Geography Overview

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|  | Autumn 1  | Autumn 2 | Spring 1  | Spring 2 | Summer 1  | Summer 2 |
| Nursery | * Comment and ask questions of their familiar world.
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 | * Talk about things they have observed, such as plants growing or animals.
* Shows care and concern for living things and the environment.
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* Developing and understanding of growth and changes over time.
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| Reception | * Comment and ask questions of their familiar world.
 |  | * Look closely at similarities and differences in their own immediate environment compared to other places.
 | * Talk about features of their own environment and how it might vary from others.
* Make observations of plants and animals and explain why some things happen.
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* Make observations of plants and animals and explain why some things happen.
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| \*The above yearly overview for EYFS may be subject to change depending on children’s interests and fascinations. Although the skills are detailed above, these may be altered by staff depending on children’s progress throughout the year. Many areas of learning such as PSE, CLL and PD are woven through all experiences and teaching within FS1 and FS2. |
| Year 1 | Where am I?* Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.
* Use ariel photographs and plan perspectives to recognise landmarks and backs human and physical features
 | Where can I go?Use basic geographical vocabulary to refer to: •key physical features, including forest, hill, mountain, soil, valley, vegetation.•key human features, including city, town, village, factory, farm, house, office. | Why is it so cold?* 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.
 | Where does chocolate come from?* Begin to 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.
 | How many countries are in the UK?* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
* Use world maps, atlases, and globes to identify the United Kingdom and its countries
* Use locational and directional language (near and far; left and right), to describe the location of features and routes on a map.
 | When does your garden grow?* Identify seasonal and daily weather patterns in the United Kingdom.
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| Year2 | Where in the world do we live?* Name and locate the world’s seven continents and five oceans.
* Use simple compass direction (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.
 | What are the first signs of winter?* Recap from Year 1 naming the four countries and capital cities of the United Kingdom and its surrounding seas. Additionally, looking at major cities of England, Scotland, and wales.
 |  | Where is the Forbidden Forest?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
* key human features, including city, town, village, factory, farm, house, office, port, harbour and shop
 | Why are the animals taking over?* 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.
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| Year 3 | What makes plants grow and flourish?* Locate and name the continents on a world map.
* Locate the world’s countries using maps to focus on Europe.
* Locate and name the countries making up the British Isles, with their capital cities.
* Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.
* Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.
 |  | What makes the Earth angry?* Identify the position and significance of longitude, latitude, 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)
* Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
* Could this be added here? Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.
 |  |  | Why do people travel to the Mediterranean?* Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.
* Learn the eight points of a compass, 2 figure grid reference, some basic symbols and key (including the use of a simplified Survey maps) to build their knowledge of the United Kingdom and the wider world.
* 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.
* Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.
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| Year 4 |  |  | Why are you proud to live in Long Eaton?* Name and locate the main counties and cities of the UK with a focus in/around the East Midlands. Identify key topographical features (coasts, rivers etc)
* Human geography including types of settlements in modern Britain: villages, towns, cities – focus on local area. (Links to past through Romans topic).
* Begin to use the eight points of a compass. Use four-figure grid references, symbols and keys (including OS maps).
* Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and plans.
 |  | Why are most of the world’s cities located by rivers?* Make links between physical and human geography e.g. why many world cities are located by rivers.
* Describe and understand key aspects of: Physical geography, including climate zones, biomes and vegetation belts and the water cycle.
* On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.
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| Year 5 | Could you be the next Mr Willy Wonka?* Locate the main countries in Europe and North or South America. Locate and name major cities
* Describe and understand key aspects of Physical geography
* Fair/unfair distribution of resources (Fairtrade).
* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
* Human geography including trade between UK and Europe and ROW
 |  |  |  |  | What’s so special about the USA? * Locate the main countries in Europe and North or South America. Locate and name major cities.
* Use the eight points of a compass, four-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
* Compare 2 different regions in UK rural/urban.
* Locate and name the main counties and cities in England.
* Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day
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| Year 6 | • On a world map locate the main countries in Africa, Asia and Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Identify the significance of latitude, longitude, Northern & Southern Hemisphere and time zones.* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* Begin to use 6 figure grid references with teaching of latitude and longitude Ordnance in depth.
* Expand map skills to include non-UK countries.
 | * Describe and understand key aspects of: Physical geography including climate zones, biomes and vegetation belts and rivers.
* Human geography including types of settlement and land use, economic activity including trade links (link to Vikings topic).
* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* Begin to use 6 figure grid references with teaching of latitude and longitude Ordnance in depth.
* Expand map skills to include non-UK countries.
 | Isle of Wight• Make links between physical and human geography in coastal holiday destinations (Isle of Wight field trip)• Use fieldwork to observe, measure 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 (Isle of Wight field trip).• Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. |