



Geography Overview – Oldfield Primary School



Year Group/ Term	Autumn 2	Spring 2	Summer 2
Reception	Understanding the World: People, Communities and Cultures and The Natural World		
	Exploring our local environment – our school & grounds	Exploring our world – using maps and globes	Exploring human and natural features through visits to local area and Maidenhead library
Year 1	Magnificent Maidenhead: Our Local Area	All About the United Kingdom: Our Country	Exploring China
Year 2	Our Wonderful World	Marvellous Mapping	Sensational Safari in Kenya
Year 3	The UK	Rainforests	Extreme Earth
Year 4	All Over the Globe	Settlements	Wonderful Water

Year 5	Map This Out	Raging Rivers	Exploring Eastern Europe
Year 6	Mighty Mountains	Our Changing World	Amazing Americas



Geography Reception Overview – Oldfield Primary School

EYFS Framework Expectations

Understanding the World: People, Communities and Cultures

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Understanding the World: The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.



Geography Reception Overview – Oldfield Primary School

The delivery of the EYFS lends itself to being fluid, adapting to the particularities of each cohort so rather than these skills only be accessed in one particular term, they will continually be revisited and explored throughout the course of the year.

Locational Knowledge Skills	Place Knowledge Skills	Human and Physical Feature Knowledge Skills	Map, Atlas, Globe Skills Compass & Grid Work Skills, and Fieldwork Skills	Possible Trips & Events
To understand where they live.	To investigate the school setting and grounds and develop their understanding of locality.	To begin to identify seasonal and daily weather conditions within the local area. To use simple language to describe the local environment.	To be introduced to maps and globes and understand their purpose through related topics. To begin to use directional and positional language (left, right, forwards, backwards, straight on). To investigate and explore the school environment.	Seasonal Weather Walks Trips to local amenities



Geography Key Stage 1 Overview – Oldfield Primary School

Key Stage 1 National Curriculum Expectations

Locational Knowledge Skills

Pupils should be taught to 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.

Place Knowledge Skills

Pupils should be taught to 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.

Human and Physical Geography Feature Knowledge Skills

Pupils should be taught to 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. They should be taught to 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; and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Map, Atlas and Globe Skills

Pupils should be taught to 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;

Compass and Grid Reference Skills

Pupils should be taught to 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. Pupils should be taught to 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;

Fieldwork Skills

Pupils should be taught to 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.



Geography Year 1 Overview – Oldfield Primary School

Term	Unit	Locational Knowledge Skills	Place Knowledge Skills	Human and Physical Feature Knowledge Skills	Map, Atlas, Globe Skills Compass & Gridwork Skills Fieldwork Skills
Autumn 2	Magnificent Maidenhead: Our Local Area	Building on their understanding of locality but now outside of the school environment, they will gain an understanding of where they live.	To increase their knowledge of the immediate surrounding area, neighbouring Braywick Park, and Maidenhead.	An introduction to using basic geographical vocabulary to refer to the physical and human features of the local area.	To use simple compass directions (North, South, East and West). To be introduced to using basic symbols & describing simple features in their own map of Oldfield & their route to school. To use Google Earth and simple fieldwork and observational skills to study the geography of the local area.
Spring 2	All About the United Kingdom: Our Country	An introduction to the location and identity of the four countries of the United Kingdom and its surrounding seas.	To increase their knowledge of the characteristics of the capital cities of the four countries of the United Kingdom.	To identify seasonal and daily weather patterns in the United Kingdom.	To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the surrounding seas.
Summer 2	Exploring China	An introduction to the continent of Asia, and the location of China within it.	To begin to recognise and describe basic geographic similarities and differences between where they live and the China.	To use basic geographical vocabulary to refer to physical and human features in chosen localities in China and to compare those with where they live.	To be able to use a word map, atlas or globe to identify the continent of Asia, as well as China.



Geography Year 2 Overview – Oldfield Primary School

Term	Unit	Locational Knowledge Skills	Place Knowledge Skills	Human and Physical Feature Knowledge Skills	Map, Atlas, Globe Skills Compass & Gridwork Skills Fieldwork Skills
Autumn 2	Welcome to our World	To name and locate all of the world's seven continents and five oceans.	To be able to locate and name where Kenya is within the continent of Africa. To be able to locate the Equator and the North and South poles.	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and to discuss the change in temperatures. To use geographical vocabulary to refer to and describe weather and seasonal conditions.	To use world maps, atlases and globes to identify all the continents and oceans.
Spring 2	Marvellous Mapping			To be able to identify and discuss key physical and human features within the local area.	To use aerial photographs and plan perspectives to recognise landmarks, basic human & physical features. To be able to use a range of symbols and reference these in a key in their own map. To use fieldwork skills to identify the key human and physical features of the local environment.
Summer 2	Super Safari in Kenya	To name and locate the continent of Africa and the country of Kenya on the world map.	To understand geographical similarities and differences through studying the human and physical geography of Maidenhead, and Kenya.	To use geographical vocabulary to describe key physical features and human features in the UK and contrasting areas of Kenya.	To use aerial photographs and plan perspectives to recognise landmarks, basic human & physical features



Geography Key Stage 2 Overview – Oldfield Primary School

Lower Key Stage 2 National Curriculum Objectives:

Locational Knowledge Skills

Building on KS1 knowledge of the UK, the children will begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.

Children can locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics. The children will name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed. The children will 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.

Children develop their understanding, recognising and identifying key physical and human geographical features. They will use key vocabulary to demonstrate knowledge and understanding: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

Place Knowledge Skills

Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.

Children can understand geographical similarities and differences through the study of human geography of a region of the United Kingdom-Berkshire. They will compare the human geography of a region of South America. They will use key vocabulary to demonstrate knowledge and understanding: Amazon rainforest, Berkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.

Human and Physical Feature Skills

Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.

Children locate a range of the world's most significant human and physical features and explain how physical features have formed, why they are significant and how they can change. The children will explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children can describe and understand key aspects of physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle. They will describe and understand key aspects of human geography, including: types of settlement and land use.

They will use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.

Map, Atlas, Globe Skills

They will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Compass and Grid Reference Skills

They will use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world.

Fieldwork Skills

They will use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. They will use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.



Geography Year 3 Overview – Oldfield Primary School

Term	Unit	Locational Knowledge Skills	Place Knowledge Skills	Human and Physical Feature Knowledge Skills	Map, Atlas, Globe Skills; Compass & Gridwork Skills; Fieldwork Skills
Autumn 2	The UK	To 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 both in the context of UK maps and the context the UK's rivers and seas.	To understand the human and physical characteristics of Berkshire, and the wider UK as a whole.	To begin to describe and understand aspects of human geography including land use and how technology facilitates local, national and global links and connections. To begin to understand how the UK's land use has changed over time.	To use map symbols and keys to locate information. To 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 in the context of describing the position of UK cities. To use fieldwork to observe and measure the human and physical features of the local environment using sketch maps, plans and digital technologies.
Spring 2	Rainforests	To name and locate the world's countries containing rainforests, concentrating on their environmental regions, key physical and human characteristics. To 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) in the context of rainforests.	To understand geographical similarities and differences through the study of human and physical geography of the Amazon Rainforest and comparing it to the human and physical features of local Berkshire forests and woodlands.	To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate. To begin to understand the concept and importance of conservation, and the aspects of land use and how economics and trade can endanger the protection of the rainforest and lead to deforestation.	To use maps, atlases and globes, and digital/computer mapping to locate countries and describe features studied in the context of rainforests. To use fieldwork to observe and measure the human and physical features of local forests.
Summer 2	Extreme Earth		They will use key geographical vocabulary to demonstrate knowledge and understanding in this topic such as epicentre, shockwaves, tsunami, dormant etc.	To describe and understand key aspects of physical geography in the context of what is under the Earth's surface, To begin to describe and understand key physical processes, including the formation of mountains, volcanoes, and avalanches.	



Geography Year 4 Overview – Oldfield Primary School

Term	Unit	Locational Knowledge Skills	Place Knowledge Skills	Human and Physical Feature Knowledge Skills	Map, Atlas, Globe Skills, Compass & Gridwork Skills. Fieldwork Skills
Autumn 2	All Over the Globe	<p>To locate the countries, using maps, in Europe and its major cities. Focus is given to South America, particularly on the environmental regions, key physical and human characteristics.</p> <p>To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres.</p> <p>To identify the position and significance of the Prime/Greenwich Meridian by exploring countries on the Meridian Line.</p>	<p>To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK.</p> <p>To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.</p> <p>To identify the position and significance of time zones (including day and night) by comparing times in different countries.</p>		<p>To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps.</p> <p>To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.</p>

<p>Spring 2</p>	<p>Somewhere to Settle</p>			<p>To 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 in both the context of the needs of early settlers and comparing land use in different settlements.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements. To 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 in the context of identifying links between settlements.</p>
<p>Summer 2</p>	<p>Wonderful Water</p>			<p>Describe and understand key aspects of the water cycle in the context of learning about the changing states of matter, explaining the water cycle, learning about clouds and rain, the context of learning about the water treatment process; learning about flooding and water pollution.</p>	



Geography Upper Key Stage 2 Overview – Oldfield Primary School

Upper Key Stage 2 Curriculum

Children begin to explore Eastern Europe and South America, using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.

Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.

Locational Knowledge Skills

Children can use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time.

Children can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map.

Children can use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Place Knowledge Skills

Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.

Children can 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. Children can understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; understand geographical similarities and use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

Human and Physical Feature Knowledge Skills

Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.

Children will locate a range of the world's most significant human and physical features. They will explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Children can describe and understand key aspects of a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle. Children can 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;

Children can use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

Map, Atlas, Globe Skills

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns. Children can use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.

Compass and Grid Reference Skills

Children can 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.

Fieldwork Skills

Children can use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies. Children can use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.



Geography Year 5 Overview – Oldfield Primary School

Term	Unit	Locational Knowledge Skills	Place Knowledge Skills	Human and Physical Feature Knowledge Skills	Map, Atlas, Globe Skills, Compass & Gridwork Skills, & Fieldwork Skills
Autumn 2	Map This Out	<p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.</p> <p>To name and locate cities of the UK and their identifying human and physical characteristics by using an atlas.</p>		<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places.</p>	<p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America by using an atlas.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates, as well as finding features on a map.</p> <p>To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map.</p> <p>To 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 by planning a journey and describing routes on a map.</p>
Spring 2	Raging Rivers	<p>To 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 in the context of rivers of the world.</p>		<p>To describe and understand key aspects of physical geography in the context of the water cycle and in the context of features of rivers, and dams.</p>	<p>Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods.</p>

Summer 2	Exploring Eastern Europe	To 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 in the context of places in Europe and the changing international borders of Europe.	To 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 in the context of comparing landscapes, climates, and towns.	To 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 in the context of the nuclear power generation at Chernobyl.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries.
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Geography Year 6 Overview – Oldfield Primary School

Term	Unit	Locational Knowledge Skills	Place Knowledge Skills	Human and Physical Feature Knowledge Skills	Map, Atlas, Globe Skills, Compass & Gridwork Skills, Fieldwork Skills
Autumn 2	Mighty Mountains	<p>To 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 in the context of mountain ranges.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features in the context of hills and mountain ranges.</p>		<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of mountains; in the context of mountain climates, and mountain tourism.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges.</p>

<p>Spring 2</p>	<p>Our Changing World</p>	<p>To 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 in the context of UK power stations.</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in America in the context of comparing sustainability. To research sustainable practices within the local community.</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion and weathering and in the context of coastal features. To 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 by looking at how landscapes change over time. To describe and understand at where our power comes from in the context of electricity generation and distribution from UK power stations, as well as renewable and non-renewable energy sources; and in the context of conserving food, water and energy supplies.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of food miles.</p>
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<p>Summer 2</p>	<p>Amazing Americas</p>	<p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities in the context of learning about the wonders of the world and where they are located (specifically those of the Americas). Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/ Greenwich Meridian and time zones (including day and night) in the context of identifying and describing a range of places across the Americas.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and comparing human and physical features of the local area with a region of North America.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location.</p>	<p>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 in the context of undertaking fieldwork to identify human and physical features of the local area.</p>
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