

LONG SUTTON Geography CURRICULUM OVERVIEW 2026

	Year A (2023/24)	Year B (2022/23)
Cygnets	Seasons and weather patterns (Human & physical geography) - identify seasonal and daily weather patterns in the United Kingdom Welly Walk (Human & physical geography) - understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. - use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, farm, house, office, and shop Non-European Comparison – China - Chinese New Year (Place knowledge) - understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country UK countries – focus on locality (Place knowledge and Locational knowledge) - 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 - 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 - understand geographical similarities and differences through studying the human and physical geography of a small area of the UK	Seasons and weather patterns (Human & physical geography) - identify seasonal and daily weather patterns in the United Kingdom Welly Walk (Human & physical geography) - understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. - use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, farm, house, office, and shop Non-European Comparison – China - Chinese New Year (Place knowledge) - understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country UK countries – focus on locality – Beach locality – Lyme Regis (Place knowledge and Locational knowledge) - 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 - 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 - understand geographical similarities and differences through studying the human and physical geography of a small area of the UK

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Y1/2	Exploring the UK - To identify the countries of Europe. - To identify the countries and capitals of the United Kingdom - To locate UK cities using compass directions. - To identify human and physical features of the UK. – local links - To investigate satellite photos of the UK. - To compare the city and the countryside in the UK. – local links - To identify famous features and characteristics of each UK country. - To identify the flags of the United Kingdom. - To identify the four seasons of weather in the UK. NC Locational knowledge: - Locate the world's countries, using maps to focus on Europe (including the location of Russia) - 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. Geographical skills and fieldwork: - Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Geographical skills & fieldwork: - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Human & Physical Geography:
	Local Geography – our village: - To locate the school buildings on a map and aerial photograph - To identify human and physical features of geography in our village - To be able to draw a map and use a key NC Geographical skills and fieldwork: - 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 - 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 Human & Physical Geography: - Use basic geographical vocabulary to refer to key physical features (e.g. mountain) and key human features (e.g. city). - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. KS2: Geographical skills and fieldwork - 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

	• Use basic geographical vocabulary to refer to key physical features (e.g. mountain) and key human features (e.g. city). • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Identify seasonal and daily weather patterns in the United Kingdom.	
	How is where I live different to London? UK Countries – another area of UK – • To locate London on a map • To know the countries of the UK and major cities • To know where the UK is in the world and identify the continents and oceans • To compare London to long Sutton • Explore what it would be like to live in London • To understand the physical features of London • To use simple maps and plans NC Place Knowledge: • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Geographical skills and fieldwork: • 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 • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Locational Knowledge - Based on the British Empire – Continents, seas/oceans, maps skills What would it be like to live in Australia? Non European country – Australia • To be able to locate Australia on a map • To learn the names and positions of the continents and oceans. • To know which regions are hot and which are cold • To find out about Australia and its geography, cities & countryside • To compare life in Australia with life in the UK and imagine living in Australia • To compare rural and city locations in Australia • To explore the similarities/differences between life in Australia and the UK • To begin to learn about different Australian landscapes. NC Place Knowledge: • understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country Locational Knowledge:

		- Knowledge 7 Continents and 5 Oceans - the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork: - 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
	What would it be like to live in Kenya? Non European country – Kenya? - To be able to locate Kenya on a map - To learn the names and positions of the continents and oceans. - To know which regions are hot and which are cold - To find out about Kenya and its geography, cities & countryside - To compare life in Kenya with life in the UK and imagine living in Kenya - To compare rural and city locations in Kenya - To explore the similarities/differences between life in Kenya and the UK - To begin to learn about different Kenya landscapes NC Place Knowledge: - understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country Locational Knowledge: - Knowledge 7 Continents and 5 Oceans - the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork:	How is where I live different to Lyme Regis? UK Countries – another area of UK – Lyme Regis - To locate Lyme Regis on a map - To know the countries of the UK and major cities - To know where the UK is in the world and identify the continents and oceans - To compare Lyme Regis to long Sutton - Explore what it would be like to live in Lyme Regis - To understand the physical features of the coast - To use simple maps and plans Place Knowledge: - understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country Locational Knowledge: - Knowledge 7 Continents and 5 Oceans - the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork: - 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

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Kites	Where in the world is....? How to use a map? Map work – based local - To be able to use a n atlas and globe to locate key countries around the world - To be able to use 4 figure grid references - To locate and know countries of the UK, major cities and topographical features - To use a local OS map to find key places and follow a route. - To draw plans and maps - To understand about different types of settlement and land use through the use of maps NC: Geographical skills and fieldwork: - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - To use 4 Figure grid references and OS maps including symbols and keys - 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 Locational Knowledge: - Name and locate counties and cities of the United Kingdom, , key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Human Geography - Human geography, including: types of settlement and land use	What is like to live in Italy? - To be able to locate Italy on a map - To be able to locate key European countries on a map - To know the key cities, environmental regions and characteristics - To understand the similarities and difference to the UK - To identify the climate zones, rivers, mountains, volcanoes and earthquakes. - To know what it is like to live in Italy - To explore the types of settlement, land use and economic activity NC: Human and physical Geography: - To understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting European country – Italy Locational Geography - 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 - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,

	<u>What's it like to live in Bristol compared to Long Sutton?</u> • To be able to locate Bristol on a map • To look at the similarities and differences of Bristol and Long Sutton • To understand the features of a city • To begin to understand the diversity within Bristol • To investigate the topographical feature of Bristol – river, coast, hills • To understand how the history and geographical position of Bristol has impacted its development NC Human and physical Geography: • To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - Bristol Locational Geography: • 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),	<u>What causes Volcanoes and earthquakes?</u> • To understand how the earth moves and the causes of earthquakes and volcanoes • To locate key volcanoes. To know the structure of volcanoes and the features of an eruption • To understand that the earth's crust is split into tectonic plates • To understand why people live near volcanoes • To understand the causes of earthquakes and the features of these • To locate earthquakes using longitude and latitude NC: Physical Geography: • Physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes Locational Geography: • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere,
Summer	<u>Rivers or What makes the Somerset Levels and Moors so special?</u> • To understand the key processes of the water cycle. • To identify the features of a river system. • To identify the characteristics of the three stages of a river. • To investigate features of the River Thames on maps and satellite photos. • To think about the different ways we use water. • To understand the impact of floods and droughts. – local link to Somerset Levels 2014 floods • To identify rivers using an atlas.	<u>Climate change – How is our world impacted by plastic?</u> • To understand what climate change is • To know the causes of climate change • To begin to understand the evidence for climate change • To understand the effects of plastic on our world • To know the alternatives for plastics • To understand the effects of plastics on our oceans NC:

	NC Geographical skills and fieldwork: - Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. Locational knowledge: - 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) Human & physical geography: - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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.	Human & physical geography: - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - 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. - Understand how human and physical processes interact to influence, and change landscapes, environments and the climate
Harriers	<u>Why do we need maps?</u> - To understand grid reference - To be able to navigate using an OS map - To know the key symbols of an OS map - To use atlases and digital technology to look at human and physical features around the world - To know where key places are - To be able to draw sketch maps of their locality NC Geographical skills and fieldwork: - To 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 - To be able to use local OS maps to find and plan journeys	<u>All about Global trade</u> - To understand where products come from - To understand why trade has become global - To compare different places products pass through during their manufacture (cotton or chocolate) - To know what the UK exports and to which countries - To understand the positive impact of buying fairtrade products - To understand how the human and physical geography of a country determines its highest-value export. NC Human Geography: - Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of

	To 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.	methods, including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.
	<u>Coastlines: What happens where the land meets the sea?</u> - What is a coast and how are people's lives affected by them? - How do waves shape our coasts? - What causes the coastline to change? - Why are coastal habitats important? - What can we do to protect our coasts? NC: Locational knowledge: - Locate the world's countries, using maps to focus on Europe (including the location of Russia) Geographical skills and fieldwork: - Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. - Use the 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. Place knowledge: - Understand geographical similarities and differences through the study of human and physical geography of a region of the	<u>What is the importance of mountains?</u> <u>Mountains – Everest</u> - To know how mountains are formed - To understand the key features of mountains - To be able to locate the world 10 highest mountains - To identify key mountain ranges including using longitude and latitude - To investigate the climate of a mountain environment - To understand the importance of mount Everest NC: Physical Geography: - Physical geography, including: climate zones, biomes and vegetation belts, Mountains Locational Geography: - 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 - Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the

	United Kingdom, a region in a European country, and a region within North or South America. Human and physical geography: Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Prime/Greenwich Meridian and time zones (including day and night)
Summer	<u>Climate Change – Why do we need renewable energy?</u> - To know what climate change is - To know who Greta Thunberg is - To identify what energy is and the sources of this. - To know what environmental impact is of energy sources. - To understand the need to conserve our natural resources. - To know the advantages and disadvantages of solar power - To understand wind power and how this produced - To know what nuclear power is NC Human and Physical Geography: - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - 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. - Understand how human and physical processes interact to influence, and change landscapes, environments and the climate	<u>What's it like to live in Brazil?</u> - To identify the countries and capitals of South America. - To write a fact file about Brazil. - To locate Brazilian cities using 4 & 6-figure grid references. - To identify the human and physical features of Brazil. - To explore Brazil's different ecosystems. - To investigate Brazil's weather and climate. NC Locational knowledge: - Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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). <u>Geographical skills and fieldwork:</u> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - 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. <u>Place knowledge:</u>

		• 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 <u>Human and physical geography:</u> • Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • 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.
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