

Geography Subject Overview

The intent of our subject overviews is to ensure that what is taught in each year group is a relevant and meaningful part of each child's learning journey through our school. Through this overview, we intend to ensure that concepts and ideas are revisited and that purposeful links are made across terms and year groups in order to ensure that the knowledge of all pupils is developed, extended and can be applied with growing confidence.

In this overview **End Points** (unit outcomes), **Substantive Knowledge** (the specific, factual content that we teach in each subject) and **Disciplinary Knowledge** (the methods used to help children establish the substantive facts e.g. making observations, analysing data).

<u>SUBSTANTIVE STRANDS TO BE TAUGHT AND REVISITED ACROSS THE FULL LEARNING JOURNEY</u>	<u>DISCIPLINARY KNOWLEDGE TO BE USED ACROSS THE FULL LEARNING JOURNEY</u>
Location, Place and Space Human and Physical features Geog skills and fieldwork Environment and Sustainability Biomes Settlement Trade and Economy Weather and climate Mapwork and Scale	Questioning Observing and information gathering Identifying Connecting Application Information gathering Problem solving Analysing Explaining and presenting Summarising Presenting Evaluating Responding Critical thinking Graphicacy

EYFS	END POINTS	VOCABULARY	SUBSTANTIVE STRANDS	DISCIPLINARY KNOWLEDGE
<p>All About Me</p>	<p>Children can discuss their local area (location of school, home and church).</p> <p>Children can follow a simple map to find locations around the school.</p> <p>Children to navigate the new environment.</p> <p>Children will know the difference between water and land when looking at a map.</p> <p>Children to know that they live in England.</p>	<p>Map- a picture that shows where places are and helps you find your way.</p> <p>Church- a special building where people go to pray, sing, and learn about God.</p>	<p>Location, Place and Space Mapwork and Scale</p>	<p>Observing Identifying</p>
<p>Celebrations</p>	<p>Children will develop an understanding of places around the world through story time.</p> <p>Children will recognise some environments are different from the one in which they live e.g.: polar regions and desert and note a key feature.</p> <p>Children will be exposed to map reading during story time.</p> <p>Children will understand the effect of changing seasons on the natural world around them.</p>		<p>Environment and sustainability Human and physical features Geographical skills and fieldwork Weather and Climate Mapwork and Scale</p>	<p>Observing Explaining Information gathering Questioning Graphicacy</p>

	Children will recognise some features of each of the four seasons.			
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<p>Toys</p>	<p>Children explore the natural world around them (forest school).</p> <p>Children describe their immediate environment.</p> <p>Children to be aware of directionality through exploring with the different toys.</p> <p>Children to be introduced to the vocabulary of directionality.</p>	<p>Up- moving higher or toward the sky.</p> <p>Down- moving lower or toward the ground.</p> <p>Right- the direction your right hand is on.</p> <p>Left- the direction your left hand is on.</p> <p>Forward- moving in front of you.</p> <p>Back- moving behind you.</p> <p>Next to- something is beside you, very close.</p> <p>Side- the part of something that is not the front or back.</p> <p>On top- something is above and touching another thing.</p> <p>Around- moving in a circle or going past all sides of something.</p>	<p>Location, Place and Space Human and Physical features Mapwork and Scale</p>	<p>Questioning Observing Identifying Connecting Application Information gathering Explaining Responding</p>
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		<p>Above- something is higher than another thing but not touching it.</p> <p>Below- something is lower than another thing.</p> <p>Under- something is beneath another thing.</p>		
<p>People Who Help Us</p>	<p>Children explain similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps.</p> <p>Children to link occupations to different climates and geographical features around the world (life guard not needed in a cold climate).</p>	<p>Climate- what the weather is usually like in a place.</p> <p>Occupation- the job someone does.</p>	<p>Location, Place and Space</p> <p>Human and Physical features</p> <p>Geog skills and fieldwork</p> <p>Environment and Sustainability</p> <p>Weather and climate</p> <p>Mapwork and Scale</p>	<p>Questioning</p> <p>Observing</p> <p>Identifying</p> <p>Connecting</p> <p>Information gathering</p> <p>Explaining</p>

<p>Traditional Tales</p>	<p>Children will be able to discuss the differences between the countryside and the city.</p> <p>Children will look at geographical features through a variety of stories</p>	<p>Town- a place where lots of people live, with houses, shops, and roads.</p> <p>Countryside- land with fields, farms, and lots of nature, where fewer people live.</p> <p>Forest- a big area filled with many trees, plants, and animals.</p> <p>Seaside- the place next to the sea, with sand, waves, and sometimes cliffs.</p> <p>Mountain range- a long line of mountains standing next to each other.</p> <p>River- a long stream of water that flows across the land.</p> <p>Lake- a big area of still water surrounded by land.</p>	<p>Location, Place and Space Human and Physical features Geog skills and fieldwork Environment and Sustainability</p>	<p>Questioning Observing Identifying Connecting Information gathering Responding</p>
<p>Space & (mini & mega) beasts</p>				

YEAR 1	END POINTS	VOCABULARY	SUBSTANTIVE STRANDS	DISCIPLINARY KNOWLEDGE
<p>Amazing Addlestone</p>	<p>To know the names of the four countries of the UK.</p> <p>To know the capital cities of the four countries of the UK.</p> <p>To know that a city is a large urban area that usually has a population of more than 100 000 and a cathedral or university.</p> <p>To know that a town is an urban settlement with a population of about 10 000 and 100 000.</p> <p>To know the following similarities in human features between Addlestone and London: Transport, building type (services)</p> <p>To know the following differences in human features between Addlestone and London: Building height and type, land use, transport, population</p>	<p>Geography- learning about places, people, and nature around the world.</p> <p>Country-a big area of land where people live under the same rules and have a flag.</p> <p>Capital city- the most important city in a country where the leaders work.</p> <p>Globe- a round model of the Earth that shows all the countries and oceans.</p> <p>Atlas- a book of maps.</p> <p>Urban- a place with lots of buildings, roads, and people, like a city.</p> <p>Rural- the countryside, with farms, fields, and fewer people.</p> <p>Settlement- a place where people live, like a village, town, or city.</p>	<p>Location, Place and Space Human and Physical features Geog skills and fieldwork Environment and Sustainability Weather and climate Mapwork and Scale</p>	<p>Observing & Information Gathering</p> <p>Identifying</p> <p>Connecting</p> <p>Explaining and presenting</p> <p>Fieldwork</p>

Cathedral- a very big and important church.

University- a place where adults go to learn more after school.

City-a large place where many people live and work.

Town- smaller than a city but bigger than a village.

Population- means the number of people living in a place.

Compare / Comparison- to look at two things to see how they are the same or different.

Similarity- something that is the same between two things.

Difference- something that is not the same between two things.

<p>Over the Sea</p>	<p>To know the world is split into continents. To know the UK is in the continent of Europe.</p> <p>To name the oceans that surround the UK.</p> <p>To know that geographers use symbols on a key to read a map.</p> <p>To know the four compass points. (draw a map to show this).</p> <p>To know the following physical features of a coastline: beach, cliff, sea, ocean.</p>	<p>Continent Europe Ocean Map Symbols Key (specific to mapwork)</p> <p>Coastline Beach Cliff Sea Ocean</p> <p>Physical features (natural)</p> <p>Compass North South East West</p>	<p>Location, Place and Space Human and Physical features Geog skills and fieldwork Mapwork and Scale</p>	<p>Observing & Information Gathering</p> <p>Identifying</p> <p>Explaining and presenting</p> <p>Applying</p>
<p>Beautiful Britain</p>	<p>To know the following physical features of the four capital cities of the UK: London: River Thames, weather, seasons, parkland.</p> <p>Cardiff: River Taff, parkland (Bute Park)</p> <p>Edinburgh: Arthur's Seat (volcano), Water of Leith</p> <p>Belfast: River Legan, Antrim Mountains, Giant's Causeway</p> <p>To know the human features of the four capital cities of UK:</p>	<p>Human features (manmade)</p> <p>Physical features (natural)</p> <p>River</p> <p>Cathedral</p> <p>Docklands</p> <p>Harbour</p> <p>Port</p> <p>Canal</p> <p>Lake</p>	<p>Location, Place and Space Human and Physical features</p>	<p>Observing Identifying Connective Explaining and presenting Information gathering</p>

	<p>London: castle, docklands, St Paul's Cathedral</p> <p>Cardiff: Cardiff Bay, castle, docks, Llandaff Cathedral</p> <p>Edinburgh: Castle, Holyrood Park, Union Canal</p> <p>Belfast: Castle, harbour and port, Cathedral,</p>			
<p>Let's Grow</p>	<p>To know typical events that happen in each season of the UK: <i>Spring: animals being born, blossom, bulbs flowering</i> <i>Summer: sunshine, green, vegetation, bees pollinating, insects</i> <i>Autumn: changes in leaves, preparation for hibernation</i> <i>Winter: hibernation</i></p> <p>To recognise the impact humans have on the environment eg: growing food in Britain to reduce food miles, planting pollinator plants.</p> <p>To know that weather is the way the air and atmosphere feels, including the outside temperature, strength of the wind, and whether it's raining, sunny, hailing, snowing, sleet, foggy or cloudy</p>	<p>Blossom Vegetation Pollinating Hibernation Weather</p> <p>Hailing Sleet Foggy</p> <p>Rainfall</p>	<p>Location, Place and Space Environment and Sustainability Biomes Weather and climate</p>	<p>Observing Information gathering Analysing Measuring</p>

	<p>To know that rain can fall in the UK all year round (could link to capital cities within UK)</p> <p>To know that a rain gauge measures how much rain has fallen.</p>			
YEAR 2	END POINTS	VOCABULARY	SUBSTANTIVE STRANDS	DISCIPLINARY KNOWLEDGE
<p>Who What Where (Exploring the Unknown)</p>	<p>To know that objects and locations look different from an aerial view.</p> <p>To know how an aerial photograph links to key features on a map</p> <p>To know symbols on map, represent human and physical features of an environment. (draw an aerial map using symbols on a key).</p>	<p>Plan</p> <p>Perspective</p> <p>Aerial view</p> <p>Key</p> <p>Symbol</p>	<p>Location, Place and Space</p> <p>Human and Physical features</p> <p>Geog skills and fieldwork</p> <p>Mapwork and Scale</p>	<p>Application</p> <p>Observation</p> <p>Connecting</p> <p>Presenting</p> <p>Evaluating</p>
<p>London's Burning</p>	<p>To know that a region is an area with shared characteristics e.g.: climate, landforms, language or history.</p> <p>To know the following human and physical features of London: factory, farm.</p> <p>To know the following human and physical features of Zambezi, Region, Namibia: river, national parks, waterfall – Victoria Falls, population in comparison to size, dams, farmland, transport.</p>	<p>Factory</p> <p>National Park</p> <p>Waterfall</p> <p>Dam</p> <p>Region</p> <p>Climate</p>	<p>Location, Place and Space</p> <p>Human and Physical features</p> <p>Biomes</p> <p>Weather and climate</p>	<p>Observing</p> <p>Explaining</p> <p>Connecting</p> <p>Information gathering</p> <p>Summarise</p>

	<p>To understand the ecological impact of importing food from other countries.</p> <p>To compare the human and physical features of London and the Zambezi Region.</p>			
Tall Tales	<p>To name the seven continents by using a globe.</p> <p>To identify the location of the equator, north and south pole.</p> <p>To know that the weather is warmer the nearer you are to the equator.</p> <p>To know the weather is much colder the nearer to the south and north pole you are.</p>	<p>Equator</p> <p>Pole</p>	<p>Location, Place and Space</p> <p>Human and Physical features</p> <p>Environment and Sustainability</p> <p>Biomes</p> <p>Weather and climate</p>	<p>Connecting</p> <p>Analysing</p> <p>Explaining</p> <p>Application</p>

YEAR 3	END POINTS	VOCABULARY	SUBSTANTIVE STRANDS	DISCIPLINARY KNOWLEDGE
Local area	<p>To know that England is divided into geographical regions, and that we live in the South East region.</p> <p>To know that a county is an area within a country that runs services such as transport, education and policing.</p> <p>To know that our school is in the county of Surrey.</p> <p>To know that Guildford is a city in Surrey. - Guildford is not a</p>	<p>County</p> <p>Estuary</p> <p>Southeast</p> <p>Central</p> <p>Wharf</p>	<p>Location, Place and Space</p> <p>Human and Physical features</p> <p>Environment and Sustainability</p> <p>Settlement</p> <p>Trade and Economy</p> <p>Mapwork and Scale</p>	<p>Information gathering</p> <p>Observing</p> <p>Connecting</p> <p>Explaining</p> <p>Summarising</p> <p>Presenting</p> <p>Comparing</p>

	<p>city but does contain all the characteristics of a city.</p> <p>To identify the human features in Guildford – Wey Navigation, Dapdune Wharf, Guildford Castle, Hogsback Ridge and Guildford Cathedral.</p> <p>To identify how Guildford has changed over time by looking at the human features including buildings, trade and infrastructure.</p> <p>To locate human and physical features of Guildford using the 8 compass points. (use map to ask children).</p>			
<p>Pebble in my pocket</p>	<p>To know that a volcano is an opening or rupture in the earth's crust through which lava ash and gases escape.</p> <p>To know that the cause of a volcano is when pressure builds up inside the earth.</p> <p>To know that volcanos can have an effect on land and people around them and depending on the intensity buildings are destroyed, clouds of ash cover plants, making them inedible and poisonous gases are released resulting in the dust causing illness to people.</p> <p>To know that the ash can enrich soil for farming.</p>	<p>Volcano Erupt Explosive Magma Lava Chamber Crater Dormant Extinct Tectonic plates Earthquake Climate Molten rock Vent Crust Mantle Core Ash Gas clouds</p>	<p>Location, Place and Space Human and Physical features Environment and Sustainability Biomes Settlement Weather and climate</p>	<p>Explaining Observing Connecting Information gathering</p>

	<p>To know that an earthquake is a violent movement of parts of the earth's surface.</p> <p>To know that an earthquake is caused by the when the earths tectonic plates suddenly move.</p> <p>To know that earthquakes can cause a lot of damage depending on the intensity - roads, buildings and property.</p>			
<p>Brazil</p>	<p>To locate South America on a world map and a globe.</p> <p>To identify the key physical characteristics Brazil: rainforest, amazon river, Pico de Neblina (summit, hardwood trees, mountain), coastal line, plateaus.</p> <p>To know the importance of rainforests in producing oxygen for the planet.</p> <p>To identify the key human characteristics in Brazil: Christ the Redeemer, Teatro Amazonas, population, language, cities, favelas.</p> <p>To know that brazil produces coffee, sugar, cocoa, soybeans, corn, cotton, meat.</p> <p>To compare similarities and differences of human and physical features in England</p>	<p>Rainforest Favelas</p>	<p>Location, Place and Space Human and Physical features Geog skills and fieldwork Environment and Sustainability Biomes Settlement Trade and Economy Weather and climate Mapwork and Scale</p>	<p>Information gathering Observing Connecting Explaining Summarising Presenting</p>

	and Brazil; landmarks, climate, population, rivers, language trade, location of the cities.			
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YEAR 4	END POINTS	VOCABULARY	SUBSTANTIVE STRANDS	DISCIPLINARY KNOWLEDGE
Raindrops and Rivers	<p>To describe how rivers begin as a raindrop and end in the sea.</p> <p>To know that the source of a river is where it begins, usually in high ground and that an estuary is where the river meets the ocean.</p> <p>To know the features of a river: tributary, meander, confluence, oxbow lake, estuary, deposition, riverbank and erosion.</p> <p>To know that rivers are important because they carry water and nutrients to areas all around the earth, they act as drainage channels for surface water, Rivers provide transport links for towns and</p>	<p>Riverbank Flow Current Canal Mouth Estuary Meander Oxbow lake Source Tributary Confluence Deposition Erosion Flood Drought</p>	<p>Location, Place and Space Environment Geographical skills and Field work Sustainability</p>	<p>Questioning Information Gathering Explaining Summarising Presenting Observing</p>

	<p>cities. They provide food, leisure and entertainment as well as energy</p> <p>To know that rivers can impact on humans and wildlife through flooding and drought. This can be caused through natural factors such as heavy rain, steep slopes and impermeable rock and human factors such as deforestation and built up areas.</p>			
	<p>To understand that the water cycle is a continual process that supports all life on earth.</p> <p>To describe the 4 stages of the water cycle – evaporation, condensation, precipitation and collection.</p> <p>To know that water is evaporated from bodies of water such as rivers, as part of the water cycle.</p>	<p>Water cycle Evaporation Condensation Precipitation Atmosphere Cloud</p>	<p>Human and Physical Processes Environment</p>	<p>Observing Identifying Information gathering</p>
Italy	<p>To locate where Italy is in Europe by using a world map and globe.</p> <p>To identify key topographical features including hills, mountains, rivers, lakes, peninsula, coastline and forests in Italy (Alps, Matterhorn, Po river, Lake Garda).</p>	<p>Colosseum Alps Topographical Peninsula</p>	<p>Location Human and Physical features Human and Physical processes Mapwork Sustainability</p>	<p>Questioning Observing Explaining Summarising</p>

	<p>To identify human characteristics in Italy: Leaning Tower of Pisa, coliseum, Cathedral of Santa Maria del Fiore, Vatican city, trade and language.</p> <p>To describe how Italy has changed over time looking at the roads, buildings, transport and tourism.</p> <p>To know that Italy produces soybeans, meat, grains, fruit, vegetables, olive oil and durum wheat.</p> <p>To compare similarities and differences of human and physical features in England, Italy and Brazil: landmarks, climate, population, rivers, language, trade, location of the cities.</p>			
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YEAR 5	END POINTS	VOCABULARY	SUBSTANTIVE STRANDS	DISCIPLINARY KNOWLEDGE
<p>Arabian Nights</p>	<p>To know that trade is the buying and selling of goods for services.</p> <p>To know that we import more goods and export more services.</p>	<p>Natural resources Minerals Trade links Energy Network Goods Services Import Export Consumes</p>	<p>Location, Place and Space Human and Physical features Environment and Sustainability Biomes Settlement Trade and Economy Weather and climate Mapwork and Scale</p>	<p>Observing Application Problem Solving Explaining Evaluating</p>

	<p>To know that the Silk Road was a vast trade network connecting Southern Europe, East Asia and East Africa via land and sea routes.</p> <p>To know that trade has changed over time due to enhancements in transportation, technology and communication. We have had a shift in more service-based trade.</p> <p>To know that the silk road impacted on ideas, war, disease and religion as well as goods and services.</p>	<p>Consumer Enhancements</p>		
<p>Rainforest</p>	<p>To know the location of the worlds rainforests and that they are all located near the equator.</p> <p>To know that there are many benefits of the rainforest such as the role in absorbing carbon</p>	<p>Equator Indigenous Deforestation Ecosystems Habitat</p>	<p>Location, Place and Space Human and Physical features Geog skills and fieldwork Environment and Sustainability Biomes Settlement Trade and Economy Weather and climate</p>	<p>Connecting Application Problem Solving Critical thinking Comparing</p>

	<p>dioxide, stabilizing climate, housing plants and wildlife, produce rainfall all around the planet, produce ingredients for medicines and house indigenous people.</p> <p>To know that deforestation is the chopping down and removal of trees to clear an area or forest so that the land can be used for another purpose.</p> <p>To know that there are positives and negatives to deforestation. The positives are clearing space for farming and animal grazing. The negatives are destroying some of the earth's most precious ecosystems and the natural resources that people depend on in addition to breaking wildlife habitat.</p>			
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<p>To know that Fair trade is a way of buying goods designed to ensure that producers in developing countries are paid a fair and stable price for the goods that we buy from them.</p> <p>To understand the importance of fair trade protecting the environment, training for farmers, protecting workers' rights, protecting payment of the Fairtrade Minimum Price.</p> <p>To know that the importance of fair trade is to ensure that people are paid enough money for products they make and that they are not over worked or working in bad conditions.</p> <p>To know that supporting fair trade is to stand against injustice as a global citizen.</p>	<p>Fair trade Developing Workers Minimum Conditions Workers rights Global citizen</p>	<p>Location, Place and Space Human and Physical features Geog skills and fieldwork Environment and Sustainability Biomes Settlement Trade and Economy Weather and climate</p>	<p>Connecting Application Critical thinking Explaining Problem Solving</p>
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YEAR 6	END POINTS	VOCABULARY	SUBSTANTIVE STRANDS	DISCIPLINARY KNOWLEDGE
<p>Map Work</p>	<p>To understand what longitude and latitude mean.</p> <p>To identify the prime/ Greenwich Meridian and time zones including day and night.</p> <p>To identify the Northern and Southern hemispheres.</p> <p>To identify tropics of Cancer and Capricorn.</p> <p>To describe the ecological significance of the tropics of Cancer and Capricorn by looking at climates and physical features in these regions.</p> <p>To identify the Arctic and Antarctic circles on a globe.</p> <p>To describe the significance of the</p>	<p>Longitude Latitude Meridian Time zone Equator Hemisphere Tropics</p>	<p>Location, Place and Space Human and Physical features Geog skills and fieldwork Environment and Sustainability Biomes Settlement Trade and Economy Weather and climate Mapwork and Scale</p>	<p>Identifying Connecting Information Gathering Explaining</p>

	Arctic and Antarctic circles by looking at climate and physical features.			
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