



Pilgrims' Way Primary School



Whole School Geography Overview 23/24

| Year | Skills and Fieldwork | Locational Knowledge | Place Knowledge | Human and Physical geography |
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| EYFS | <p>Understanding the world ELG</p> <p>People, culture and communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | | | |
| 1 | <h3>How does the weather affect our lives?</h3> | | | |
| | <ul style="list-style-type: none"> Use a map and a globe to identify the UK and its countries Use a map and a globe to locate the continents. Use simple observational skills to study key human and physical features of environments: Observe the | <ul style="list-style-type: none"> Identify the continents on a map or globe and know that the UK is located in Europe. Use a map and a globe to identify the UK and its countries | <ul style="list-style-type: none"> 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 (*Compare the climate of the United Kingdom with other countries around the world. *Make simple observations | <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human features: season and weather Identify daily and seasonal weather patterns in the UK. |



Pilgrims' Way Primary School

Whole School Geography Overview 23/24



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| | <p>weather in the local area using basic fieldwork skills</p> | | <p>about the impact that weather has on people living in different environments).</p> | |
| | <h3>What is the geography of where I Live?</h3> | | | |
| | <ul style="list-style-type: none"> • Use a map and a globe to identify the UK and its countries • Use a map and a globe to locate the continents. • • Use aerial photographs (including Digimap) to look at familiar landmarks e.g. their home and school • Observe simple human and physical features within a familiar local area. • Produce a simple sketch map with labels of an area in the | <ul style="list-style-type: none"> • Identify the continents on a map or globe and know that the UK is located in Europe. • Use a map and a globe to identify the UK and its countries | <ul style="list-style-type: none"> • Identify the key physical and human features of where I live | <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical and human features: <i>forest,, hill, river, buildings, countryside, city, town, village, farm, house</i> |



Pilgrims' Way Primary School

Whole School Geography Overview 23/24



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| | <p>immediate vicinity of their home or school.</p> <ul style="list-style-type: none"> Use simple compass directions and locational and directional language to describe the location of features and routes on a map :<i>Use the terms 'near', 'far' 'left' and 'right' to describe location of features on a map.</i> | | | |
| | <h3>Why does it matter where my food comes from?</h3> | | | |
| | <ul style="list-style-type: none"> Use a map and a globe to identify the UK and its countries Use a map and a globe to locate the continents. | <ul style="list-style-type: none"> Use a map of the United Kingdom to name and locate the four countries and identify where Devon is located. Use a globe and an atlas to name the seven continents and the oceans and locate the continent on which Costa Rica is found. | <ul style="list-style-type: none"> Compare the climate of the United Kingdom with other countries around the world. Make simple observations about the impact that weather has on people living in different environments. <p><i>Build on learning from previous geography unit about weather in the UK.</i></p> | <ul style="list-style-type: none"> Understand that the seasonal weather patterns we have in the UK mean that we do not have a hot enough climate to grow certain crops. Understand that some locations in the world are hotter and some are colder. Use basic geographical vocabulary to refer to key physical and human features: <i>farm, temperature, rainfall, season and weather</i> |



Pilgrims' Way Primary School

Whole School Geography Overview 23/24



| Year | Skills and fieldwork | Locational knowledge | Place knowledge | Human and physical geography |
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| | Why don't penguins need to fly? | | | |
| | <ul style="list-style-type: none"> Use world maps (including digital maps such as Digimap), atlases and globes to identify the continents and oceans. <p><i>This builds on work from Year One when the children learnt the name and location of the World's continents.</i></p> <ul style="list-style-type: none"> Use aerial photographs of the world to identify land, sea, ice, desert and forest. Use aerial photographs to make comparisons between two locations. <p><i>This builds on learning in Year One where the children used aerial photographs to identify features in the location they live.</i></p> | <ul style="list-style-type: none"> Identify all seven continents and five oceans on a map and a globe <p><i>This builds on work from Year One when the children learnt the name and location of the World's continents and found the continent South America when learning about Costa Rica.</i></p> | <ul style="list-style-type: none"> Make simple observations about the impact that weather has on people living in different environments. Have knowledge of two contrasting continents (Africa and Antarctica). <p><i>Build on prior learning from Year 1 where the children learnt about the weather in the UK and Costa Rica and how this affects the food people can grow.</i></p> | <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the north and south poles. <p><i>As for year one and demonstrate an understanding of why some places are hotter and colder than others with reference to the equator.</i></p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human features: forest, mountain, hill, sea, river, buildings, season and weather, desert, rainforest, soil, valley, vegetation |



Pilgrims' Way Primary School

Whole School Geography Overview 23/24



| Why do we like being beside the sea so much? | | | | |
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| 2 | <ul style="list-style-type: none"> Use a map and a globe to locate the United Kingdom, its four countries, its capital cities and its seas. <p><i>Builds on learning from Year One and Year Two (Kampong Ayer)</i></p> <ul style="list-style-type: none"> Use simple compass directions and locational and directional language to describe the location of features and routes on a map. <p><i>This builds on learning in Year One when the children used the terms near, far, left and right to locate features.</i></p> <ul style="list-style-type: none"> Use aerial photographs of the world to identify land and sea. Identify human and physical features such as beach, cliff, coast, pier, harbour and port. Use simple fieldwork skills to explore a location other than the local area (the beach). | <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p><i>This builds on learning from Year One when children identified the four countries that make up the UK.</i></p> | <ul style="list-style-type: none"> Study the human and physical geography of a small area of the United Kingdom and make comparisons with our local area. <p><i>Link back to learning from Year one and identify human and physical features in a contrasting small area that are similar and different to our local area.</i></p> | <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human features. <p><i>As for year one and: urban, rural, habitat, coast, cliff, beach, pier, harbour, port, promenade, desert, rainforest, soil, valley, vegetation</i></p> |



Pilgrims' Way Primary School

Whole School Geography Overview 23/24



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| | <ul style="list-style-type: none"> • Conduct a simple enquiry into other people's views of the seaside. • Draw a simple map with key of a familiar seaside town. | | | |
| | <h3>How does the geography of Kampong Ayer compare to where I live?</h3> | | | |
| | <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries • Use world maps and globes to identify the world's continents and oceans • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • Use simple observational skills to study key human and physical features of environments • Use simple fieldwork and observational skills to study the | <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><i>Builds on learning from Year One and Year Two (Antarctica)</i></p> <ul style="list-style-type: none"> • Know that the UK is located in Europe. • Know that Kampong Ayer is located in Asia | <ul style="list-style-type: none"> • Understand the similarities and differences of human features in our local area and that of Kampong Ayer. • Understand the similarities and differences of physical features (including climate) in our local area and that of Kampong Ayer. <p><i>Builds on learning in Year One where children learnt about their own locality. Retrieve information about human and physical features of our locality and make comparisons with Kampong Ayer.</i></p> | <ul style="list-style-type: none"> • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p><i>Builds on learning about Antarctica in Year 2 (cold regions) and reintroduces hot regions (Costa Rica covered in Year One)</i></p> <ul style="list-style-type: none"> • Understand why Kampong Ayer has a different climate to our local area. • Use basic geographical vocabulary to refer to key physical and human geographical features: |



Pilgrims' Way Primary School

Whole School Geography Overview 23/24



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| | <p>geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><i>All of the above builds on skills and fieldwork developed in Year One and the Antarctica topic taught in Year 2.</i></p> | | | <p>jungle, forest, vegetation, town, city and village.</p> |
| Year | Skills and fieldwork | Locational knowledge | Place knowledge | Human and physical geography |
| | <h3>Why do some earthquakes cause more damage?</h3> | | | |
| 3 | <ul style="list-style-type: none"> Use maps, atlases and globes to locate and identify countries around the world. Use maps and digital/computer mapping to identify plate boundaries. <p><i>Builds on KS1 knowledge of maps and globes where children learnt to locate the continents, oceans and UK on a map and used Digimap to locate human and physical features.</i></p> | <ul style="list-style-type: none"> Locate the world's countries, focusing on the location of New Zealand and Chile, South America. <p><i>This builds on prior learning in KS1 on continents and oceans.</i></p> <ul style="list-style-type: none"> Identify the position of the Equator, latitude and longitude, Southern and Northern hemisphere | | <ul style="list-style-type: none"> Human geography, including: economic activity. Understand through explanation and reaching conclusions that economic activity can cause the most death and destruction in earthquake zones rather than the severity of the earthquake. Describe and understand key aspects of: Physical geography including: |



Pilgrims' Way Primary School

Whole School Geography Overview 23/24



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| | | | | <p>mountains, volcanoes and earthquakes.</p> <p><i>Children have learnt the terms human and physical in Year One and Two so this learning builds from that.</i></p> <ul style="list-style-type: none"> Describe and understand key aspects of earthquakes including the terms epicentre, plate boundaries, magnitude and Richter Scale. |
| | <h3>How and why is my local area changing?</h3> | | | |
| | <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate the United Kingdom and describe features studied. Use four points of a compass and four figure grid references, symbols and key (including the use of Ordnance Survey maps) to locate features in | <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe. Know where the United Kingdom is located in Europe. Know which nation of the United Kingdom Canterbury is located in and which county. | | <ul style="list-style-type: none"> Understand that environmental changes can be caused by natural events or may be the result of deliberate human activity. Understand the human and physical geography of my local area including different types of settlement and land-use. |



Pilgrims' Way Primary School

Whole School Geography Overview 23/24



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| | <p>Canterbury and identify how these have changed over time.</p> <p><i>This builds on work from year 1 where the children will have observed the local area immediately around the school and used digital mapping to highlight their route.</i></p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human impact on the local area using a range of methods, including sketch maps and graphs. | <p><i>This builds on learning from Year 2 when children learnt where Canterbury is located within the UK.</i></p> <ul style="list-style-type: none"> Understand what has been the cause of environmental changes in my local area. | | <p><i>This builds on learning from Year One and Two where children looked at human and physical features of our local area.</i></p> |
| | <h3>Why are jungles so wet and deserts so dry?</h3> | | | |
| | <ul style="list-style-type: none"> Use a four point compass to find the predominant wind direction within the UK. | <ul style="list-style-type: none"> Locate the continent South America (<i>learning from KS1</i>) and identify some of the | <ul style="list-style-type: none"> Observe, describe and explain why areas of tropical rainforest such as the | <ul style="list-style-type: none"> Identify, describe and begin to offer reasons for the distribution of different types |



Pilgrims' Way Primary School



Whole School Geography Overview 23/24

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| | <ul style="list-style-type: none"> Use maps and computer/digital mapping to locate countries in the United Kingdom and South America Use maps and computer/digital mapping to identify and describe climate zones and biomes. | <p>countries that are within South America.</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere. Locate Canterbury and Kent (and know this is a county) within the United Kingdom. <i>(Retrieve from previous unit on 'How and Why is my local area changing?')</i> Explain in basic terms the pattern of climate in the UK <i>(this builds on the unit of work on weather completed in Year One).</i> | <p>Amazon Basin have so much convectional rainfall;</p> <ul style="list-style-type: none"> Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world Construct a climate graph from temperature and rainfall data for our local area and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements | <p>of climate around the world (climate zones)</p> <ul style="list-style-type: none"> Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world Understand how climate affects both the landscape of different biomes and the plants and animals that can live there (biomes and vegetation belts) <p><i>This builds on learning in KS1 when children learnt about hot and cold parts of the world.</i></p> |
| Year | Skills and fieldwork | Locational knowledge | Place knowledge | Human and physical geography |
| | Why do so many people in the world live in megacities? | | | |
| 4 | <ul style="list-style-type: none"> Use maps, atlases and globes to locate countries around the | <ul style="list-style-type: none"> Identify and locate the top 10 cities in the United Kingdom | <ul style="list-style-type: none"> Explain some of the reasons why Baghdad was the first | <ul style="list-style-type: none"> Observe and describe the key features of cities and |



Pilgrims' Way Primary School



Whole School Geography Overview 23/24

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| | <p>world and identify the features being studied.</p> <ul style="list-style-type: none"> Use digital/computer mapping to look at features of cities. <p><i>The above all builds on map work skills developed in KS1 and Year 3. KS1 would have learnt the continents and the UK. Year 3 will have looked at countries in South America.</i></p> <ul style="list-style-type: none"> Use symbols and keys on maps to build their knowledge of the wider world | <p>with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country <i>(This builds on learning in KS1 of knowing the nations that make up the UK and the capital city of each nation.)</i></p> <ul style="list-style-type: none"> Describe and begin to explain the distribution of megacities across the continents of the world Recognise and locate the largest cities in South America <i>(This builds on learning in Year 3 when some countries in South America were located and named).</i> <p><i>Learning about the continents was not covered in year 2 due to lockdown so children may be weaker in this area.</i></p> | <p>city in the world with a million inhabitants</p> <ul style="list-style-type: none"> Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom | <p>suggest reasons for why people live in cities of such high density (settlements, land-use, economic activity and trade)</p> <p><i>(Builds on the human features of cities covered in KS1)</i></p> |
| <p>Beyond the magic kingdom: What is the Sunshine State really like?</p> | | | | |



Pilgrims' Way Primary School



Whole School Geography Overview 23/24

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| | <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><i>The above all builds on map work skills developed in KS1, Year 3 and previous unit on megacities. KS1 would have learnt the continents and the UK. Year 3 will have looked at countries in South America.</i></p> <ul style="list-style-type: none"> • Use symbols and keys on maps to build their knowledge of the wider world • Use a four point compass to compare locations of countries around the world (<i>building on compass work from KS1, year 3 and previous work on megacities</i>) • | <ul style="list-style-type: none"> • Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn • Understand that there are different time zones across the world. <p><i>(building on learning from KS1 and Year 3 where all terms except the Tropics of Cancer and Capricorn have already been covered).</i></p> | <ul style="list-style-type: none"> • Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours | <ul style="list-style-type: none"> • Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location • Describe and explain why sea turtles which live in the waters around Florida are endangered • Understand what the climate of Florida is like and why (including climate zones) • Explain how hurricanes form, why they present such a threat to the people of Florida and understand the range of ways people can protect themselves and their property. <p><i>Builds on learning in Year 3 about wet and arid climates).</i></p> <p><i>The children will have missed part of their learning on climate and weather due to lockdown</i></p> |
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Pilgrims' Way Primary School

Whole School Geography Overview 23/24



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| | | | | <i>and may need more support than expected with this.</i> |
| | How can we live more sustainably? | | | |
| | <ul style="list-style-type: none"> Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable <p><i>Other fieldwork skill opportunities have been missed due to lockdowns. Support may be required to close gaps on how to collect and use data.</i></p> | <ul style="list-style-type: none"> Use maps, atlases and globes to locate Nepal. | | <ul style="list-style-type: none"> Understand what is meant by the term 'sustainable' Identify, describe and explain the differences between renewable and non-renewable resources (natural resources) Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing Explain how electricity is generated in hydroelectric power stations Understand why creating new habitats for birds is a good example of sustainable development Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the |



Pilgrims' Way Primary School

Whole School Geography Overview 23/24



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| | | | | world's poorest countries makes the lives of people more sustainable |
| | Skills and fieldwork | Locational knowledge | Place knowledge | Human and physical geography |
| | How do volcanoes affect the lives of people? | | | |
| 5 | <ul style="list-style-type: none"> Use both physical and political maps to locate countries around the world. Use physical maps to identify the distribution of volcanoes. Use increasingly complex symbols and keys on a range of maps to build their knowledge of wider world. <p><i>All of the above builds on learning from lower KS2 where children have developed skills at identifying countries on maps and using a key.</i></p> <ul style="list-style-type: none"> Use political maps to understand the impact the | <ul style="list-style-type: none"> Identify, describe and compare and contrast the countries of Europe Understand the terms latitude and longitude <i>(retrieval of knowledge from lower KS2)</i> Know that there are different time zones across the world <p><i>In KS1 children learnt the location of Europe in the world and know where the UK is located.</i></p> | <ul style="list-style-type: none"> Recognise, describe and explain key geographical features (of the Westman Islands region of Iceland and the island of Hiemaey) Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region <p><i>Human and physical features of a place are taught in KS1 and have been revisited throughout lower KS2.</i></p> | <ul style="list-style-type: none"> Explain how volcanoes form Observe the global pattern of volcanoes and suggest geographical reasons for this distribution Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey Understand the stages in the manufacture of an economic activity – fish processing - together with what export, import and trade entails |



Pilgrims' Way Primary School

Whole School Geography Overview 23/24



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| | <p>location of the volcanoes may have.</p> | | | <p><i>Build on learning from lower KS2 about earthquakes to explain how and why volcanoes form.</i></p> |
| | <h3>How is climate change affecting the world?</h3> | | | |
| | <ul style="list-style-type: none"> • Use physical and political maps in conjunction to help understand the impact of climate change in varying locations around the world. • Use increasingly complex symbols and keys on a range of maps to build their knowledge of wider world. • Use four figure grid references (to locate features in Starcross) <p><i>All of the above builds on learning from lower KS2 where children have developed skills at identifying countries on maps and using a key.</i></p> | <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, <p><i>This builds on learning from KS1 and lower KS2 where all but the Arctic and Antarctic Circle have been covered.</i></p> | | <ul style="list-style-type: none"> • Understand and use the terms climate zone, biomes and vegetation belts. <i>(This builds on the year 3 topic of 'Why are jungles so wet?')</i> • Explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people • Understand the impact on people of changing weather patterns in Victoria in Southeast Australia • Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes |



Pilgrims' Way Primary School



Whole School Geography Overview 23/24

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| | | | | <p>that are occurring in weather patterns</p> <ul style="list-style-type: none"> • Understand the implications of changing weather patterns on the people of Greenland <p><i>This builds on learning about weather in KS1 and the affect that weather can have on people from the Magic Kingdom unit of work in Year 4 (hurricanes).</i></p> <ul style="list-style-type: none"> • Understand how and why countries around the world have acted to reduce global warming <p><i>This links to the Year 4 topic of sustainability where the children learnt about renewable energy sources.</i></p> |
| | How is fair trade fair? | | | |
| | <ul style="list-style-type: none"> • Locate countries around the world on political and physical maps. | <ul style="list-style-type: none"> • Know the location of the UK (within Europe) and know | | <ul style="list-style-type: none"> • Know the Silk Road was the most important trading route (trade, economic activity and natural resources) |



Pilgrims' Way Primary School



Whole School Geography Overview 23/24

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| | <ul style="list-style-type: none"> • Use digital/satellite images to identify features being studied • Use four figure grid references on ordnance survey maps to locate features <p><i>All of the above builds on learning from lower KS2 where children have developed skills at identifying countries on maps and using four figure grid references.</i></p> | <p>the location of South America</p> <p><i>Builds on learning of the continents taught in KS1</i></p> | | <ul style="list-style-type: none"> • Know some of the changes that occurred as a result of the movement of people moving along the silk road • Explain why and how countries trade with each other • Identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading • Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences • Understand why the terms of international trade are not always fair for some producers of goods in other countries around the world • Explain what Fairtrade is and compare the situation of |
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Pilgrims' Way Primary School

Whole School Geography Overview 23/24



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| | | | | Fairtrade-certified farmers with that of non-Fairtrade producers |
| Year | Skills and fieldwork | Locational knowledge | Place knowledge | Human and physical geography |
| | What is a river? | | | |
| 6 | <ul style="list-style-type: none"> Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river. Use the eight points of a compass, four and six-figure grid references, complex symbols and key (including OS maps) to build their knowledge of rivers located in the UK and in the wider world. | <ul style="list-style-type: none"> Locate the world's countries on a range of maps (Asian countries including Bangladesh) and identify physical characteristics (rivers). Name and locate the county of Kent on a map of the UK and the city of Canterbury (retrieval of knowledge from KS1 and lower KS2) Locate the River Stour on maps from source to mouth. | <ul style="list-style-type: none"> Identify similarities and differences between a river in the UK and a river in Bangladesh. | <ul style="list-style-type: none"> Identify and describe how physical features of rivers change from source to mouth Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife Describe the components of the water cycle and explain the important role that rivers play (including water as a natural resource) |



Pilgrims' Way Primary School

Whole School Geography Overview 23/24



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| | <ul style="list-style-type: none"> Use a range of fieldwork techniques to measure, record, present and explain changes along a section of local river and to reach a conclusion as to whether it constitutes a healthy habitat. <p><i>Build on fieldwork skills learnt in KS1 and lower KS2</i></p> | | | <ul style="list-style-type: none"> Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding. |
| <h3>Why are mountains so important?</h3> | | | | |
| | <ul style="list-style-type: none"> Identify and locate the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps Use the eight points of a compass, four and six-figure grid references, complex symbols and key (including OS maps) to build their knowledge of mountains located in the UK and in the wider world. | <ul style="list-style-type: none"> Name and locate counties in cities of the UK (Cumbria and Somerset). Identify key topographical features (hills and mountains). <p><i>Builds on learning of the four countries that make up the UK taught in KS and learning about megacities in Year 4</i></p> <ul style="list-style-type: none"> Identify, locate and describe the location of the largest ranges of mountains in the | <ul style="list-style-type: none"> Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains | <ul style="list-style-type: none"> Understand what geographers define as mountains and understand how this can lead to disagreements Explain how the movement of plates of the Earth's crust can form ranges of fold mountains <p><i>Opportunity for retrieval on learning about Earthquakes (Year 3) and volcanoes (Year 5)</i></p> |



Pilgrims' Way Primary School



Whole School Geography Overview 23/24

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| | <p><i>Eight points of a compass and 6 figure grid references covered in the previous units on rivers and builds on work in lower KS2 where 4 points of a compass and 4 figure grid references were taught.</i></p> | <p>world and the countries that they cover (Europe – including Russia, North America and South America).</p> | | <ul style="list-style-type: none"> • Explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east (water as a natural resource) • Evaluate a range of evidence to make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago |
| <h3>Who are Britain's national parks for?</h3> | | | | |
| | <ul style="list-style-type: none"> • Use, four and six-figure grid references, symbols and key on ordnance survey maps to build knowledge of National Parks (Merrivale) • Use the eight points of a compass to describe the | <ul style="list-style-type: none"> • Name and locate counties of the United Kingdom that contain the 15 National parks in the UK. <p><i>Builds on learning of the four countries that make up the UK taught in KS1, learning about megacities in Year 4 and location</i></p> | <ul style="list-style-type: none"> • Compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities and differences between National Parks in the | <ul style="list-style-type: none"> • Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK |



Pilgrims' Way Primary School



Whole School Geography Overview 23/24

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| | <p>location of the UK's National parks</p> <ul style="list-style-type: none"> Use maps (including digital mapping) to locate National Parks within the United States <p><i>Eight points of a compass and 6 figure grid references covered in the previous units on mountains and rivers and builds on work in lower ks2 where 4 points of a compass and 4 figure grid references were taught.</i></p> | <p><i>of Somerset and Cumbria in mountains topic.</i></p> <ul style="list-style-type: none"> Identify key physical characteristics of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special | <p>UK and those in the United States</p> <p><i>You might want to retrieve previous learning in Year 4 about the Sunshine State and the differences between Florida and the UK.</i></p> | <ul style="list-style-type: none"> Observe and record the common key natural features of the National Parks in the UK <p><i>Make reference to previous learning on Mountains when looking at key physical features of National Parks.</i></p> <ul style="list-style-type: none"> Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do to protect natural resources within the parks. |
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National Curriculum objectives

Prior learning

Lockdown 'catch up'