

Long-term overview for Geography



YEARS 1/2



How different are other parts of our country?

What do we mean by being
by the coast?

What is it like in a village?

Where is the Lake District?

What are cities like?

Where are our highest
mountains?

What is a holiday?

Disciplinary Knowledge

Map work

Y1 –Use simple maps and plans to describe their immediate environment and identify key features using basic symbols and positional language.

Y2 - Use maps, keys and basic compass directions to explore the local area and other locations, identifying similarities and differences between places.

Fieldwork and sketching

Y1 –Observe the school and local area through first-hand experiences and discussion, recording observations with simple sketches to support understanding.

Y2 - Carry out fieldwork to observe physical and human features, recording observations through detailed sketches to support comparisons and explanations of places.

Data collecting

Y1 –Collect and record simple information from observation, discussion, stories and non-fiction texts, representing findings using pictures or basic charts.

Y2 - Collect, record and interpret data from fieldwork, maps, stories and non-fiction texts to explain similarities and differences between life in this country and life elsewhere.

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How different would my life be if I lived in Kenya?

Where is Kenya and what are its physical features? (recap hot and cold, continents)

What are the main differences between our climate and that of Kenya?

What would a day be like in a small African village?

How different would our diets be if we lived in Africa?

Why do Kenyans have to worry more than us about drought?

Disciplinary Knowledge

Map work

Y1 - Use a world map to identify where they live and a place in Kenya

Y2 - Use a world map to identify where they live and Kenya's main cities

Fieldwork and sketching

Y1 - Use freehand sketches of a map of Kenya and one of the UK; identify Nairobi and where they live

Y2 - Sketch a landmark associated with Kenya, using a photograph to support them

Data collecting

Y1 - Set out the temperature in Kenya each month and compare it to the temperature in the UK

Y2 - Begin to understand the importance of collecting data and what we learn from it. For example, rainfall, temperature, etc.

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Why do we like to be beside the seaside?

Where are the nearest seaside resorts to our school?

What are some of the other key physical features associated with a seaside resort?

Why are hotels, cafes and souvenir shops often found in these resorts?

Why do some resorts have lighthouses and almost all have RNLI presence?

Disciplinary Knowledge

Map work

Y1 - Use a map of the UK and identify seaside resorts on this map

Y2 - Use a map of the UK and identify seaside resorts and which roads they would use to get to the nearest one

Fieldwork and sketching

Y1 - Sketch an aspect of a seaside resort and label it

Y2 - Create a sketch map of a seaside resort using labels.

Data collecting

Y1 - Present geographical data using a tally chart, pictogram, block diagrams and simple tables

Y2 - Use tally charts and block graphs to collect information related to a seaside resort

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What do I know about where I live?

How do we use maps to locate the four countries of the UK, their capital cities and the main seas that surround the UK?

What is an address and postcode and why are they important?

How do we use a local map to find the streets around the school?

What do the road signs tell us?

What do I know about the nearest town or city to where I live?

Disciplinary Knowledge

Map work

Y1 - Use a street map to describe features in the locality

Y2 - Link local street maps to addresses and postcodes

Fieldwork and sketching

Y1 - Draw a basic map including appropriate use of pictures to represent key features

Y2 - Create a 'not to scale' sketch map of a place studied

Data collecting

Y1 - Answer simple questions by counting the number of objects and then order them from smallest to largest

Y2 - Begin to understand the importance of data and what we learn from it

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What do I know about the UK?

How do we use maps to locate the four countries of the UK and their capital cities?

What do I know about the seas that surround the UK?

What is a continent, and in which one is the UK?

What do I know about the UK's great cities?

What is the difference between the UK, the British Isles and Great Britain?

Disciplinary Knowledge

Map work

Y1 - Know the names of the four countries that make up the UK

Y2 - Identify the UK, British Isles and Great Britain on a map

Fieldwork and sketching

Y1 - Draw a free-hand map of the UK and identify where they live

Y2 - Use symbols for mountains and rivers on a hand-drawn map of the UK

Data collecting

Y1 - Keep a tally of the number of cities they identify in the UK

Y2 - Begin to understand the importance of data and what we learn from it

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Why do we recycle?

Where does all our rubbish go?

What do we mean by recycling?

Why is plastic environmentally unfriendly?

How can we be more environmentally friendly?

Disciplinary Knowledge

Map work

Y1 - Use a map of the school grounds and locate where there are bins

Y2 - Find the nearest landfill site on a local map

Fieldwork and sketching

Y1 - Draw sketches for different coloured bins that are seen outside houses on collection days

Y2 - Use a map of the locality and colour in the day bins are collected for each area

Data collecting

Y1 - Create a block graph to show how many bins are seen in each street in the locality

Y2 - Measure the amount of rubbish for each aspect, e.g. plastic, household rubbish, paper, garden

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What goes on at an airport and a train station?

Where is your nearest airport and train station?

Why do we have to follow certain procedures when we travel by air?

What types of jobs are associated with air travel and train travel?

Where are some of the main airports in the world?

Disciplinary Knowledge

Map work

Y1 - Identify the main train stations and airports nearest to the school

Y2 - Identify the main route taken by a train from the nearest station to you to London

Fieldwork and sketching

Y1 - Use their own basic symbols to create a key

Y2 - Create a sketch map of a location studied using labels

Data collecting

Y1 - Present geographical data using a tally chart, pictogram, block diagrams and simple tables

Y2 - Consider what a timetable for a train looks like, recording times at up to four stations on the route

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How different would my life be if I lived in Perth, Australia?

Where is Australia and what are its physical features? (recap hot and cold, continents)

What are the main differences between our climate and that of Australia?

How different would my life be if I were growing up in Australia?

Which fruits grow in abundance in Australia that do not grow in England?

Which animals are indigenous to Australia?

Disciplinary Knowledge

Map work

Y1 - Use a world map to identify where they live and Perth in Australia

Y2 - Use a world map to identify where they live and Australia's main cities as well as Perth

Fieldwork and sketching

Y1 - Use freehand sketches of a map of Australia and one of the UK; identify where they live and Perth on these

Y2 - Sketch a landmark associated with Australia, using a photograph to support them

Data collecting

Y1 - Set out the temperature in Australia each month and compare it to the temperature in the UK

Y2 - Begin to understand the importance of collecting data and what we learn from it. For example, rainfall, temperature, etc.

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Why are some places in the world always hot and others always cold?

How can you use maps and a globe to locate the Equator, the North Pole and the South Pole?

How have people adapted to live in a very hot climate?

How have people adapted to live in a very cold climate?

Which animals will we find living naturally in very hot or very cold regions?

Disciplinary Knowledge

Map work

Y1 - Use a world map to identify the equator, North Pole and South Pole

Y2 - Use a world map to identify the Equator, North Pole and South Pole

Fieldwork and sketching

Y1 - Use free hand sketches of a map of Antarctica and compare with the UK's map

Y2 - Use free hand sketches of a map of Antarctica and input the animals associated with those countries

Data collecting

Y1 - Set out the temperature in either the South or North Pole each month and compare it to the temperature in the UK

Y2 - Begin to understand the importance of collecting data and what we learn from it. For example, rainfall, temperature, etc.