

GEOGRAPHY CURRICULUM OVERVIEW

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>		<p>Revise the continents.</p> <p>Name and locate some countries in Europe.</p> <p>Study of UK, using maps, atlases and digital mapping.</p> <p>Use symbols and 4 figure grid references.</p> <p>Fieldwork – traffic study</p>	<p>Physical and human characteristics in UK and other European countries.</p> <p>Types of settlement and land use.</p>	Types of settlement and land use.	<p>River study</p> <p>Field work – surveys: litter survey and plant diversity.</p>	<p>Use maps and atlases to locate rivers in the UK.</p> <p>Mountain study</p>
<b>Year 4</b>	<p>Geographical Skills and Field Work - Geographical Survey of local area</p> <p>Human and Physical Geography</p> <p>Locational Knowledge (linked to school grounds)</p>	<p>Physical Geography Volcanoes &amp; Earthquakes</p> <p>Locational Knowledge</p> <p>Human and physical Geography</p>	Place Knowledge (linked to history topic of Shang Dynasty)	<p>Locational Knowledge</p> <p>Place knowledge (Linked to Roman study)</p>		
<b>Year 5</b>	Locate the world's countries using maps (Scandinavian countries – Anglo Saxons), including major cities.	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,			Fieldwork – survey on Braintree public about where they buy their clothes	Understand some of the reasons for geographical similarities and differences between countries.

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	<p>Name and locate more counties in England.</p> <p>Name and locate other cities in the UK.</p> <p>Compare the land-use, types of settlement and how they have changed over time.</p>	<p>Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p>			<p>from in preparation for the next project.</p> <p>Know how to use Ordnance Survey symbols and 6 figure grid references.</p>	<p>Understand and describe the key aspects of rivers.</p> <p>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</p>
<b>Year 6</b>	<p>Study of North America and South America with a focus on the different biomes and vegetation belts.</p> <p>Understand and describe key aspects of mountains (taught through English).</p> <p>Continue study on how environmental factors are impacting on various parts of the world linked to the children's campaigns.</p>		<p>Locations of Fairtrade countries</p>	<p>Case study of Daw Street Farm (local business)</p> <p>Trade routes of local products</p> <p>Fieldwork – walk along a line to see how land use changes as we</p>		

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			<p>move away from Braintree.</p> <p>Data analysis of a supermarket shop, looking for Fairtrade, Red Tractor etc.</p>		
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