type: none"> <li>• Use maps including digital /computer maps, aerial photographs to describe landmarks and human and physical features in the local area</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 local area.</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 ,and digital technologies</li> </ul>	<p><b>Beyond the Empire Trade and Economies</b></p> <p>Study of migration and immigration with a focus on commonwealth countries  Windrush generation  Post WWII recruitment of commonwealth nationals  Post WWII - formation of European Union</p>	<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 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>● How can we make changes to our daily lives to improve our future?</li></ul>
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