

Geography Curriculum Overview 2023-24

Key Stage 1 Geography Overview

At Malmesbury Primary School we aim to exploit the rich geography of the local area to inform children’s learning. This shapes the curriculum and brings it to life. Geography and history are closely linked, so many of our studies are planned to coincide with relevant history units.

The teaching of history is planned to balance four different forms of knowledge and two specific areas of skills:

Knowledge: 1) Location knowledge - knowing where continents, oceans, countries and capital cities are 2) Place knowledge – understanding similarities and differences in the human and physical geography of contrasting places. 3) Human Geography – types of settlement and the built environment 4) Physical Geography – weather patterns and climates, names of key physical features.

Skills: 1) Fieldwork – observational and recording and interpreting information 2) Mapwork - using maps, atlases, globes, compass points, directional language

The cycle of topics is:

Year 1	Y1 Term 1	Y1 Term 3	Y1 Term 4	Y1 Term 5	Y1 Term 6
	We are What we Eat	Fantastic Fairy Tales	Year A: Pirates ¹ Year B: The Circus ¹	Caves to Castles	Journeys
Year 2	Y2 Term 3		Y2 Term 4		Y2 Term 6 ²
	Our World		Year A: Pirates ¹ Year B: The Circus ¹		Year A: Vikings (with Year 3) Year B: (with Year 3) Brunel

¹ In term 4 Years 1 and 2 share a topic, which alternates over 2 years. This is to aid transition between the year groups. Although the topic changes, the geography content does not, and it is specific to the year group.

² In term 6, Year 2 share a topic with Year 3. This also alternates on a 2 year cycle and the geography skills taught are taught over a 2 year cycle so that children learn it in either year 2 or year 3. This is done to connect the Year 2 and 3 curriculums and aid transition between year groups.

The academic year 2023-24 is Year B of the cycle.

Click the hyperlinks above or scroll down to see details of what children learn in each unit of study.

Year 1 Term 1	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
We are what we eat	National Curriculum					
	Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.				Use world maps, atlases and globes to identify the United Kingdom and its countries.	
	Malmesbury Key Learning					
	1. Name 4 countries in the UK 2. Name 4 capital cities in the UK. 3. Identify some characteristics of the 4 countries in the UK. 4. Name the surrounding seas around the UK				1. Name 4 countries in the UK 2. Name 4 capital cities in the UK. 3. Identify some characteristics of the 4 countries in the UK. 4. Name the surrounding seas around the UK.	
	Vocabulary			Prior Learning		
Country, capital city, UK, Flag, island, landmark, countryside, town, features, England, Northern Ireland, Scotland, Wales, London, Edinburgh, Belfast, Cardiff, Castles, hills, Europe, seas, oceans, continent, capital city, map, equator.			Countries of the UK - EYFS Capital city of England – EYFS			

Year 1 Term 3	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Fantastic Fairy Tales	National Curriculum					
				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	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	
	Malmesbury Key Learning					
				<ol style="list-style-type: none"> 1. Name the 4 seasons of the year 2. Understand the changes which occur in the 4 seasons 3. Understand which weather patterns occur in the UK, i.e. We do not have seasonal hurricanes. 4. Be able to understand where in the world is hot and where in the world is cold - poles and equator 	Locate the north and south pole and the equator and relate it to temperature and climate.	
	Vocabulary			Prior Learning		
Seasons, observations, record, temperature, thermometer, affects, waterproof, weather forecast, symbols, flooding, drought, storms, heatwave, blizzard, hurricane, climate, extreme Polar regions, North Pole, South Pole, equator, weather, temperature			Names of the four seasons – EYFS Daily weather observations – EYFS Hot weather in Australia compared to the UK – EYFS			

Year 1 Term 4	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Pirates	National Curriculum					
			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. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		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.	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
	Malmesbury Key Learning					
			1. What are maps and how are they used? 2. What is a plan? Draw a birds-eye view of the playground with a key 3. Recognising simple map symbols 4. Make a pirate treasure map 5. Draw a map of the model using a simple key			Make observations of the playground and use them to create a simple map with a key.
	Vocabulary			Prior Learning		
Bench, concrete, trim trail, steps, fence, playground, Parking, forest, lighthouse, camp site, cycle lane, theme park, place of worship, river (OS map symbols) Direction, position, compass, map, map symbols.			Seaside vocabulary e.g. beach, sea, pier, shops – EYFS Knowledge of Malmesbury as a town – EYFS Simple map drawing – EYFS			

Year 1 Term 5	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Caves to Castles	National Curriculum					
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		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.			
	Malmesbury Key Learning					
	Recap the 4 countries and their capital cities. Look at the UK on a world map. Explore castles and key features of the capital cities of the UK.		Why were castles positioned where they were? What are the human and physical features of the landscape that made people choose where to build castles?			
	Vocabulary			Prior Learning		
England, Northern Ireland, Scotland, Wales, London, Edinburgh, Belfast, Cardiff, Castles, Tower of London, The river Thames, Cardiff Castle, Edinburgh Castle, Belfast Castle, Hill, soil, clean water, coast, sea, cliff, mountain, river, vegetation, city, town, village, community, settlers, house.			Knowledge of what a hill is – EYFS Seaside vocabulary e.g. beach, sea, pier, shops – EYFS Knowledge of Malmesbury as a town – EYFS Knowledge of what a map is Capital city of England – EYFS			

Year 1	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Term 6						
Journeys	National Curriculum					
			Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		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	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.
	Malmesbury Key Learning					
			Children identify and name key parts of Malmesbury e.g. Abbey, library, fire station. To develop knowledge about children's locality – jobs (human features). To name the types of jobs that people do in our local area.		Children to use a map and locate important places in Malmesbury. Children to circle the places they find. Can they find the street they live on? Children can add their house to the map.	Fieldwork – walk to town and collect photos of key features. Children to create a map of their journey to school, thinking about the different sights they see.
	Vocabulary			Prior Learning		
Town, country, farm, busy, rural, locality Physical, human, different, similar. place of worship, park, shop Job, work, community, pay/wages, North, South, East, West.			Knowledge of river in Malmesbury – EYFS Jobs that help us in the community (police, fire service, paramedics) – EYFS Places of worship (including Malmesbury Abbey) – EYFS Key features of Malmesbury (e.g. park, shop, school)			

Year 2	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year A Term 3 Our World	National Curriculum					
	To name and locate the world's seven continents and five oceans	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.	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.	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.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
	Malmesbury Key Learning					
	Learn the names of the world's seven continents in order of size each one's key physical characteristics. Learn the names of the world's five oceans in order of size and where they are positioned on the globe.	Compare the human and physical features of Cornwall to Alaska.	Understand the difference between physical features of an environment and human features. Look at an aerial photograph of Malmesbury and identify the key human and physical features seen.	Locate the world's seven continents and five oceans on a world map and a globe.	Use digital technologies to observe and present human and physical features of our school. Take photos of features and use them on a sketch map.	
	Vocabulary			Prior Learning		
Equator, Southern Hemisphere, Northern Hemisphere, Asia, Africa, North America, South America, Antarctica, Europe, Australasia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Cliff, mountain, sea, coast, hill, valley,			Knowledge of seaside vocabulary – Year 1 The vocabulary of North, South, East and West – Year 1 The equator and how it impacts climate – Year 1			

vegetation, climate, beach, town, harbour, port, shop, building, house, village, town, city, road, bridge, tunnel, 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, North, South, East, West	Vocabulary of towns and cities (capital cities of the UK) – Year 1 Seasons of the year – EYFS and Year 1 Drawing and making simple observations from maps (with a simple key) – Year 1
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Year 2	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year A Term 4 Pirates	National Curriculum					
					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.	
	Malmesbury Key Learning					
					Create a map of a pirate island using a simple key with their own symbols. Year 2 using 12 symbol on their key. Year 1 using 6.	
	Vocabulary			Prior Learning		
Birds-eye view, aerial view, map, map symbols, key, island.	Creating a simple map using a key (using 6 symbols) – Year 1					

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Year 2	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year A Term 6 Vikings	National Curriculum					
			Describe and understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources, food, minerals and water. (KS2)		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
	Malmesbury Key Learning					
			Understand why the Vikings came to the UK.		Understand where Scandinavia is and identify it on a map. Identify location of Lindisfarne on a map of the UK.	
	Vocabulary			Prior Learning		
Soil, farming, fertile, minerals, weather, climate, migrate, settle, trade, natural resources. Scandinavia, Denmark, Sweden, Norway.			Simple concepts of why people choose to settle in certain places over others. Covered in Year 1 castles topic e.g. hills, water source, good soil, food available.			

Key Stage 1 Geography Overview – Year B (same apart from Term 4 for Year 1 and 2 and Term 6 for Year 2)

Year 2	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year B Term 4 Circus	National Curriculum					
					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.	
	Malmesbury Key Learning					
					Children create their own map of their circus including a simple key using symbols. Include the four points of a compass on the map. Develop map reading skills, recognise different symbols and their meaning (OS style maps).	
	Vocabulary			Prior Learning		
North, South, East, West, symbol, key, compass.			Vocabulary of North, South, East and West – Year 1 Creating a simple map using a key (using 6 symbols) – Year 1			

Year 2 (and 3)	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year B Term 6 Brunel	National Curriculum					
			Describe and understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources food, minerals and water (KS2)			
	Malmesbury Key Learning					
			<p>Understand the effects of industrialisation on features of the UK and our local area</p> <p>Key human features during Victorian times and what is still here today: roads, bridges (Clifton Suspension Bridge), factories, trains, cars</p> <p>Growth of cities and towns decrease in rural population – industrialisation</p>			
	Vocabulary			Prior Learning		
	Industrialisation, town, city, countryside, village, rural, urban, population, road, bridge, factories, trains, cars, railways, jobs, employment, farming, trade, natural resources, economy.			Knowledge of what can be found in a town and why these things are important to our lives (shops, roads, houses, schools, fire stations) – EYFS and Year 1.		

Key Stage 2 Geography Overview

In KS2 we teach Geography on a 2-year cycle, which means that year groups alternate in their pathway through the different units of study:

Year A,B Current Y4 & 6	Y2 T6	Y3 T1	Y3 T2	Y3 T3	Y3 T5	Y3 T6	Y4 T1	Y4 T3	Y4 T5
	Brunel	Temples, Treasures and Tombs	Active Planet	Rainforests	Footprints from the Past	Vikings	Scavengers and Settlers (Stone age to Iron age)	Explorers and Adventurers	Homes and Habitats
Year B,A Current Y3 & 5	Y2 T6	Y3 T1	Y3 T3	Y3 T5	Y3 T6	Y4 T1	Y4 T2	Y4 T3	Y4 T5
	Vikings	Scavengers and Settlers (Stone age to Iron age)	Explorers and Adventurers	Homes and Habitats	Brunel	Temples, Treasures and Tombs	Active Planet	Rainforests	Footprints from the Past

Year A,B Current Y4 & 6	Y5 T1	Y5 T2	Y5 T4	Y5 T6	Y6 T1	Y6 T3	Y6 T6
	Space Explorers	World War II	Ancient Greece	Rivers and Mountains	The Great, the Bold and the Brave	Our Unique World	Out of Africa & Coasts
Year B,A Current Y3 & 5	Y5 T1	Y5 T3	Y5 T6	Y6 T1	Y6 T2	Y6 T4	Y6 T6
	The Great, the Bold and the Brave	Our Unique World	Rivers and Mountains	Space Explorers	World War II	Ancient Greece	Out of Africa & Coasts

Lower KS2 Geography Overview Year A

Year 3 and 4	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year A Term 1 Temples Tombs and Treasures	National Curriculum					
	Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		Understand key concepts of settlement and land use	Describe and understand key aspects of rivers	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
	Malmesbury Key Learning					
	Identify the location of Egypt on maps, atlases, globes and digital/computer. Identify the position of the Nile and its features		Understand why the Egyptians settled by the river Nile. Understand the importance of the river Nile to farming	Locate and describe river, delta, flood plain and fayum/oasis.	Identify the location of Egypt on maps, atlases, globes and digital/computer	
	Vocabulary			Prior Learning		
Equator, Mediterranean Sea, Africa, Europe, Red Sea Upper and lower Egypt, Sahara, Lake Victoria, River, Delta, spring, flood plain, desert, oasis, tributaries, Nile.				Understanding of the North and South hemisphere from KS1. Knowledge of the position of Africa on a world map (Year 2) Map reading and interpretation skills (KS1) Simple understanding of land use and settlers (Castles topic in Year 1 and Viking topic Year 2 (A/B))		

Year 3 and 4	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year A Term 2 Active Planet	National Curriculum					
	<p>Identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian.</p> <p>Locate the world's countries, using maps concentrating on their key physical countries, and major cities</p>	<p>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</p>	<p>Understand key aspects of settlement and land use, economic activity and distribution of natural resources</p> <p>Understand the human impact of these Disasters</p>	<p>Describe and Understand Key aspects of Volcanoes and Earthquakes</p>	<p>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</p>	
	Malmesbury Key Learning					
<p>Use North, East, South, West referring to the meridian and the Equator to locate Countries and cities in volcanic and Earthquake zones</p>	<p>Understand the difference between Arthur's Seat (Scotland) with Pompeii (Italy)</p>	<p>Understand why people decide to settle in Volcano and Earthquake zones. (Precious metals, agriculture, energy, tourism) (Push Pull factors)</p> <p>Understand how homes and buildings changed so that people</p>	<p>Identify the main parts of Volcano</p> <p>Understand and identify different tectonic plate boundaries</p> <p>Identify the earth's crust, epi centre, fault lines.</p> <p>Understand the primary and</p>	<p>Locate the position of Earthquake zones and plate boundaries on a map using four figures grid references.</p> <p>Use four figure grid references to find volcanoes in the ring of fire</p> <p>Use North, East, South, West referring to the meridian and the Equator to locate volcanoes</p>		

			can live in earthquake and volcano zones	secondary effects of an earthquake /volcanic eruption		
			Vocabulary		Prior Learning	
			Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian. Ring of fire, Extinct, active and dormant, Settlement, city, town, village, agriculture, precious metal, hydrothermal/thermal energy, nutrients, fertile, Ash, gas, steam cloud, lava, crater, main vent, magma, magma chamber, lava, auxiliary vent, Destructive, constructive and conservative plate boundaries, Earth's crust epi centre, fault line, Mantle, outer core and inner core, Grid reference, North south east west, Equator		Knowledge of the Northern and Southern hemisphere. The vocabulary of North, South, East and West and using the four points of a compass. Edinburgh is the Capital city of Scotland (Year 1 and 2). Knowledge of what are physical and what are human features (Year 2). Children will have also applied this to UK and non-UK locations (compare Alaska and Cornwall in Year 2).	

Year 3 and 4	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year A Term 3 and 4 Rainforests	National Curriculum					
	Locate the world's countries, using maps and North and South America, concentrating on their environmental regions, key physical, countries, and major cities	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	Describe and understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources food, minerals and water.	Describe and understand key aspects of: Different climate zones (tropical and temperate) biomes and vegetation belts, and the water cycle	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Malmesbury Key Learning					
	Identify continents, the equator, and temperate and tropical rainforest locations.	Understand how life differs between life in the rainforest (case study – Costa Rica)	Identify what products come from the rainforest and how they get here.	Be able to identify key features of the biome: Rainforests. Forest floor,	Identify continents, the equator, and temperate and tropical	Measure rainfall and temperature and compare to Costa Rica

		Rica) and life in Malmesbury.	<p>Understand how fair trade products give farmers in other countries a better income</p> <p>Know the different ways that deforestation is happening (Farming, mining, hydroelectric power, settlement and roads, , logging)</p> <p>Understand the impact of deforestation on different people.</p> <p>Understand how the rainforest can be protected.</p> <p>Be able to give reasons for why deforestation is good or bad.</p>	<p>understory, canopy, emergent layer.</p> <p>Identify the water cycle within a rainforest</p>	<p>rainforest locations.</p>	
Vocabulary			Prior Learning			
<p>Temperate, tropical, tropic of Cancer, tropic of Capricorn, equator, biomes, vegetation belt, water cycle, condensation, evaporation, precipitation, run-off, rivers, deforestation, Farming, mining, hydroelectric power, settlement, canopy, emerging layer, understory layer, forest floor, flora, fauna, continents and oceans.</p>			<p>Knowledge of the location of North and South Africa on a world map (Year 2).</p> <p>Simple understanding that the location of countries on the globe affects their temperature and climate.</p> <p>Map reading and interpretation skills (KS1)</p>			

Year 3 and 4	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year A Term 5 Footprints from the Past	National Curriculum					
			Describe and Understand Key aspects of coastlines	Describe and Understand Key aspects of coastlines	Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
	Malmesbury Key Learning					
			Understand features of a coastal region – Lyme Regis	Understand features of a coastal region – Lyme Regis	Use OS maps to find key features of a coastal area (Lyme Regis)	Trip to the coast to observe coastal features
	Vocabulary			Prior Learning		
Promenade, harbour, lighthouse, pier, promenade, aquarium, beach huts, shops, Beach, cliff, bay, sand dunes, ocean, river mouth, headland, bay. Key, Map			Some physical and human geographical features found at the coast. (Cornwall) in year 2 including vocab of beach, coast, cliff, ocean, city, town, road, harbour, port, village, shop.			

Year 3 and 4	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year A Year 2 and 3 Vikings	National Curriculum					
	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human; and understand how some of these aspects have changed over time</p> <p>Locate the world's countries, using maps and North and South America, concentrating on their environmental regions, key physical, countries, and major cities</p>		<p>Describe and understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources food, minerals and water.</p>		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	
	Malmesbury Key Learning					
	<p>Understand where Scandinavia is and identify it on a map.</p> <p>Identify location of Lindisfarne on a map of the UK.</p>		<p>Understand why the Vikings came to the UK</p>		<p>Understand where Scandinavia is and identify it on a map.</p> <p>Identify location of Lindisfarne on a map of the UK.</p>	
	Vocabulary			Prior Learning		
<p>Soil, farming, fertile, minerals, weather, climate, migrate, settle, trade, natural resources. Scandinavia, Denmark, Sweden, Norway.</p>			<p>Simple concepts of why people choose to settle in certain places over others. Covered in Year 1 castles topic e.g. hills, water source, good soil, food available.</p>			

Lower KS2 Geography Overview Year B

Year 3 and 4	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year B Term 1 Scavengers and Settlers	National Curriculum					
	Know how particular localities have been affected by natural features and processes		Describe and understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources food, minerals and water.			Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Malmesbury Key Learning					
	How housing in Skara Brae developed due to the weather conditions of North East Scotland The further north the settlement within the UK the colder the weather. The north east of Scotland is very windy and wet. The river Avon runs around Malmesbury providing fresh water, transport and defence.		Where did hunter gathers settle and what influence them. (Rivers, sea, weather, soil, food) Malmesbury is built on a hill which has a cliff on one side. Malmesbury is one of the best naturally defended inland locations in the UK.			Know how to create a map/field sketch of Malmesbury/Avebury
Vocabulary			Prior Learning			
key, scale, symbol, grid, grid reference, scale, settlement, migration, rivers, sea, weather, soil, food.			What human and physical features are and how to spot them in the local area, then recording these using digital technologies and a map (Year 2). Map drawing skills and understanding of what a key is (Year 1 and year 2).			

Year 3 and 4	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year B Term 3 Explorers and Adventurers	National Curriculum					
	Locate the world's countries using maps. Identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian				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.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Malmesbury Key Learning					
	Children identify places they have explored/ would like to explore on map Compare places they have been to the early explorers on a map				Use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map. To understand how to read directions on maps using the 8 points of the compass. Use OS maps to find different places within our locality	Creating a map of historical points of interest around Malmesbury (Use digital technology to support)
	Vocabulary			Prior Learning		
Continent, Ocean, Country, Equator, Hemisphere, Tropic of cancer, Tropic Capricorn, Grid reference, Compass, Compass Points, Primary Source, Secondary Source, Magnets, Magnetic Pole			Names of the 7 continents and the 5 oceans (Year 2) What a human and what a physical feature is Knowledge of the Northern and Southern hemispheres simple map drawing skills (with a key)			

Year 3 and 4	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year B Term 5 Homes and Habitats	National Curriculum					
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human; and understand how some of these aspects have changed over time	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	Describe and understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources food, minerals and water.	Describe and understand key aspects of: Different climate zones (tropical and temperate) biomes and vegetation belts	Use OS maps to find different places within our locality	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Malmesbury Key Learning					
	Understand where Malmesbury is in relation to the UK Know the countries of the UK Know the capitals and major cities of the UK	Compare Malmesbury to ... 2 areas one Europe, one in Alaska	Know what a village, Town, and city are. Why is Malmesbury desirable to live (Push and pull factors)? Geographically.	Identify different climates and biomes where people live and how it effects habitats	Use symbols to Map of the utilities and amenities of Malmesbury	Map of the utilities and amenities of Malmesbury from visiting the locality
	Vocabulary			Prior Learning		
Amenities, City, Classification, Country, County, Environment, human Geography, Natural resources, Physical Geography, Population, Town, Village, Hamlet, biome, OS map, push factors, pull factors,			Names and capital cities of the countries of the UK (year 1) Knowledge of Alaska as a location and its features (year 2) The physical and human features of our school grounds (Year 2) Map reading skills (KS1) and interpreting simple symbols			

Year 3	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year B Term 6 (Year 3) Brilliant Brunel	National Curriculum					
			Describe and understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources food, minerals and water.			
	Malmesbury Key Learning					
			Understand the effects of industrialisation on features of the UK and our local area Key human features during Victorian times and what is still here today: roads, bridges (Clifton Suspension Bridge), factories, trains, cars Growth of cities and towns decrease in rural population			
	Vocabulary			Prior Learning		
	Industrialisation, town, city, countryside, village, rural, urban, population, road, bridge, factories, trains, cars, railways, jobs, employment, farming, trade, natural resources, economy.			Knowledge of what can be found in a town and why these things are important to our lives (shops, roads, houses, schools, fire stations) – EYFS and Year 1.		

UK2 Geography Overview Year A

Year 5 and 6	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year A Term 1 Space Explorers	National Curriculum					
	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)					I use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Malmesbury Key Learning					
	WALT explain night and day WALT investigate why we have different time zones					Investigate how night and day change over time (Homework)
	Vocabulary			Prior Learning		
	Night, day Meridian, Greenwich mean time, Time zone Northern and southern hemisphere. Longitude, latitude, Time, Graph, Data, test			<ul style="list-style-type: none"> - Use North, East, South, West referring to the meridian and the Equator to locate Countries and cities in volcanic and Earthquake zones (Year A Term 2, Year 3/4) - Use longitude and latitude (Year A Term 2, Year 3/4) - Use of longitude and latitude, northern and southern hemisphere, equator, and tropics in rainforests (Year A, Term 3, Year 3/4), Explorers and Adventurers (Year B Term 3, Year 3/4) 		

Year 5 and 6	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year A Term 2 WWII	National Curriculum					
	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					
	Malmesbury Key Learning					
	Locate the countries involved in the second world war and place on a map.					
	Vocabulary			Prior Learning		
Europe, North America, Asia, Australasia, South America, Germany, France, Italy, Russia, Japan, china, USA, UK and Ireland, Continent, ocean, sea			<ul style="list-style-type: none"> - Location of towns, cities, counties and countries in the UK – Homes and Habitats (Year B, Term 5, Year 3/4) - Location of volcanoes and earthquakes across the world (Year A, Term 2, Year 3/4) - Location of Rainforests across the world (Year A, Term 3, Year 3/4) 			

Year 5 and 6	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year A – Term 4 Ancient Greece	National Curriculum					
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,	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 European country	Describe and understand key aspects of physical geography and human geography of European countries (changed from non-European)			
	Malmesbury Key Learning					
	Name and locate counties and cities in the UK	Investigate how the weather and climatic conditions effect the lives of people who live there? (Greece and UK) Compare the geographical features of the Southwest to Greece	Describe and understand Key human and physical features of the southwest of the UK. Describe and understand Key human and physical features of Greece. Investigate trade links between the UK and Greece			
Vocabulary				Prior Learning		
Counties, Wales, England, Scotland, Ireland, South West, South East, Midlands, North East, North West, Wiltshire, Dorset, Somerset, Cornwall, Devon. Bristol, Swindon, Exeter, Coast, inland, rivers, industry, agriculture, farming, commercial, leisure, residential, infrastructure Towns, cities, villages, ports, airports, communications, transport links, economic, trade, imports, exports, Coastline, Mediterranean climate, weather, precipitation, rainfall, sunshine hours, temperature				Rain forests (Year A Term 3 and 4 Years 3/4) - understand how life differs between life in the rainforest (case study – Costa Rica) and life in Malmesbury Homes and Habitats (Year B, Term 5, Years 3/4) - Understand where Malmesbury is in relation to the UK - Know the countries of the UK - Know the capitals and major cities of the UK - Compare Malmesbury to European town and Alaskan town - Know what a village, Town, and city are. - Why is Malmesbury desirable to live (Push and pull factors)? Geographically. - Identify different climates and biomes where people live and how it effects habitats		

Year 5	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year A and B Y5 T6 Rivers and Mountains	National Curriculum					
	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.		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	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	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. 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.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
	Malmesbury Key Learning					
<p>Know where key rivers and mountains are in the UK and what urban locations, they are close to.</p> <p>Understand how Malmesbury has changed over time in and around the river (Looks at maps including digital)</p>		<p>Understand how the land used in and around Malmesbury?</p> <p>Understand commercial, leisure and residential land use.</p>	<p>Understand what the water cycle is and how it relates to rivers.</p> <p>Understand the key features of a river.</p> <p>Understand what a mountain is and some key features (Yr 4 tectonic plates)</p>	<p>Identify land use on an ordnance survey map? Describe its position.</p> <p>Sketch a map of the river in Malmesbury and create a key</p>	<p>Create a sketch map of Malmesbury and the river.</p> <p>How have the physical features of Malmesbury impacted on the human features?</p> <p>Show key human and physical features.</p>	

	Vocabulary	Prior Learning
	River, Severn, Avon, Thames, Mersey, Tyne, Taff, Wye, Dee, Clyde. Mountains, Ben Nevis, Snowdon, Scafell Pike, Lake District, Peak District, Snowdonia, Black Mountains, Highlands, Grampians, Agriculture, Farming, Industry, commercial, residential, leisure, Precipitation, evaporation, condensation, runoff, river, stream, meander, source, spring, confluence, tributary, oxbow lake, river mouth, delta Mountain, scree slope, peak, summit, ridge, tectonic plates Ordnance Survey Map Scale, North, West, South, East, NE, NW, SW, SE. Grid reference, symbols, features, key Sketch, scale, compass, directions	Rainforests (Year A Term 3 and 4, Years 3/4) Identify the water cycle within a rainforest Temples Tombs and Treasures (Year A Term 1) Identify the position of the Nile and it's features Homes and Habitats (Year B, Term 5, Years 3/4) Know what a village, Town, and city are. Why is Malmesbury desirable to live (Push and pull factors)? Geographic Use symbols to Map of the utilities and amenities of Malmesbury. Map of the utilities and amenities of Malmesbury from visiting the locality

Year 6	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year A and B Y6 T6 Out of Africa and Coasts	National Curriculum					
	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),		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.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	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 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	use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Malmesbury Key Learning						

	Locate Lyme Regis and Pendine Sands and well as other beaches in the Southwest and Wales.		Understand the key human features of coastline and the economic benefits	Understand the key physical features of the coast and how they are formed	Use OS maps to identify features on the coastline. Use six figure grid references to find points of interest on OS maps for Pendine or Lyme Regis	Be able to sketch maps based on a visit to Pendine Sands. What are the key physical features of Pendine Sands? Use compass directions to show where features on the map are located.
Vocabulary				Prior Learning		
Map, reference, coastline, bay, headland, town, city, Pier, promenade, shops, café, bars, pubs, restaurants, museum. Erosion, bays, headlands, beach, dune, arches, stacks, and stumps Six figure grid references, lines of longitude and latitude, symbols, key, compass, directions, N, NE, E, SE, S, SW, W, NW. Sketch, orientation, compass, directions, N, NE, E, SE, S, SW, W, NW				Footprints from the Past (Year A Term 5, Years 3/4) Understand human and physical features of a coastal region (Lyme Regis) Use OS maps to find key features of a coastal area (Lyme Regis)		

UK2 Geography Overview Year B

Year 5 and 6	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year B Term 1 The Great the Bold and the Brave	National Curriculum					
	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.					
	Malmesbury Key Learning					
	Locate the Roman Empire on the map and what these countries are called now and then.					
	Vocabulary			Prior Learning		
Europe, Africa, Germany, France, Italy, Greece, Egypt, England, Scotland Wales, Sudan			<ul style="list-style-type: none"> - Location of towns, cities, counties and countries in the UK – Homes and Habitats (Year B, Term 5, Year 3/4) - Location of volcanoes and earthquakes across the world (Year A, Term 2, Year 3/4) - Location of Rainforests across the world (Year A, Term 3, Year 3/4) 			

Year 5 and 6	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Map Skills	Fieldwork
Year B Term 3 Our Unique World	National Curriculum					
	<p>Use maps to locate the world's countries including Europe (inc. Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>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)</p>	<p>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.</p>	<p>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.</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</p>		
	Malmesbury Key Learning					
	<p>Use maps to locate the world's environmental regions.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, and Antarctic Circle</p>	<p>Compare Malmesbury with an extreme climate area. Compare lifestyle of Malmesbury to Bedouin people</p>	<p>Understand how climate impacts on where and how people live (Bedouin)</p>	<p>Describe key aspects of different climate zones and biomes. (Build on knowledge of Egypt, and rainforest from LKS2)</p> <p>Understand the desert biome and physical characteristics</p>		
	Vocabulary			Prior Learning		
<p>Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, and Antarctic Circle, Biome, Environmental region, Bedouin, lifestyle,</p>	<p>Rain forests (Year A Term 3 and 4 Years 3/4)</p> <ul style="list-style-type: none"> - understand how life differs between life in the rainforest (case study – Costa Rica) and life in Malmesbury - Be able to identify key features of the biome: Rainforests. Forest floor, understory, canopy, emergent layer 					

		<p>Homes and Habitats (Year B, Term 5, Years 3/4)</p> <ul style="list-style-type: none">- Compare Malmesbury to European town and Alaskan town- Identify different climates and biomes where people live and how it effects habitats
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