

Option 2**Complete Geography Overview: Year 1 to Year 6**

	Autumn Term	Spring Term	Summer Term
Year 1	The Four Seasons	Around the World	Life in the City
Year 2	Where do I live?	Let's go to the Arctic	Map Makers
Year 3	The Rainforest	Our European Neighbours	Investigating India
Year 4	Volcanoes	Countries of the World	Earning a Living
Year 5	The Grand Canyon	Water World	Extreme Earth
Year 6	Our Local Area	South America	Exploring Scandinavia

Option 2

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KS1 Objectives

Objective	PlanBee scheme of work
name and locate the world's seven continents and five oceans	<ul style="list-style-type: none"> • Around the World (Year 1 Spring) • Where do I live? (Year 2 Autumn) • Let's go to the Arctic (Year 2 Spring)
<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 	<ul style="list-style-type: none"> • Where do I live? (Year 2 Autumn)
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	<ul style="list-style-type: none"> • Town and Country (Year 1 Summer) • Let's go to the Arctic (Year 2 Spring)
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • The Four Seasons (Year 1 Autumn) • Let's go to the Arctic (Year 2 Spring)
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	<ul style="list-style-type: none"> • The Four Seasons (Year 1 Autumn) • Around the World (Year 1 Spring) • Town and Country (Year 1 Summer) • Where do I live? (Year 2 Autumn) • Let's go to the Arctic (Year 2 Spring)
use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<ul style="list-style-type: none"> • Around the World (Year 1 Spring) • Town and Country (Year 1 Summer) • Where do I live? (Year 2 Autumn) • Map Makers (Year 2 Summer)
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Around the World (Year 1 Spring) • Where do I live? (Year 2 Autumn) • Let's go to the Arctic (Year 2 Spring)
<ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map 	<ul style="list-style-type: none"> • Town and Country (Year 1 Summer) • Let's go to the Arctic (Year 2 Spring) • Map Makers (Year 2 Summer)
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Town and Country (Year 1 Summer) • Map Makers (Year 2 Summer)
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Town and Country (Year 1 Summer) • Where do I live? (Year 2 Autumn) • Map Makers (Year 2 Summer)

KS2 Objectives

Objective	PlanBee scheme of work
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	<ul style="list-style-type: none"> • The Rainforest (Year 3 Autumn) • Our European Neighbours (Year 3 Spring) • Exploring London (Year 4 Autumn) • Countries of the World (Year 4 Spring) • The Grand Canyon (Year 5 Autumn) • South America (Year 6 Spring) • Exploring Scandinavia (Year 6 Summer)
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Exploring London (Year 4 Autumn) • Earning a Living (Year 4 Summer) • Our Local Area (Year 6 Autumn)
<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, the Prime/Greenwich Meridian and time zones (including day and night) 	<ul style="list-style-type: none"> • The Rainforest (Year 3 Autumn) • Volcanoes (Year 4 Autumn) • Earning a Living (Year 4 Summer) • The Grand Canyon (Year 5 Autumn) • Our Local Area (Year 6 Autumn) • South America (Year 6 Spring) • Exploring Scandinavia (Year 6 Summer)
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Our European Neighbours (Year 3 Spring) • Investigating India (Year 3 Summer) • Volcanoes (Year 4 Autumn) • Countries of the World (Year 4 Spring) • The Grand Canyon (Year 5 Autumn) • Our Local Area (Year 6 Autumn) • Exploring Scandinavia (Year 6 Summer)
<ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> • The Rainforest (Year 3 Autumn) • Volcanoes (Year 4 Autumn) • Countries of the World (Year 4 Spring) • Earning a Living (Year 4 Summer) • The Grand Canyon (Year 5 Autumn) • Water World (Year 5 Spring) • Investigating India (Year 3 Summer) • South America (Year 6 Spring) • Exploring Scandinavia (Year 6 Summer)
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	<ul style="list-style-type: none"> • The Rainforest (Year 3 Autumn) • Our European Neighbours (Year 3 Spring) • Investigating India (Year 3 Summer) • Volcanoes (Year 4 Autumn) • Earning a Living (Year 4 Summer) • Water World (Year 5 Spring) • South America (Year 6 Spring) • Exploring Scandinavia (Year 6 Summer) • The Grand Canyon (Year 5 Autumn)
<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> • The Rainforest (Year 3 Autumn) • Investigating India (Year 3 Summer) • Our European Neighbours (Year 3 Spring) • Volcanoes (Year 4 Autumn) • Countries of the World (Year 4 Spring) • The Grand Canyon (Year 5 Autumn) • Water World (Year 5 Spring) • Exploring Scandinavia (Year 6 Summer)
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Exploring London (Year 4 Autumn) • The Grand Canyon (Year 5 Autumn) • Our Local Area (Year 6 Autumn)
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Water World (Year 5 Spring) • Our Local Area (Year 6 Autumn)