

Long-term overview for Geography



YEARS 3/4



What are the unique features of the United Kingdom?

What is a county, and can I locate some of the UK's main ones on a UK map?

What are the differences between the UK, Great Britain and the British Isles?

What are the main differences between urban and rural locations in the UK?

What are the main features of Norden and Rochdale?

Which are the main holiday destinations in the UK?

Disciplinary Knowledge

Map work

Y3 - Find the same boundary of a county on different scale maps

Y4 - Describe and follow a journey on a map between two places or features in the UK using 8 points of a compass

Fieldwork and sketching

Y3 - Sketch a key feature seen in the UK, e.g. Angel of the North

Y4 - From sketches of key features in the UK, use positional and directional language to explain the location of key features identified

Data collecting

Y3 - Solve one and two-step problems by looking at charts, pictograms and tables

Y4 - Link data to conclusions, understanding that some sources are more reliable than others

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YEARS 3/4



How are mountains formed and what causes an earthquake, tsunami or volcano?

**What lays beneath our feet?
(tectonic plates etc.)**

**Which are the best-known
mountains in the UK and the
rest of the world?**

**How can a relief map be
transformed into a model?**

What causes an earthquake?

What causes a volcano?

Disciplinary Knowledge

Map work

Y3 - Compare two mountainous landscapes using maps and aerial photographs

Y4 - Describe and follow a journey between two mountains using coordinates as the start and finish

Fieldwork and sketching

Y3 - Draw a map linked to fieldwork, with features included accurately

Y4 - Draw an annotated sketch that includes positional and directional language

Data collecting

Y3 - Recognise how data may change according to the time of day and the time of year

Y4 - Recognise that initial ideas may change as a result of our observations

Long-term overview for Geography



YEARS 3/4



How do we energise our homes and country?

How important is electricity for homes and industry?

How do we generate power in the UK?

What do we mean by alternative or renewable energy?

What do we mean by fossil fuel?

Who are the people that work in the energy industry?

Disciplinary Knowledge

Map work

Y3 and Y4 - Use maps to show the location of wind farms and explain why they may be placed where they are

Fieldwork and sketching

Y3 - Use a sketch to show how wind farms have been added to a landscape, explaining why that is

Y4 - Annotate sketches of wind farms or solar panels to show how they support renewable energy

Data collecting

Y3 - Solve one and two-step problems by looking at charts, pictograms and tables

Y4 - Link data to conclusions, understanding that some sources are more reliable than others

Long-term overview for Geography



YEARS 3/4



Why is London the capital city of the United Kingdom?

Where is London located and how accessible is it?

What does it mean to be a capital city?

How important is the transport system that serves London?

Which are London and the UK's significant buildings?

Which main geographical features supported London's growth?

Disciplinary Knowledge

Map work

Y3 - Use a map to work out which counties surround London

Y4 - Use the London underground map to plan a journey around London ensuring that at least two major lines are used, e.g. Circle and District

Fieldwork and sketching

Y3 - Create a sketch of a familiar London landmark and add positional and directional language to explain where it is in the capital

Y4 - Create sketches of two London landmarks and use positional and directional language to show how to get from one to the other

Data collecting

Y3 - Solve one and two-step problems by looking at charts, pictograms and tables

Y4 - Link data to conclusions, understanding that different sources are more reliable than others

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YEARS 3/4



What are biomes and how are they created?

What are the different types of biomes and what creates them?

What are the main features of a rainforest?

What are the main features of tundra and deserts?

Where are the different regions in the world where different biomes exist?

Can you carry out an in-depth study of a type of biome and present findings to others in the class?

Disciplinary Knowledge

Map work

Y3 - Outline major biomes on a world map and label them appropriately

Y4 - Locate main biomes of the same type on a world map and describe their position

Fieldwork and sketching

Y3 - Use sketches to show what two different biomes look like

Y4 - Create an annotated sketch of a biome and describe its location using positional and directional language

Data collecting

Y3 - Recognise how data may change according to the time of day and the time of year

Y4 - Recognise that initial ideas may change as a result of information collected about climate

Long-term overview for Geography



YEARS 3/4



How are rivers formed?

What are the main features of a river?

What is the water cycle and why it is so important?

What are the features of the upper, middle and lower courses of a river?

Why have so many cities been established close to a river?

How would you carry out a river study?

Disciplinary Knowledge

Map work

Y3 - Use a map to locate the source and mouth of a river and note places of interest along a river's journey

Y4 - In addition to locating the source and the mouth of a river, recognise different features such as waterfalls, lakes, etc.

Fieldwork and sketching

Y3 - During fieldwork sketch the part of the river being studied

Y4 - In addition to sketching the part of the river being sketched, annotate their sketches to include key features of the river

Data collecting

Y3 - Collect data related to the river being studied and present them in a graph or table format

Y4 - Use the data collected to draw conclusions about the river being studied

Long-term overview for Geography



YEARS 5/6



What are the main features of South America?

What are the names of and key features of South American countries?

What can we learn about the physical and human features of Brazil?

Which other South American country fascinates you most?

How do time zones work in South America?

What do we know about the lives of 'street children'?

Disciplinary Knowledge

Map work

Y5 - Use a map of South America to locate different countries and to understand how time zones impact on them

Y6 - Understand how time zones work and be able to relate time of places compared with Greenwich meantime

Fieldwork and sketching

Y5 - Draw a map of a South American country and add key features linked to that country

Y6 - Use Digimaps to show how different settlements in some countries may have changed over the years

Data collecting

Y5 - Use data collected about South America to construct line graphs and pie charts based on a line of enquiry

Y6 - As a result of their findings, know what the next set of questions are to ask

Long-term overview for GEOGRAPHY



YEARS 5/6



Why is climate change such an important topic?

What do we mean by climate change?

What is the ozone layer and why is it important?

What do we mean by greenhouse gases and why is it important to know about them?

What has been the impact of climate change on our world to date?

Who is Greta Thunberg and why is she associated with climate change?

Disciplinary Knowledge

Map work

Y5 - Use a map of South America to locate different countries and to understand how time zones impact them

Y6 - Understand how time zones work and be able to relate the time at places compared with Greenwich meantime

Fieldwork and sketching

Y5 - Draw a map of a South American country and add key features linked to that country

Y6 - Use Digimaps to show how different settlements in some countries may have changed over the years

Data collecting

Y5 - Use data collected about South America to construct line graphs and pie charts arising from a line of enquiry

Y6 - As a result of their findings, know what the next set of questions are to ask

Long-term overview for Geography



YEARS 5/6



What is 'Fairtrade' and why should it matter to us?

Where do the goods on our supermarket shelves come from?

What do we understand by Fairtrade and why do we need an organisation like Fairtrade Foundation?

Which countries are exploited, and can we locate them on a world map?

What do we mean by export and import?

Why should we consider boycotting buying some goods and would that be sensible?

Disciplinary Knowledge

Map work

Y5 - Locate countries on a world map to show how Fairtrade has impacted their economy

Y6 - Use a world map and a key to show which countries are most affected by exploitation when it comes to growing raw products

Fieldwork and sketching

Y5 & Y6 - Create a sketch that could be used to make a case for Fairtrade to be central to any country's import and export policy

Data collecting

Y5 - Create graphs and tables from the data collected about goods that are exported and imported from and into the UK

Y6 - Select evidence from the range that is most reliable considering validity and bias

Long-term overview for Geography



YEARS 5/6



How do maps help us to find our way around?

What is Digimap and how can it be used to help find out more about the local area?

How can Google Earth help to find out more about the world and its continents?

What are Ordnance Survey maps and what do the symbols stand for?

How can I use six-figure grid references?

Why do we have time zones and how do they work?

Disciplinary Knowledge

Map work

Y5 - Use digital maps to understand how places have changed over the years and to begin to question why the changes have occurred

Y6 - Use six-figure grid references to identify features on a map, including the use of a key

Fieldwork and sketching

Y5 - Use relief maps to create a sketch of a given area and annotate the sketch to give an impression of what a place on a map might look like in reality

Y6 - Create a model of the area studied on a relief map and try to make it look as realistic as possible

Data collecting

Y5 - Use information gathered from a map to make a collection of accurate information about a location studied

Y6 - Provide reasons why the data collected about a given place may be as it is

Long-term overview for GEOGRAPHY



YEARS 5/6



How and why have settlements changed?

What is a settlement?

Why have places changed over time?

How does employment determine population change?

What do we find in a village?

How has Salford changed over time?

Disciplinary Knowledge

Map Work

Y5 - Use Digimaps and photographs to see how a place may have changed over the years

Y6 - Use the information gained from considering the Digimaps and photographs to understand why the changes have occurred and evaluate the advantages and disadvantages of such changes

Fieldwork and Sketching

Y5 - Create sketches of a village and annotate it by showing the services that are available even to a small settlement, e.g. electricity and sanitation

Y6 - After sketching the village, consider the main advantages and disadvantages of living in small or large settlements

Data Collecting

Y5 - Concentrate on a traffic survey and present findings in both graphic and tabular forms (these need to be more than just a tally of cars seen)

Y6 - Use census information to see how the population of a given settlement has changed over time (compare the population of a growing city like Manchester with that of a more settled village)

Long-term overview for Geography



YEAR5 5/6



Why has Britain been an attractive place to live for many who were not born there?

For how long have people been migrating to Britain and why?

Which industries and jobs were people attracted to in Britain?

How has immigration to Britain changed over the years?

What is so controversial about the Windrush generation?

Why are many British people anti-immigration?

Disciplinary Knowledge

Map work

Y5 - Use Digimaps and photographs to see how a place that has received many new settlers from other countries may have changed over the years

Y6 - Use the information gained from considering the Digimaps and photographs to understand why the changes have occurred and evaluate the advantages and disadvantages of such changes

Fieldwork and sketching

Y5 - Create sketches of a place where people who have moved to Britain have settled and begin to recognise patterns such as employment

Y6 - After sketching, consider the main advantages of the creation of a multi-cultural UK

Data collecting

Y5 & Y6 - Start with a typical area where people who have moved to the UK have settled and create data about changes in that area, for example look at how London is now much more multi-cultural and similarly how areas in the North-West of England may have initially attracted one main ethnic group