

St Peter's Long-Term Overview

Subject: Geography

Year 5	Topic: World Geography	Topic: World Geography Continued	Topic: How is the Earth divided?	Topic: Settlements	Topic: Physical geography	Topic: Windsor and Canada
	Concept: Mapwork, World and UK, continents, countries, counties and capitals, Arctic and Antarctic		Concept: Mapwork, Longitude and Latitude and Time zones, Tropics, hemispheres	Concept: Early settlers, desirable features of a settlement, place names and their relevance, transport links, land use	Concept: physical geography-Water cycle, climate zones, biomes, vegetation belts	Concept: The British Empire products, physical and human geography-Windsor and Canada
	Skills: 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 name and locate counties and cities of the United Kingdom, geographical regions use grid references and atlases to locate continents and countries		Skills: 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)	Skills: Describe and understand key aspects of 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	Skills: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Skills: 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
	Outcome: Poster on each of the continents, quiz on capitals		Outcome: Labelling maps with time zones and creating clocks for comparisons	Outcome: Using grid references to determine where	Outcome: Contour line model, poster on the Commonwealth canopy	Outcome: Comparison of Windsor and Canada, looking at the physical and

	Labelling maps and locating capital cities			would be the best location to settle Creating own map of a settlement		manmade features– double page spread
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Year 6	Topic: Autumn 1 Volcanoes	Topic: Autumn 2 Volcanoes (continued)	Topic: Spring 1 Raging Rivers	Topic: Spring 2 Coastlines	Topic: Summer 1 Coastlines (continued)	Topic: Summer 2 Trade and Economics
	Concept: <ul style="list-style-type: none"> Physical and human geography. Locational Knowledge Place Knowledge. Geographical skills 		Concept: <ul style="list-style-type: none"> Physical and human geography. Locational Knowledge Place Knowledge. Geographical skills and Fieldwork 	Concept: <ul style="list-style-type: none"> Physical and human geography. Locational Knowledge Place Knowledge. Geographical skills 		Concept: <ul style="list-style-type: none"> Physical and human geography. Locational Knowledge Place Knowledge. Geographical skills
	Skills: <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features; 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 key vocabulary to demonstrate knowledge and understanding physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; 		Skills: <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and understand how some of these aspects have changed over time physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution 	Skills: <ul style="list-style-type: none"> use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; use key vocabulary to demonstrate knowledge and understanding in this 	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, tourism, positive, negative, economic, social, environmental 	Skills: <ul style="list-style-type: none"> 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 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 key aspects of human geography, including: types of settlement and land use, economic activity

<ul style="list-style-type: none"> 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>of natural resources including energy, food, minerals and water;</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features; 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 human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph. 	<p>strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>		<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<p>Outcome:</p> <p>Draw, label and explain the structure of the Earth and volcanoes. Create a chart of major volcanoes in order to be able to write a comparative report on volcanoes including their impact on humans and the environment.</p>		<p>Outcome:</p> <p>Locate major rivers and place them on a map indicating their source, course and mouth as well as the countries and cities they flow through. Draw and label the main features of a river and explain how some of them are formed.</p>	<p>Outcome:</p> <p>Identify, draw and label features of coastlines. Explain different types of coastal erosion and their effects on the environment and human activity. Explain how boundaries have changed over time in Europe.</p>		<p>Outcome:</p> <p>To use maps, charts and atlases to describe existing, changing and developing trade links with countries around the world. Demonstrate an understanding of fair trade and what the global supply chain is.</p>

Year 7	Topic: Autumn 1 Population and China	Topic: Autumn 2 Population and China (cont.)	Topic: Spring 1 Study a More Economically Developed Country (MEDC): India, Russia, USA	Topic: Spring 2 MEDC (cont.)	Topic: Summer 1 Natural Disasters	Topic: Summer 2 Natural Disasters (cont.)
	Concept: <ul style="list-style-type: none"> Physical and human geography. Locational Knowledge Place Knowledge. Geographical skills and fieldwork 	Concept:	Concept: <ul style="list-style-type: none"> Physical and human geography. Locational Knowledge Place Knowledge. Geographical skills and fieldwork 	Concept:	Concept: <ul style="list-style-type: none"> Physical and human geography. Locational Knowledge Place Knowledge. Geographical skills and fieldwork 	Concept:
	Skills: <ul style="list-style-type: none"> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus China understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources build on their knowledge of globes, maps and atlases 	Skills:	Skills: <ul style="list-style-type: none"> extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus India understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia physical geography relating to: weathering and soils; 	Skills:	Skills: <ul style="list-style-type: none"> physical geography relating to: weathering and soils; weather and climate, including the change in climate from the Ice Age to the present extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field understand geographical similarities, differences and links between places through the study of human and physical 	Skills:

	<p>and apply and develop this knowledge routinely in the classroom and in the field</p> <ul style="list-style-type: none"> geographical data, using multiple sources of increasingly complex information. 		<p>weather and climate, including the change in climate from the Ice Age to the present;</p>		<p>geography of a region within Africa (Mount Nyiragongo in DR Congo)</p>	
	<p>Outcome:</p> <ul style="list-style-type: none"> Development of China time line and investigate how Communism has affect this. Human factors and the development of China project. Discuss the merits and negative points of China' one child policy Investigation of weather and natural hazards and how these have affected the development of settlements in China. 	<p>Outcome:</p>	<p>Outcome:</p> <ul style="list-style-type: none"> Create a tourism poster for India Write a descriptive/ comparative paragraph about rich and poor in India and UK Compare and interpret climate data for Mumbai and London and plot a climate graph. 	<p>Outcome:</p> <ul style="list-style-type: none"> Match climate graphs to locations for Russia. Discuss population distribution and groups noting changes over time. Investigation of the Chernobyl Disaster. 	<p>Outcome:</p> <ul style="list-style-type: none"> Draw, explain and label feature relevant to volcanoes. Montserrat tourism challenge Locate earthquakes by longitude and latitude and plot and label on map. 	<p>Outcome:</p> <ul style="list-style-type: none"> Use diagrams to explain how a Tsunami is formed. Map the path and names of tropical storms around the world.

Year 8	Topic: Autumn 1 Biomes: Rainforests and deserts	Topic: Autumn 2	Topic: Spring 1 Development: Africa - Kenya	Topic: Spring 2	Topic: Summer 1 Rivers and Flooding	Topic: Summer 2
	Concept: <ul style="list-style-type: none"> Physical and human geography. Locational Knowledge Place Knowledge. Geographical skills and fieldwork 	Concept:	Concept: <ul style="list-style-type: none"> Physical and human geography. Locational Knowledge Place Knowledge. Geographical skills and fieldwork 	<ul style="list-style-type: none"> Concept: 	Concept: <ul style="list-style-type: none"> Physical and human geography. Locational Knowledge Place Knowledge. Geographical skills and fieldwork 	Revision and transition Exams
	Skills: <ul style="list-style-type: none"> Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia build on their knowledge of globes, maps and atlases and apply and develop this 	Skills:	Skills: <ul style="list-style-type: none"> Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus Kenya understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa human geography relating to: population and urbanisation; 	<ul style="list-style-type: none"> Skills: 	Skills: <ul style="list-style-type: none"> Extend their locational knowledge and deepen their spatial awareness of the world's countries Understand geographical similarities, differences and links between places through the study of the human and physical geography physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate 	Skills:

	<p>knowledge routinely in the classroom and in the field.</p>		<p>international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</p> <ul style="list-style-type: none">• understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems		<ul style="list-style-type: none">• human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources• understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems• build on their knowledge of globes, maps and atlases, interpret Ordnance Survey maps in the classroom and the field, use Geographical Information Systems (GIS), use fieldwork in contrasting locations to collect, analyse	
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					and draw conclusions from geographical data. •	
	<p>Outcome:</p> <ul style="list-style-type: none"> • Use a key to show the different Biomes on a map of the world. Create posters to explain what is special about a biome. • Plot graph of typical rainforest climate-precipitation and temperature. • Draw an annotated diagram of the rainforest structure. • Write an essay about deforestation. • How can the Amazon Rainforest be managed sustainably? 	<p>Outcome:</p>	<p>Outcome:</p> <ul style="list-style-type: none"> • Point, Evidence, Explanation exercise on one factor which causes inequality using keywords. • Mapwork on Africa • Match, describe and explain Millennium Development Goals • Describe the location of physical features in Kenya. • Tourism: Decide whether you are for or against the new hotel complex. • Design an advertisement for one of the jobs that people do in Kenya. • Points – Evidence – Explanations for drought in Kenya. 	<p>Outcome:</p> <ul style="list-style-type: none"> • 	<p>Outcome:</p> <ul style="list-style-type: none"> • Map major rivers from the UK and around the world. • A3 Hydrological Cycle posters. • Draw a river as long profile with associated features of each course. • Explain the processes of change in a river system. • Tasks about human settlement around rivers as well as tourism. • Compare and contrast flooding in the UK and Bangladesh. • Fund raising decisions concerning flood defences. • 	<p>Outcome:</p>

