



Millbrook Geography Overview



| Year Group | Human Geography - Learning Focus |
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| R | Observe and describe some human features in their environment |
| 1 | Discuss the differences between human and physical geography |
| | Use basic geographical vocabulary to refer to key human features (referring to places studied, including: city, town, village, factory, farm, house, office) |
| 2 | Recap on the differences between human and physical features |
| | Give reasons for the location of key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |
| 3 | Identify different kinds of settlements and land uses |
| | Investigate natural resources come from the UK (industries; coal, soil, stone and wool) |
| 4 | Compare the location of different settlements and how land is used |
| | Explore the distribution of some key natural resources in the UK (industries; coal, soil, stone and wool) |
| 5 | Give reasons for the location of different settlements and how land is used |
| | Make links between the location of settlements and distribution of natural resources (industries; coal, soil, stone and wool) |
| | Explore some trade links between to UK and other countries. |
| 6 | Give reasons for the location of different settlements and how land is used |
| | Make links between the location of settlements and distribution of natural resources (industries; coal, soil, stone and wool) |
| Year Group | Physical Geography - Learning Focus |
| R | Observe and describe some physical features in their environment |
| 1 | Discuss the differences between human and physical geography |
| | Use basic geographical vocabulary to refer to key physical features (referring to places studied) including: forest, hill, mountain, soil, valley, vegetation, sea and ocean. |
| 2 | Recap on the differences between human and physical features |
| | Give reasons for the location of key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation |
| 3 | Investigate and describe key features of coasts |
| | Introduce key features of mountains |
| 4 | Introduce key features of volcanoes |
| | Investigate and compare different rivers |
| | Introduce the water cycle |
| 5 | Compare different climate zones |
| | Compare and contrast a UK and European mountain environment |
| | Investigate different biomes and vegetation (make links with water cycle) |
| 6 | Investigate volcanoes and earthquakes |
| | Compare and contrast a UK and North or Central American river environment |
| Year Group | Weather - Learning Focus |
| R | Compare the 4 seasons |
| | Compare environments that vary in temperature |
| 1 | Describe what a season is |
| | Identify location of some hot and cold areas of the world |
| 2 | Identify hot and cold areas in relation to the poles |
| 3 | Describe the climate of an area studied in relation to its position on Earth |
| 4 | Describe the climate of an area studied in relation to its position on Earth |
| 5 | Describe the climate of an area studied in relation to its position on Earth |



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| 6 | Describe the climate of an area studied in relation to its position on Earth |
| Year Group | Locational Knowledge (World) - Learning Focus |
| R | Show interest in the world and explore using globes and maps |
| 1 | Identify what continents and oceans are |
| 2 | Locate the seven continents and five oceans of the world |
| 3 | Recall the seven continents and five oceans of the world |
| | Identify northern and southern hemispheres |
| | Locate the Equator, tropics of Cancer and Capricorn, and Artic/Antarctic circles |
| | Locate northern and western European countries and relate them to the location of the U. K |
| 4 | Recall the seven continents and five oceans of the world |
| | Recap on the location of the Equator, tropics of Cancer and Capricorn, and Artic/Antarctic circles |
| | Introduce latitude/longitude and make links with time zones |
| | Build on knowledge of European countries by locating Central and Southern European countries (introduce EU/Non-EU countries) |
| 5 | Recall the seven continents and five oceans of the world |
| | Build on European country knowledge by locating Eastern European countries (recall EU/Non-EU countries) |
| | Identify and locate some major European cities |
| | Locate countries of South America |
| | Recall the language of latitude and longitude and make links with time zones and climates |
| 6 | Recall the seven continents and five oceans of the world |
| | Identify and locate some major European cities |
| | Recall countries of South America and introduce Central and North America |
| | Recall the language of latitude and longitude and make links with time zones and climates |
| Year Group | Locational Knowledge (UK) - Learning Focus |
| R | To be able to find the UK and know that is where we live |
| | To be able to name our country and town |
| | Discuss the difference between sea and land |
| 1 | Name the four countries and capital cities of the UK |
| | Name and locate the seas around the UK |
| 2 | Recall the four countries and capital cities of the UK and the seas that surround it |
| | Identify some differences between the four countries of the UK |
| 3 | Recall and make comparisons between the four countries of the UK |
| | Identify some different counties and cities of the UK |
| 4 | Identify and compare some different counties and cities of the UK |
| | Name the main geographical regions of the UK |
| 5 | Recall the main geographical regions of the UK |
| | Compare and contrast some counties and cities of the UK |
| 6 | Recall the main geographical regions of the UK |
| | Compare and contrast some counties and cities of the UK |
| Year Group | Comparing and Contrasting - Learning Focus |
| R | Compare their home and school environment |
| 1 | Note some differences and similarities between a local area of the UK and a small area of a contrasting non-European area |
| 2 | Give reasons for differences and similarities between a local area of the UK and a small area of a contrasting non-European area |



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| 3 | Compare and contrast, giving reasons for, the physical and human geography of a region of the UK and a region of Northern Europe |
| 4 | Compare and contrast, giving reasons for, the physical and human geography of a region of the UK and a region of Southern Europe |
| 5 | Compare and contrast, giving reasons for, the physical and human geography of a region of the UK and a region of South America |
| 6 | Compare and contrast, giving reasons for, the physical and human geography of a region of the UK and a region of Central and North America |



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| Year Group | Geographical Skills - Maps, Atlases and Globes |
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| R | To identify land and sea and know the difference between maps and globes |
| 1 | Identify continents and oceans on maps, in atlases and on globes |
| | Locate the UK on maps, in atlases and on globes |
| | Compare world maps and atlases to globes |
| 2 | Locate the seven continents and five oceans of the world on maps, in atlases and on globes |
| 3 | Recall the location of the seven continents and five oceans of the world on maps, in atlases and on globes |
| | Locate the Equator, tropics of Cancer and Capricorn, and Artic/Antarctic circles on maps, in atlases and on globes (and on maps at different scales) |
| | Find human and physical features on maps at two different scales |
| 4 | Locate the Equator, tropics of Cancer and Capricorn, and Artic/Antarctic circles on maps, in atlases and on globes (and on maps at different scales) |
| | Begin to use scale bars to calculate distances between places studied |
| | Use digital zoom functions to explore features at different scales |
| 5 | Recall the location the Equator, tropics of Cancer and Capricorn, and Artic/Antarctic circles on maps, in atlases and on globes (and on maps at different scales) |
| | Use scale bars to calculate distance between places |
| | Begin to use contour lines to compare slopes |
| 6 | Recall the location the Equator, tropics of Cancer and Capricorn, and Artic/Antarctic circles on maps, in atlases and on globes (and on maps at different scales) |
| | Use scale bars to calculate distance between places |
| | To use contour lines to compare slopes |
| Year Group | Geographical Skills – Compass Points and Grid References |
| R | Use positional language |
| 1 | Use location language (e.g. near/ far, left/right) to compare features on a map |
| | Introduce North, South, East and West |
| 2 | Use North, South, East and West to find the location of features on a map |
| | Use two figure grid reference to find the location of features on a map |
| 3 | Introduce the eight points of a compass to locate features on a map |
| | Follow a key to find the meanings of map symbols |
| 4 | Use the eight points of a compass to locate features on a map |
| | Build knowledge of OS map symbols and use to locate features on a map |
| | Introduce 4 figure grid references |
| 5 | Use the eight points of a compass to locate features on a map |
| | Build knowledge of OS map symbols and use to locate features on a map |
| | Use 4 figure grid references and introduce 6 figure grid references |
| 6 | Use the eight points of a compass to locate features on a map |
| | Build knowledge of OS map symbols and use to locate features on a map |
| | Use 6 figure grid references and introduce 6 figure grid references |



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| Year Group | Geographical Skills – Fieldwork (including maps) |
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| R | Explore maps and begin to draw imaginary ones and ones of the local environment |
| 1 | Draw a simple map (real or imaginary) Talk about the human and physical features of our school grounds |
| 2 | Draw a simple map including important physical and human features Record features with basic symbols Describe some human and physical features in the local area (Shevington) Introduce plan view |
| 3 | Identify features on a plan view map Draw simple maps in plan view Create maps using their own symbols Collect and present geographical data as pictograms or bar graphs |
| 4 | Measure and present rainfall data over a period of time Create map that uses OS symbols Draw a map of a larger area in plan view (village/hamlet) |
| 5 | Measure and compare temperature data Use digital technologies to present data about an area studied Use a compass and map to orientate themselves in an environment Create map using OS symbols and those in plan view |
| 6 | Use digital technologies to present data about an area studied |
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| Year Group | Geographical Skills – Photos |
| R | Use photographs as an aid for discussion when comparing human and physical |
| 1 | Recognise some human and physical features on an aerial photo |
| 2 | Find specific features from aerial photos |
| 3 | Compare locations using aerial photos |
| 4 | Compare locations using aerial photos |
| 5 | Discuss and debate changes over time using aerial photos |
| 6 | Discuss and debate changes over time using aerial photos |