

**Option 1****Complete Geography Overview: Year 1 to Year 6**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 1</b>	Where do I live?	Around the World	The Four Seasons
<b>Year 2</b>	At the Farm	Let's go on Safari	My World and Me
<b>Year 3</b>	Countries of the World	Where does our food come from?	In the Desert
<b>Year 4</b>	Our European Neighbours	Village Settlers	Earning a Living
<b>Year 5</b>	The United Kingdom	Investigating Rivers	South America
<b>Year 6</b>	Extreme Earth	Our Local Area	North America

## Option 1

# Complete Geography Overview: Year 1 to Year 6

### KS1 Objectives

Objective	PlanBee scheme of work
<ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul>	<ul style="list-style-type: none"> <li>Where do I live? (Year 1 Autumn Term)</li> <li>Around the World (Year 1 Spring Term)</li> <li>Let's go on Safari (Year 2 Spring Term)</li> <li>My World and Me (Year 2 Summer Term)</li> </ul>
<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>Where do I live? (Year 1 Autumn Term)</li> </ul>
<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, and of a small area in a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>Let's go on Safari (Year 2 Spring Term)</li> <li>My World and Me (Year 2 Summer Term)</li> </ul>
<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<ul style="list-style-type: none"> <li>The Four Seasons (Year 1 Summer Term)</li> <li>My World and Me (Year 2 Summer Term)</li> </ul>
<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, soil, valley, vegetation, season and weather</li> </ul>	<ul style="list-style-type: none"> <li>Where do I live? (Year 1 Autumn Term)</li> <li>At the Farm (Year 2 Autumn Term)</li> <li>The Four Seasons (Year 1 Summer Term)</li> <li>Around the World (Year 1 Spring Term)</li> <li>Let's go on Safari (Year 2 Spring Term)</li> <li>My World and Me (Year 2 Summer Term)</li> </ul>
<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>Where do I live? (Year 1 Autumn Term)</li> <li>At the Farm (Year 2 Autumn Term)</li> <li>Around the World (Year 2 Autumn Term)</li> <li>My World and Me (Year 2 Summer Term)</li> </ul>
<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<ul style="list-style-type: none"> <li>Where do I live? (Year 1 Autumn Term)</li> <li>Around the World (Year 1 Spring Term)</li> <li>Let's go on Safari (Year 2 Spring Term)</li> <li>My World and Me (Year 2 Summer Term)</li> </ul>
<ul style="list-style-type: none"> <li>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>At the Farm (Year 2 Autumn Term)</li> <li>Let's go on Safari (Year 2 Spring Term)</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; and use and construct basic symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>At the Farm (Year 2 Autumn Term)</li> <li>My World and Me (Year 2 Summer Term)</li> </ul>
<ul style="list-style-type: none"> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>Where do I live? (Year 1 Autumn Term)</li> <li>My World and Me (Year 2 Summer Term)</li> </ul>

## KS2 Objectives

Objective	PlanBee scheme of work
<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<ul style="list-style-type: none"> <li><b>Countries of the World (Year 3 Autumn Term)</b></li> <li><b>In the Desert (Year 3 Summer Term)</b></li> <li><b>Our European Neighbours (Year 4 Autumn Term)</b></li> <li><b>South America (Year 5 Summer Term)</b></li> <li><b>North America (Year 6 Summer Term)</b></li> <li><b>Where does our food come from? (Year 3 Spring Term)</b></li> </ul>
<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 (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<ul style="list-style-type: none"> <li><b>Village Settlers (Year 4 Spring Term)</b></li> <li><b>Earning a Living (Year 4 Summer Term)</b></li> <li><b>The United Kingdom (Year 5 Autumn Term)</b></li> <li><b>Our Local Area (Year 6 Spring Term)</b></li> </ul>
<ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	<ul style="list-style-type: none"> <li><b>Earning a Living (Year 4 Summer Term)</b></li> <li><b>South America (Year 5 Summer Term)</b></li> <li><b>Extreme Earth (Year 6 Autumn Term)</b></li> <li><b>North America (Year 6 Summer Term)</b></li> <li><b>Our Local Area (Year 6 Spring Term)</b></li> <li><b>Where does our food come from? (Year 3 Spring Term)</b></li> </ul>
<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	<ul style="list-style-type: none"> <li><b>Countries of the World (Year 3 Autumn Term)</b></li> <li><b>Our European Neighbours (Year 4 Autumn Term)</b></li> <li><b>Our Local Area (Year 6 Spring Term)</b></li> <li><b>North America (Year 6 Summer Term)</b></li> <li><b>Where does our food come from? (Year 3 Spring Term)</b></li> </ul>
<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<ul style="list-style-type: none"> <li><b>Countries of the World (Year 3 Autumn Term)</b></li> <li><b>In the Desert (Year 3 Summer Term)</b></li> <li><b>Earning a Living (Year 4 Summer Term)</b></li> <li><b>The United Kingdom (Year 5 Autumn Term)</b></li> <li><b>Investigating Rivers (Year 5 Spring Term)</b></li> <li><b>South America (Year 5 Summer Term)</b></li> <li><b>Extreme Earth (Year 6 Autumn Term)</b></li> <li><b>North America (Year 6 Summer Term)</b></li> <li><b>Where does our food come from? (Year 3 Spring Term)</b></li> </ul>
<ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li><b>In the Desert (Year 3 Summer Term)</b></li> <li><b>Our European Neighbours (Year 4 Autumn Term)</b></li> <li><b>Village Settlers (Year 4 Spring Term)</b></li> <li><b>Earning a Living (Year 4 Summer Term)</b></li> <li><b>Investigating Rivers (Year 5 Spring Term)</b></li> <li><b>South America (Year 5 Summer Term)</b></li> <li><b>Where does our food come from? (Year 3 Spring Term)</b></li> </ul>
<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li><b>Countries of the World (Year 3 Autumn Term)</b></li> <li><b>In the Desert (Year 3 Summer Term)</b></li> <li><b>Our European Neighbours (Year 4 Autumn Term)</b></li> <li><b>Village Settlers (Year 4 Spring Term)</b></li> <li><b>The United Kingdom (Year 5 Autumn Term)</b></li> <li><b>South America (Year 5 Summer Term)</b></li> <li><b>North America (Year 6 Summer Term)</b></li> <li><b>Where does our food come from? (Year 3 Spring Term)</b></li> </ul>
<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li><b>Village Settlers (Year 4 Spring Term)</b></li> <li><b>Our Local Area (Year 6 Spring Term)</b></li> <li><b>North America (Year 6 Summer Term)</b></li> </ul>
<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li><b>Our Local Area (Year 6 Spring Term)</b></li> </ul>

Objective	Year 1			Year 2		
	Where do I live?	Around the World	The Four Seasons	At the Farm	Let's go on Safari	My World and Me
name and locate the world's seven continents and five oceans						
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas						
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country						
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles						
use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather						
use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop						
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage						
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map						
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key						
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment						

