



# Newberries Primary School – Geography Overview



## Foundation Stage

Year R

### Autumn

**Marvellous Me/Autumn**  
**Lets Celebrate/Winter**

Understanding the World – People and Communities / The World

- Show interest in the lives of people who are familiar to them
- Remember and talk about significant events in their own experience
- Recognise and describe special times or events for family or friends
- Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family
- Enjoy joining in with family customs and routines
- Know about similarities and differences between themselves and others, and among families, communities and traditions
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Show care and concern for living things and the environment

### Spring

**All Creatures Great and Small**  
**The Great Outdoors**

Understanding the World – People and Communities/The World

- Can talk about some of the things they have observed such as plants, animals, natural and found objects
- Know about similarities and differences in relation to places, objects, materials and living things
- Talk about features of their own immediate environment and how environments might vary from one to another
- Make observations of animals and plants and explain why some things occur and talk about change

### Summer

**Under the Sea/ Holidays**  
**Real Life Superheroes**

Understanding the world – people and Communities/ The World

- Show interest in different occupations and way of life
- Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect
- Know about similarities and differences in relation to places, objects, materials and living things
- Know that the environment and living things are influenced by human activity
- Describe some actions which people in their own community do that help maintain the area they live

KS1

Year 1	Autumn	Spring	Summer
	<p><b>Location</b> – Islands</p> <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 United Kingdom</li> </ul> <p><b>Human Features</b></p> <ul style="list-style-type: none"> <li>Study of how land use may have changed , focussing on the increase in housing and reduction in farmland.</li> </ul> <p><b>Physical Features</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use a simple picture map/aerial photo to move around the school, recognise key places, investigate their surroundings, make observations about where things are around school / local area.</li> <li>Follow directions (up, down, right, left, forwards, backwards), use relative vocabulary related to scale (bigger/smaller)</li> <li>Draw picture maps of familiar places/ places from stories, using own symbols.</li> </ul>	<p><b>Journeys and Exploration</b></p> <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 United Kingdom</li> </ul> <p><b>Human Features</b></p> <ul style="list-style-type: none"> <li>Study of how land use may have changed , focussing on the increase in housing and reduction in farmland.</li> </ul> <p><b>Physical Features</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use picture maps, globes and atlases</li> <li>Learn the names of some places within/around the uk e.g home town, cities, countries e.g Wales, France</li> <li>Use information book/ pictures as sources of information</li> <li>Draw picture maps of familiar places/ places from stories, using own symbols.</li> </ul>	<p><b>Holidays in the UK and Europe</b></p> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Holidays in the UK</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>Holidays around Europe</li> <li>Use geographical vocabulary (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use picture maps, globes and atlases</li> <li>Learn the names of some places within/around the uk/ Europe e.g home town, cities, countries e.g Wales, France</li> <li>Use information book/ pictures as sources of information</li> <li>Draw picture maps of familiar places/ places from stories, using own symbols.</li> </ul>
Year 2	Autumn	Spring	Summer
	<p><b>Location</b> – Islands</p> <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 United Kingdom</li> </ul> <p><b>Human Features</b></p> <ul style="list-style-type: none"> <li>Study of how land use may have changed , focussing on the increase in housing and reduction in farmland.</li> </ul> <p><b>Physical Features</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use an infant atlas to locate places, find land/ sea on a globe</li> </ul>	<p><b>Journeys and Exploration</b></p> <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 United Kingdom</li> </ul> <p><b>Human Features</b></p> <ul style="list-style-type: none"> <li>Study of how land use may have changed , focussing on the increase in housing and reduction in farmland.</li> </ul> <p><b>Physical Features</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use an infant atlas to locate places</li> <li>.Begin to spatially match places ( e.g</li> </ul>	<p><b>Holidays in the UK and Europe</b></p> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Holidays in the UK</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>Holidays around Europe</li> <li>Use geographical vocabulary (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use an infant atlas to locate places</li> <li>Begin to spatially match places ( e.g</li> </ul>

	<ul style="list-style-type: none"> <li>• Ask simple geographical questions Where is it ? What is it like ?</li> <li>• Use NF books, stories, maps, pictures, photos and internet as sources of information</li> <li>• Follow directions as for Year 1 and include NSEW, investigate their surroundings</li> <li>• Draw a map of a real or imaginary place e.g add detail to a map from aerial photo, understand the need for a key, use class agreed symbols to make a key</li> </ul>	<p>recognise UK on a small scale and a larger scale map)</p> <ul style="list-style-type: none"> <li>• Follow a route on a map, use a plan view, follow directions, use class agreed symbols</li> <li>• Use large scale OS maps</li> <li>• Make simple comparisons between features of different places</li> <li>• Use NF books, stories, maps, pictures, photos and internet as sources of information</li> </ul>	<p>recognise UK on a small scale and a larger scale map)</p> <ul style="list-style-type: none"> <li>• Make simple comparisons between features of different places</li> <li>• Locate and name on a UK map major features e.g London, River Thames, home location, seas</li> <li>• Use NF books, stories, maps, pictures, photos and internet as sources of information</li> </ul>
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KS2			
Year 3	Autumn	Spring	Summer
	<p><b>Rivers</b> <b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>• UK main rivers(e.g. Tyne, Wear, Tees, Thames, Mersey, Severn) trade links</li> <li>• World Rivers (e.g. Nile, Amazon, Rhine, Danube, Yangtze)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Rivers: trade links, natural resources including energy, food, minerals &amp; water. Compare geographical areas.</li> <li>• Water Cycle – including supply problems</li> </ul> <p><b>Geographical Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>• Begin to ask/ initiate geographical questions</li> <li>• Use NF books, stories, junior atlases, pictures/ photos and internet as sources of information</li> <li>• Use 4 compass points to follow/ give directions</li> <li>• Use letter/ number coordinates to locate features on a map</li> <li>• Try to make a map of a short route experienced with features in correct order</li> <li>• Try to make a simple scale drawing</li> <li>• Know why a key is needed and use standard</li> </ul>	<p><b>Locating Countries</b> <b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate World countries using Maps, atlases and globes</li> <li>• Identify positions of significant longitudes and latitudes; biomes and vegetation belts.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Identify differences in biomes of the world – Desert, Savannah, Temperate, Taiga (Boreal forest), Tundra, Ice.</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>• Use NF books, stories, junior atlases, pictures/ photos and internet as sources of information</li> <li>• Analyse evidence and begin to draw conclusions e.g make comparisons between 2 locations using photos, pictures, temperatures etc</li> <li>• Locate places on larger scale maps, follow a route on a map with some accuracy</li> <li>• Begin to match boundaries e.g find same boundary of a country on different scale maps</li> </ul>	<p><b>Rainforests</b> <b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand similarities and differences between Rainforests and with UK</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Climates and vegetation belts</li> <li>• Types of settlements</li> <li>• Trade links</li> <li>• Why are rainforests important? To investigate trade links and economic activity of major world cities.</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>• Begin to ask/ initiate geographical questions</li> <li>• Use large scale OS maps</li> <li>• Use NF books, stories, junior atlases, pictures/ photos and internet as sources of information</li> <li>• Analyse evidence and begin to draw conclusions e.g make comparisons between 2 locations using photos, pictures, temperatures etc</li> <li>• Begin to collect and record evidence</li> </ul>

	symbols		
Year 4	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><b>Rivers</b> <b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>UK main rivers(e.g. Tyne, Wear, Tees, Thames, Mersey, Severn) trade links</li> <li>World Rivers (e.g. Nile, Amazon, Rhine, Danube, Yangtze)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Rivers: trade links, natural resources including energy, food, minerals &amp; water. Compare geographical areas.</li> <li>Water Cycle – including supply problems</li> </ul> <p><b>Geographical Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas</li> <li>Extend to satellite images, aerial photos</li> <li>Investigate places and themes at more than one scale</li> <li>Use 4 compass points well and begin to use 8 compass points</li> <li>Use letter/ number coordinates to locate features on a map confidently</li> <li>Make a map of a short route experienced with features in the correct order</li> <li>Make a simple scale drawing</li> <li>Know why a key is needed and begin to recognize symbols on an OS map</li> </ul>	<p><b>Locating Countries</b> <b>Location Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate World countries using Maps, atlases and globes</li> <li>Identify positions of significant longitudes and latitudes; biomes and vegetation belts.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Identify differences in biomes of the world – Desert, Savannah, Temperate, Taiga (Boreal forest), Tundra, Ice.</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Locate places on large scale maps</li> <li>Follow a route on a large scale map</li> <li>Begin to match boundaries e.g find the same boundary of a country on different scale maps</li> <li>Investigate places and themes at more than one scale</li> <li>Collect and record evidence with some aid</li> <li>Analyse evidence and draw conclusions e.g make comparisons between locations, photos, pictures, maps</li> <li>Begin to identify significant places and environments</li> <li>Use large and medium scale OS maps and junior atlases</li> <li>Use map sites on internet</li> </ul>	<p><b>Rainforests</b> <b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand similarities and differences between Rainforests and with UK</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Climates and vegetation belts</li> <li>Types of settlements</li> <li>Trade links</li> <li>Why are rainforests important? To investigate trade links and economic activity of major world cities.</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas</li> <li>Locate places on large scale maps</li> <li>Investigate places and themes at more than one scale</li> <li>Collect and record evidence with some aid</li> <li>Analyse evidence and draw conclusions e.g make comparisons between locations, photos, pictures, maps</li> <li>Begin to identify significant places and environments</li> <li>Use map sites on internet</li> </ul>
Year 5	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><a href="#">World War 2 (p5)</a> Geographical skills. <b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>Investigating and locating major world cities / locations from WW2</li> <li>Focussing on their key characteristics</li> <li>How are they similar and different</li> </ul> <p><b>Geographical Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>Begin to suggest questions for investigating</li> <li>Begin to use primary and secondary sources of evidence in their investigations</li> </ul>	<p><a href="#">Locate counties and cities of the – Human and Physical Geography (p3)</a></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>Locate counties and cities of the UK</li> <li>Identify key topographical features (hills, rivers, seas and costs etc.)</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>How does the location affect / influence where the settlements are ? (e.g rivers and trade)</li> </ul>	<p><a href="#">Mexico- A Non- European country study (p3)</a> <b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>Locate South America and its majors geographical features</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>How does the climate affect/influence its trade</li> </ul> <p><b>Geographical Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>Begin to suggest questions for investigating</li> </ul>

	<ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions e.g compare historical maps of varying scales</li> <li>Use 8 compass points</li> <li>Begin to use 4 figure coordinates to locate features on a map</li> <li>Begin to draw a variety of thematic maps based on their own data</li> <li>Draw a sketch map using symbols and a key</li> <li>Use/ recognise OS map symbols</li> <li>Measure straight line distance on a plan and draw a plan view map with some accuracy</li> </ul>	<p><b>Geographical Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>Investigate places with more emphasis on the larger scale ; contrasting and distant places</li> <li>Compare maps with aerial photos</li> <li>Select a map for a specific purpose e.g an atlas to locate a country, an OS map to find local village</li> <li>Begin to use atlases to find out about other features of places e.g weather</li> <li>Find/ recognise places on maps of different scales</li> <li>Identify significant places and environments</li> <li>Use index and contents page within atlas</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use primary and secondary sources of evidence in their investigations</li> <li>Analyse evidence and draw conclusions</li> <li>Investigate places with more emphasis on the larger scale ; contrasting and distant places</li> <li>Compare maps with aerial photos</li> <li>Select a map for a specific purpose e.g an atlas to locate a country, an OS map to find local village</li> <li>Begin to use atlases to find out about other features of places e.g weather</li> <li>Find/ recognise places on maps of different scales</li> <li>Identify significant places and environments</li> <li>Use index and contents page within atlas</li> </ul>
Year 6	<p style="text-align: center;"><b>Autumn</b></p> <p><a href="#">World War 2 (p5)</a> Geographical skills. <b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>Investigating and locating major world cities / locations from WW2</li> <li>Focussing on their key characteristics</li> <li>How are they similar and different</li> </ul> <p><b>Geographical Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>Suggest questions for investigating</li> <li>Use primary and secondary sources of evidence in their investigations</li> <li>Collect and record evidence unaided</li> <li>Analyse evidence and draw conclusions</li> <li>Use 8 compass points confidently and accurately</li> <li>Use 4 figure coordinates confidently to</li> </ul>	<p style="text-align: center;"><b>Spring</b></p> <p><a href="#">Locate counties and cities of the – Human and Physical Geography (p3)</a></p> <p><b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>Locate counties and cities of the UK y3</li> <li>Identify key topographical features (hills, rivers, seas and costs etc.)</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>How does the location affect/influence where the settlements are (rivers and trade for example)</li> </ul> <p><b>Geographical Skills and Field Work</b></p>	<p style="text-align: center;"><b>Summer</b></p> <p><a href="#">Mexico- A Non- European country study (p3)</a> <b>Locational and place knowledge</b></p> <ul style="list-style-type: none"> <li>Locate South America and its majors geographical features</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>How does the climate affect/influence its trade</li> </ul> <p><b>Geographical Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>Suggest questions for investigating</li> <li>Use primary and secondary sources of evidence in their investigations</li> <li>Analyse evidence and draw conclusions, look at patterns and explain reasons</li> <li>Draw a variety of thematic maps based</li> </ul>

	<p>locate features on a map</p> <ul style="list-style-type: none"> <li>• Begin to use 6 figure grid references; use latitude and longitude</li> <li>• Use/ recognise OS map symbols</li> <li>• Use atlas symbols</li> <li>• Follow a short route on an OS map. Describe features shown on an OS map</li> <li>• Use a scale to measure distances</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest questions for investigating</li> <li>• Use primary and secondary sources of evidence in their investigations</li> <li>• Collect and record evidence unaided</li> <li>• Analyse evidence and draw conclusions, look at patterns and explain reasons</li> <li>• Draw a variety of thematic maps based on their own data</li> <li>• Use a scale to measure distances</li> <li>• Draw/ use maps and plans at a range of scales</li> </ul>	<p>on their own data</p> <ul style="list-style-type: none"> <li>• Confidently identify significant places and environments</li> <li>• Use OS maps</li> <li>• Confidently use an atlas and locate places on a world map</li> <li>• Use atlases to find out about other features of places e.g mountain regions, weather patterns</li> <li>• Draw a plan view map accurately</li> <li>• Draw/ use maps and plans at a range of scales</li> </ul>
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