

## GEOGRAPHY UNIT OVERVIEWS 2020-2021

Year group and unit	Locational & Place Knowledge	Human Geography	Physical Geography	Geographical Skills and Fieldwork	Key vocabulary
<b>EY Spring Term</b> <i>How are the lives of Kings and Queens different to our life in Lowestoft?</i>	Can they locate England on a map of the UK? Can they explain that Kings and Queens live in a palace in London? Do they know that London is the capital city of England? Can they name Lowestoft as the town they live in? Can they name Buckingham palace?	Are they aware of features of the environment in the setting and immediate local area, e.g. by making visits to a shop or a park? Can they begin to talk about differences in their locality and in London by looking at pictures?	Can they explore puddles, trees and surfaces such as grass, concrete or pebbles? <b>Can they talk about the features of their own immediate environment?</b>	Can they find out about the environment by talking to people, examining photographs and simple maps and visiting local places? Can they talk about different parts of the local community they have visited including areas where some children may be very knowledgeable, e.g. supermarket, local Church, park?	King Queen London England UK Map Buckingham Palace Lowestoft Shop Park Church Local
<b>EY Summer Term</b> What is special about our world and how can we look after it?	Can they locate the UK on a world map? Can they locate the sea around the UK on a world map?	Can they give their opinions on natural and built environments? Can they talk about how humans can make the world a better place (or a worse place in some instances e.g. plastic waste)? Can they use words that help them to express opinions, e.g. 'busy', 'quiet' and 'pollution'? Can they comment and ask questions about aspects of their familiar world such as the place where they live or the natural world, focusing on human features? <b>Can they explain why some things occur</b> e.g. why animals in the ocean are dying?	Can describe their locality by walking through it and talking about what they see and hear? Can they comment and ask questions about aspects of their familiar world such as the place where they live or the natural world, focusing on physical features? Can they explain the features of a seaside e.g. beach, sea, sand? <b>Can they talk about how environments may vary from one another?</b>	Can they say what they like about their locality? Can they sort things they like and don't like? Can they show care and concern for living things and the environment? Can they look closely at similarities and differences between places? <b>Can they make observations of animals and plants</b> in their local area? <b>Can they talk about changes</b> e.g. how an environment can change if we don't look after it?	Busy Quiet Pollution World Beach Sea Sand World map Plastic Special Different Like/dislike Care Similar Environment Recycle

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<p><b>1 Spring term</b> <i>What is fieldwork? How can I use it to find out about the key human and physical features of my local area and Lowestoft?</i></p>	<p><b>Can they name and locate the four countries and capital cities of the United Kingdom?</b> Can they identify the four countries making up the United Kingdom? Can they find where they live on a map of the UK – identifying Lowestoft on a UK map? Can they locate Lake Lothing and understand how it splits the town?</p>	<p><b>Can I use basic geographical vocabulary to refer to key human features, including: city, town, factory, house, office and shop?</b> <b>Can I identify key human features of my school, its grounds and of the surrounding environment?</b></p>	<p><b>Can they use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, river?</b> <b>Can they identify key physical features of my school, its grounds and of the surrounding environment?</b> Can they tell someone their address? Can they describe a locality using words and pictures?</p>	<p><b>Can I use simple compass directions and locational and directional language to describe the location of features and routes on a map?</b> <b>Can I use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features?</b> <b>Can I devise a simple map; and use and construct basic symbols in a key?</b> <b>Can I use simple fieldwork and observational skills to study the geography of my school and its grounds?</b> Can they think of a few good questions to ask about a locality?</p>	<p><b>City (capital)</b> <b>Town</b> <b>Factory</b> <b>House</b> <b>Office</b> <b>Shop</b> <b>Beach</b> <b>Cliff</b> <b>Coast</b> <b>Sea / River</b> N S E W Near / Far Left / Right Address Country (ies) Ireland Scotland Wales Lake Lothing Human feature Physical feature Locality</p>
<p><b>1 Summer term</b> <i>Why are oceans and seas so important to the world?</i></p>	<p><b>Can they name and locate the world's seven continents and five oceans?</b> <b>Can they name the surrounding seas of the UK?</b> Can they point out where the equator, north pole and south pole are on a globe or atlas? Can they name the world's oceans and find them in an atlas? Can they locate and name some of main islands that surround the UK?</p>	<p><b>Can I use basic geographical vocabulary to refer to key human features, including: port and harbour?</b> Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How?</p>	<p><b>Can they use basic geographical vocabulary to refer to key physical features, including: ocean, sea, river, cliff, coast, valley?</b> Can they describe some of the features associated with an island?</p>	<p><b>Can I use world maps, atlases and globes to identify the United Kingdom as well as the continents and oceans studied at this key stage?</b> <b>Can I use simple fieldwork and observational skills to study the geography of the surrounding environment?</b> Can they answer some questions using different resources, such as books, the internet and atlases?</p>	<p><b>Port</b> <b>Harbour</b> <b>Ocean</b> (Arctic, Atlantic, Indian, Pacific) <b>Valley</b> Equator North pole South pole Physical feature Continents (Asia, Africa, Europe, Australia,</p>

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	Can they explain which oceans surround the UK and which continent the UK is in?				Antarctica, N & S America) Globe Atlas Island
<p><b>2 Spring term</b> <i>How does the weather and climate differ in the UK and in various parts of the world?</i></p>	<p><b>Can they begin to identify characteristics of the four countries and capital cities of the United Kingdom?</b></p> <p><b>Can they identify the position of and significance of the Prime/Greenwich Meridian and time zones (including day and night)?</b></p> <p>Can they name the continents of the world and find them in an atlas?</p> <p>Can they name the main cities of England, Wales, Scotland and Ireland?</p> <p>Can they name some of the main towns and cities in the United Kingdom?</p>	<p>Can they begin to explain why they would wear different clothes at different times of the year?</p> <p>Can they tell something about the people who live in hot and cold places?</p> <p>Can they explain what they might wear if they lived in a very hot or a very cold place?</p> <p>Can they explain what facilities a town or village might need as a result of the climate?</p>	<p><b>Can they identify seasonal and daily weather patterns in the United Kingdom?</b></p> <p><b>Can they identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles?</b></p> <p><b>Can they use basic geographical vocabulary to refer to key physical features, including: weather, vegetation, soil, forest and season?</b></p> <p><b>Can they begin to describe and understand key aspects of physical geography, including climate zones?</b></p> <p>Can they explain the main features of a hot and cold place?</p> <p>Can they explain how the weather changes with each season?</p>	<p><b>Can I use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries studied?</b></p> <p>Can they answer questions about the weather?</p> <p>Can they keep a weather chart?</p> <p>Can they label a diagram or photograph using some geographical words?</p>	<p><b>Weather</b></p> <p><b>Season</b></p> <p><b>Vegetation</b></p> <p><b>Soil</b></p> <p><b>Forest</b></p> <p>Climate zones</p> <p>Weather chart</p> <p>Time zones</p> <p>Prime/Greenwich Meridian time zone</p> <p>Cities</p> <p>Season(al)</p> <p>Feature</p> <p>Diagram</p>
<p><b>2 Summer term</b> <i>How can we compare Nairobi in Kenya with Lowestoft in the UK?</i></p>	<p><b>Can they identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?</b></p> <p><b>Can they understand geographical similarities and differences through studying the human and physical geography of a small area of the</b></p>	<p><b>Can they use basic geographical vocabulary to refer to key human features, including: farm and village?</b></p> <p>Can they describe some human features of own locality, such as the jobs people do?</p>	<p><b>Can they use basic geographical vocabulary to refer to key physical features, including: mountain and hill?</b></p> <p>Can they describe some physical features of their own locality?</p> <p>Can they explain what makes a locality special?</p>	<p><b>Can they use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied?</b></p> <p><b>Can they use aerial photographs and plan perspectives to recognise landmarks and basic</b></p>	<p><b>Farm</b></p> <p><b>Village</b></p> <p><b>Mountain</b></p> <p><b>Hill</b></p> <p>Characteristics</p> <p>Kenya</p> <p>Africa</p> <p>Comparison</p> <p>Contrasting</p>

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	<b>United Kingdom, and of a small area in a contrasting non-European country?</b>	Can they explain how the jobs people do may be different in different parts of the world?	Can they describe a place outside Europe using geographical words? Can they describe some places which are not near the school?	<b>human and physical features</b> to compare two places? Can they find out about a locality by using different sources of evidence? Can they say what they like and don't like about their locality and another locality different to theirs? Can they find out about a locality by asking some good questions to someone else?	Aerial photograph Landmarks
<b>3 Spring term</b> <i>How is the Amazon rainforest suited for a wide variety of wildlife?</i>	<b>Can they locate the world's rainforests in countries, using maps to focus on South America, concentrating on their environmental regions, countries, and major cities? Can they identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn?</b> Can they locate rainforests / forests around the world and note their key characteristics (climate, types of vegetation etc)? Are they aware of different weather in different parts of the world and how this contributes to rainforests? Can they locate and name the main countries in South America on a world map and atlas?	<b>Can they describe and understand key aspects of human geography, including: types of settlement and land use including tribes?</b> Can they confidently describe human features in a locality? Can they explain why a place is like it is? Can they explain how the lives of people living in the rainforest would be different from their own?	<b>Can they describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts?</b> Can they confidently describe physical features in a locality e.g. forest floor, canopy? Can they begin to spot patterns about where rainforests are often found and why?	<b>Can they use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied? Can they use the eight points of a compass?</b> Can they use maps and atlases appropriately by using contents and indexes? Can they use correct geographical words to describe a place and the things that happen there? Can they make accurate measurement of distances within 100Km?	Biome Vegetation belt Forest floor Canopy Emergent layer Climate zone Eight points of compass e.g NE Rainforest Tropics of cancer and Capricorn Northern and southern hemisphere Settlement Land use Digital & computer mapping

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<p><b>3 Summer term</b> <i>How do earthquakes and volcanoes help to shape the land?</i></p>	<p><b>Can they locate the world's countries</b> that have volcanoes and earthquakes, <b>using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, countries, and major cities?</b> Can they locate and name some of the world's most famous volcanoes? Can they begin to understand where tectonic plates lie? Can they name and locate some well-known European countries? Can they locate the USA and Canada on a world map and atlas?</p>	<p><b>Can they describe and understand key aspects of human geography, including: types of settlement and land use?</b> Can they describe how volcanoes have an impact on people's life? Can they explain why a locality has certain human features?</p>	<p><b>Can they describe and understand key aspects of physical geography, including: earthquakes and volcanoes?</b> Can they describe how volcanoes are created? Can they describe how earthquakes are created?</p>	<p><b>Can they use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</b> <b>Can they use the eight points of a compass</b> to describe the position of earthquakes and volcanoes? Can they use maps and atlases appropriately by using contents and indexes? Can they identify key features of a locality by using a map?</p>	<p>Earthquakes and volcanoes Russia Tectonic plates USA Canada Impact Active Dormant Crater Eruption Lava Vent Mantle Tremors Aftershocks Landslide Tsunami</p>
<p><b>4 Spring term</b> <i>What are the features of a mountainous area and how does this effect the climate?</i></p>	<p><b>Can they locate the world's mountains in countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, countries, and major cities?</b> Can they name a number of countries that have famous mountains? Do they know the difference between the British Isles, Great Britain and UK? Can they name the mountainous regions in the UK and place them on a map?</p>	<p>Can they describe the main features of a village? Can they describe the main physical differences between cities and villages? Can they explain why people may choose to live in a village rather than a city?</p>	<p><b>Can they describe and understand key aspects of physical geography, including: mountains?</b> Can they explain how the water cycle works? Can they use appropriate symbols to represent different physical features on a map?</p>	<p><b>Can they use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</b> <b>Can they use the eight points of a compass</b> to describe the position of mountains? <b>Can they begin to use four figure grid references to build their knowledge of the UK and the wider world?</b> Can they identify some basic OS map symbols including contours? Can they carry out a survey? Can they label the same features on an aerial photograph as on a map?</p>	<p>Mountain climate British Isles Great Britain Water cycle Symbols Computer mapping Four figure grid references Contours Ordnance survey maps Mountain range Valley Outcrop Face Foot</p>

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	Can they name and locate many of the world's most famous mountain regions on maps?				
<b>4 Summer term</b> <i>How and why has trade changed through time to become global?</i>	<b>Can they locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on human characteristics, countries, and major cities?</b> <b>Can they begin to understand key physical and human features; and understand how some of these aspects have changed over time?</b> Can they name and locate some well-known European countries that we trade with? Can they name and locate the capital cities of neighbouring European countries? Do they know the countries that make up the European Union?	<b>Can they describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including food?</b> Can they name the areas of origin of the main ethnic groups in the UK & in their school?	Can they understand how port cities are vital to global trade because of their location?	<b>Can they use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</b> <b>Can they use fieldwork to observe, measure and record the human features in the local area?</b> Can they find the same place on a globe and in an atlas?	Import Export Trade Global European Union Economy Economic Activity Trade links Natural resources Ethnic group Fair trade Port cities
<b>5 Spring term</b> How have rivers and coasts helped to shape the UK and other areas in the world?	<b>Can I locate the world's rivers in countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities?</b> <b>Can I name and locate counties and cities of the United Kingdom and their geographical regions?</b>	<b>Can they describe and understand key aspects of human geography, including distribution of natural resources including water?</b> Can they explain why people are attracted to live by rivers? Can they explain why many cities of the world are situated by rivers?	<b>Can they describe and understand key aspects of physical geography, including: rivers and the water cycle?</b> Can they describe the main features of a well-known city eg. London and the River Thames? Can they revise how the water cycle works? Can they explain why water is such a valuable commodity?	<b>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</b> <b>Can I use symbols and keys to build my knowledge of the United Kingdom and the wider world?</b> <b>Can I use an ordnance survey map?</b> <b>Can I use four figure grid references?</b>	Major rivers Tributary Source Meander Energy Coast Coastal town Fieldwork Sketches and plans Digital mapping Bank Broads

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	<p><b>Can I locate key topographical features (including hills, mountains, coasts and rivers)?</b>                  Can they name and locate many of the world's major rivers on maps?                  Can they name up to six cities in the UK and locate them on a map – linked with their rivers?</p>			<p><b>Can I use fieldwork to observe, measure and record the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies?</b>                  Can they make detailed sketches and plans; improving their accuracy later?</p>	Riverbed Erosion Flood Floodplain Mouth River channels River Waveney
<p><b>5 Summer term</b>  <i>How has the physical and human geography of Lowestoft changed over time?</i></p>	<p><b>Can they name and locate counties and cities of the United Kingdom and their geographical regions?</b>  <b>Can they understand land-use patterns; and understand how some of these aspects have changed over time?</b></p>	<p><b>Can they describe and understand key aspects of human geography, including: land use and types of settlements?</b>                  Can they explain how a locality has changed over time with reference to human features?                  Can they suggest different ways that a locality could be changed and improved?                  Can they explain how a location fits into its wider geographical location; with reference to human and economical features e.g. Lowestoft is on the coast which means historically it was a fishing town (port) and later a holiday destination. Used as a wind farm.</p>	<p>Can they explain how a location fits into its wider geographical location; with reference to physical features? E.g. coastal town, close to the sea, flat land, fertile soil, abundance of wildlife</p>	<p><b>Can they use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</b>  <b>Can they use an ordnance survey map?</b>  <b>Can they use four and begin to use six figure grid references?</b>  <b>Can they 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?</b>                  Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?                  Can they collect information about a place and use it in a report?                  Can they make detailed sketches and plans?</p>	Counties Over time Wind farm Fishing town Graphs Destination Six figure grid references Fieldwork Collect data East Anglia Suffolk Norfolk Fertile soil Abundance Wildlife Broads
<p><b>6 Spring term</b>  <i>How has climate</i></p>	<p><b>Can they understanding how key topographical features, land</b></p>	<p><b>Can I describe and understand key aspects of human geography, including: land use</b></p>	<p><b>Can I describe and understand key aspects of physical geography, including: climate</b></p>	<p><b>Can I use maps, atlases, globes and digital/computer mapping</b></p>	Artic and Antarctic circle Desert

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<p><i>change impacted on our world today and how will it affect the future of our planet?</i></p>	<p><b>use patterns have changed over time?</b>  <b>Can they identify the position of the Arctic and Antarctic Circle?</b>                  Can they name the largest desert in the world?</p>	<p><b>and the distribution of natural resources including energy and minerals?</b>                  Can they find different views about an environmental issue?                  What is their view?                  Can they explain what a place might be like in the future, taking account of issues impacting on human features?</p>	<p><b>zones</b> and how these have changed?</p>	<p><b>to locate countries and describe features studied?</b>                  Can they map land use including solar farms and power stations?                  Can they find possible answers to their own geographical questions?                  Can they choose the best way to collect information needed and decide the most appropriate units of measure?                  Can they make careful measurements and use the data?</p>	<p>Energy                  Minerals                  Climate change                  Environment                  Environmental issue                  Natural resources                  Climate zones                  Solar farms                  Power stations</p>
<p><b>6 Summer term</b>  <i>How can we compare Lowestoft in the UK with Sicily in Italy and Rio De Janeiro in Brazil?</i></p>	<p><b>Can I locate Lowestoft, Sicily &amp; Rio De Janeiro, using maps, concentrating on their environmental regions, countries, and major cities?</b>  <b>Can I 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?</b>                  Can they explain how the time zones work?</p>	<p><b>Can I describe and understand key aspects of human geography, including: land use and economic activity</b> and begin to compare these?                  Can they explain why people are attracted to live in cities?                  Can they give an extended description of the human features of different places around the world?                  Can they map land use with their own criteria?                  Can they describe how some places are similar and others are different in relation to their human features?</p>	<p><b>Can I describe and understand key aspects of physical geography, including: climate zones, biomes</b> and begin to compare these?                  Can they give extended description of the physical features of different places around the world?                  Can they describe how some places are similar and others are different in relation to their physical features?</p>	<p><b>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?</b>  <b>Can I use four and six figure grid references?</b>                  Can they recognise key symbols used on ordnance survey maps?                  Can they create sketch maps when carrying out a field study?                  Can they use all of this information to compare localities?                  Can they confidently explain scale and use maps with a range of scales?                  Can they use OS maps to answer questions?                  Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p>	<p>Time zones                  Comparison                  Economic activity                  Criteria                  Biomes                  Ordnance survey                  Scale                  Symbols                  Population                  Climate                  Region                  Continent                  Climate zones                  Economy                  Trade</p>



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