



**Geography long-term overview incorporating Breadth of Study and Threshold Concepts and skills**  
**YR-Y6**

**Threshold Concepts (KS1 and KS2):** These are designed to be advanced throughout the primary years. This reflects the nature of growing depth and mastery. They should be repeatable. They become both the planning and assessment foci.

Breadth of Study KS1: What will be covered?	Threshold Concepts		
	Investigate Places	Investigate Patterns	Communicate Geographically
	This concept involves understanding the geographical location of places and their physical and human features.	This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.	This concept involves understanding geographical representations, vocabulary and techniques.
<b>YR</b>	<b>Understanding of the World</b>		
<b>Y1</b>	<b>Seaside, The Great Fire of London, Africa, Oceans and Continents</b>		
	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). <b>S</b></p> <ul style="list-style-type: none"> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. <b>S</b></li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, <b>continents and oceans</b> studied. <b>The Great Fire of London</b> <b>OC</b></li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key <b>human and physical features</b> of its surrounding environment. <b>S</b></li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <b>OC</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's continents and oceans. <b>(Africa focus)</b> <b>OC</b></li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <del>and of a contrasting non-European country.</del> (Binfield vs seaside and Binfield vs Africa). <b>S OC</b></li> <li>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. <b>S OC</b></li> <li>Identify land use around the school. <b>S</b></li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <b>S</b></li> <li>key human features, including: city, town, village, factory, farm, house, office and shop. <b>S</b></li> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. <b>OC</b></li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>
Enrichment for Y1	BOLE Fire Engine Visit to school		
<b>Y2</b>	<b>Florence Nightingale, The Coronation, Islands</b>		
	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). <b>Is</b></p> <ul style="list-style-type: none"> <li>Identify the key features of a location in order to say whether it is a</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. <b>Is</b></li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. <b>Is</b></li> </ul>



## Geography long-term overview incorporating Breadth of Study and Threshold Concepts and skills

### YR-Y6

	<p>city, town, village, coastal or rural area. <b>IS</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. <b>FN</b></li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features. <b>IS</b></li> </ul> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <b>FN C IS</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's continents and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Identify land use around the school.</li> </ul>	<ul style="list-style-type: none"> <li>key human features, including: city, town, village, factory, farm, house, office and shop. <b>C IS</b></li> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. <b>C IS</b></li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). <b>C</b></li> </ul>
<p>Enrichment for Y2</p>	<p>Windsor Castle BOLE</p>		
<p>Ongoing continuous provision for KS1</p>	<ul style="list-style-type: none"> <li>BOLE</li> </ul>	<ul style="list-style-type: none"> <li>BOLE</li> </ul>	<ul style="list-style-type: none"> <li>Directional language used in Maths and PE.</li> <li>Maps used to locate places in History</li> <li>BOLE</li> </ul>
<p><b>Geographical Vocabulary for KS1</b></p>	<p>Physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>Human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>Equator and the North and South Poles, countries, continents and oceans.</p>		
<p><b>Threshold Concepts</b></p>			



**Geography long-term overview incorporating Breadth of Study and Threshold Concepts and skills**  
**YR-Y6**

KS2: Breadth of study	Investigate Places	Investigate Patterns	Communicate Geographically
Y3	<b>Egypt, Binifeld Local Study, Stone Age to Iron Age</b>		
	<p>Ask and answer geographical questions about the physical and human characteristics of a location. <b>E SA</b></p> <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons. <b>E SA</b></li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. <b>E BS SA</b></li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. <b>BS</b></li> </ul> <p>Use a range of resources to identify the key physical and human features of a location. <b>BS</b></p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. <b>BS SA</b></li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. <b>E</b></li> <li>• Describe geographical similarities and differences between countries. <b>E</b></li> <li>• Describe how the locality of the school has changed over time. <b>BS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: <del>rivers, mountains, volcanoes and earthquakes and the water cycle.</del> <b>E</b></li> <li>• human geography, including: settlements and land use. <b>(Stone Age) E SA</b></li> </ul> </li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. <b>BS</b></li> </ul>
Enrichment for Y3	Ufton Court, BOLE, Egyptian day		
Y4	<b>Romans, Rainforests, Mayans, Extreme Earth</b>		
	<p>Ask and answer geographical questions about the physical and human characteristics of a location. <b>R</b></p> <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons. <b>R</b></li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. <b>Ro R M</b></li> <li>• Use fieldwork to observe and record the human and physical</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. <b>R EE</b></li> <li>• Describe geographical similarities and differences between countries. <b>R</b></li> <li>• Describe how the locality of the school has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. <b>Ro R M EE</b></li> <li>• human geography, including: settlements and land use. <b>Ro R M EE</b></li> </ul> </li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to</li> </ul>



**Geography long-term overview incorporating Breadth of Study and Threshold Concepts and skills**  
**YR-Y6**

	<p>features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location. <b>R</b></p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics. <b>Ro EE</b></li> </ul>		<p>communicate knowledge of the United Kingdom and the wider world. <b>Ro R M EE</b></p>
<p>Enrichment for Y4</p>	<p>Ufton Court BOLE</p>		
<p>Y5</p>	<p><b>Greece, Sustainability, Anglo Saxons, Vikings</b></p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations. <b>G E</b></p> <ul style="list-style-type: none"> <li>• Identify and describe how the physical features affect the human activity within a location. <b>E</b></li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. <b>G</b></li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. <b>E</b></li> </ul> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). <b>E</b></p> <ul style="list-style-type: none"> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. (Greece) <b>G</b></li> </ul>		



**Geography long-term overview incorporating Breadth of Study and Threshold Concepts and skills**  
**YR-Y6**

	<ul style="list-style-type: none"> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics. <b>R</b></li> </ul>		
Enrichment for Y5	BOLE		
Y6	<p><b>Changing World, Woman in History, Rivers</b></p>		
	<p><b>Collect and analyse statistics and other information in order to draw clear conclusions about locations. R</b></p> <ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location. <b>R</b></li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. <b>CW R</b></li> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). <b>R</b></li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. <b>CW R</b></li> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics. <b>R</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). <b>R</b></li> <li>Understand some of the reasons for geographical similarities and differences between countries. <b>R</b></li> <li>Describe how locations around the world are changing and explain some of the reasons for change. <b>CW With</b></li> <li>Describe geographical diversity across the world. <b>CW With</b></li> <li>Describe how countries and geographical regions are interconnected and interdependent. (Changing World) <b>CW With</b></li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. <b>CW R</b></li> <li>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. <b>CW R</b></li> </ul> </li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. <b>R</b></li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>
Enrichment for Y6	PGL, The Globe, Rivers and Rowing Museum		
Ongoing continuous provision for KS2	<ul style="list-style-type: none"> <li>BOLE</li> </ul>	<ul style="list-style-type: none"> <li>BOLE</li> </ul>	<ul style="list-style-type: none"> <li>Directional language used in Maths and PE.</li> <li>Maps used to locate places in History</li> <li>BOLE</li> </ul>
Geographical Vocabulary for KS2	<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones</p>		



**Geography long-term overview incorporating Breadth of Study and Threshold Concepts and skills**

**YR-Y6**