

St Andrew's Church of England Primary School

Geography Overview

<p>Reception</p>	<p>The Reception children have accessed elements of the Geography curriculum through their studies and independent learning in the area of <i>Understanding the World</i>.</p>		
<p>Willow Year 1 Year A</p>	<p style="text-align: center;">*The UK and London*</p> <p><u>Locational Knowledge</u> *Locate and know characteristics of the 4 UK countries of and their capital cities (links with London for GFOL history study) (Y1 - 'Our Country')</p> <p><u>Geographical skills and fieldwork:</u> *Use world maps, atlases and globes to identify the UK and its countries * 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 (children create a map showing the key areas involved in the story 'No, Nancy No')</p> <p><u>Place Knowledge</u> *Understand geographical similarities and differences through studying the human and physical geography of a small areas of the UK (London – linking with No, Nancy, No!)</p> <p><u>Human and physical geography</u> * Use basic geographical vocabulary for human / physical features (incl. city, office, shop, river, factory, house) (ideas from Y1 - <i>Travelling Ted Tours London</i>)</p>	<p style="text-align: center;">*South Africa* Linked to 'The Ugly 5'</p> <p><u>Place Knowledge</u> *Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country. (South Africa– make comparisons with last term's study of London, e.g. the final lesson to compare).</p> <p><u>Geographical skills and fieldwork:</u> * Use world maps, atlases and globes to identify some countries, the seven continents and five oceans studied in KS1 (e.g. locate the country South Africa - and surrounding countries- in the continent of Africa, and the oceans surrounding it)</p> <p><u>Locational Knowledge</u> *Name and locate the world's seven continents and five oceans.</p> <p><u>Human and Physical Geography</u> *Locate hot and cold weather zones in the world in relation to the equator and the north and south poles (look at the location of Kenya and its weather) * Use basic geographical vocabulary, including:</p>	<p style="text-align: center;">Part 1: *Our Local Area* <u>Geographical skills and fieldwork</u></p> <p>Mapping *Use Compass directions (North, South, East, West) and directional language (near, far, left, right) to describe location of features and routes on a map *Use simple fieldwork skills to study the geography and key human and physical features of the school's surrounding environment *Devise simple maps and use symbols on a key (pupils to map a simple short walk / exercise route around Weston or a journey from school to the Green) (See - 'our local area' Y2 geography)</p> <p style="text-align: center;">Part 2: *The Seaside*</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through studying the physical and human geography of a topographical feature (coast / seaside towns). (Study and compare English seaside towns and associated vocabulary - aerial maps, physical and human features) and its changes over time - see Y2 - Beside the Seaside)</p> <p><u>Human and physical geography</u> Use basic geographical vocabulary, including: Key human features: city, town, village, factory, farm, house, office, port, harbour, shop</p>

		<p><u>Key human features:</u> city, town, village, factory, farm, house, office, port, harbour, shop</p> <p><u>Key physical features:</u> cliff, coast, sea, ocean, beach, forest, hill, mountain, river, soil, valley, vegetation, season, weather</p>	<p><u>Key physical features:</u> cliff, coast, sea, ocean, beach, forest, hill, mountain, river, soil, valley, vegetation, season, weather</p> <p>* Identify seasonal and daily weather patterns in the United Kingdom</p>
Willow (Cycle B)	<p>Our World and its Weather Patterns</p> <p><u>Locational Knowledge</u> Locate the world's continents and oceans. *Use globes, maps, atlases (place selection of wildlife in oceans and continents)</p> <p><u>Human and Physical Geography</u> * Identify seasonal and daily weather patterns in the United Kingdom *Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Seasonal changes and weather cont.d - Autumn walk – science to observe seasonal changes)</p>	<p>Our School and Local Area</p> <p><u>Locational Knowledge</u> *Locate the 4 countries of the UK and know their capital cities (Locate Bamburgh on UK map during Grace Darling study. Locate our area) (Locate South Africa on world map – Nelson Mandela study)</p> <p><u>Human and Physical Geography</u> * identify seasonal and daily weather patterns in the United Kingdom (winter walk / Seasons Diary / winter weather forecast)</p> <p>*Weston Local Study: Maps and Map-making*</p> <p><u>Geographical Skills & Fieldwork Study</u> *use simple fieldwork and observational skills to study the geography of school and its grounds and key human and physical features of its surrounding environment. *use aerial photographs and plans to recognise landmarks and basic human and physical features; *devise a simple map; and use and construct basic symbols in a key * use compass directions and directional language</p> <p><u>Place Knowledge:</u> *Study the human and physical geography of a small area of the UK</p>	<p><u>Human and Physical Geography</u> * identify seasonal and daily weather patterns in the United Kingdom (spring walk / seasons diary / forecast)</p> <p>Mapping Journeys</p> <p><u>Geographical Skills</u> ♣ use simple compass directions (North, South, East and West) and locational and directional language [e.g. near, far, left, right] to describe the location of features and routes on a map (draw and describe Titanic's planned and actual route on world map, label important oceans / locations; Describe and draw other journeys that could be made around the world) *use world maps, atlases and globes</p>

<p>Oak (Cycle A)</p>	<p>*The UK and London*</p> <p><u>Locational Knowledge</u> *Locate and know characteristics of the 4 UK countries of and their capital cities (links with London for GFOL history study) (Y1 - 'Our Country')</p> <p><u>Geographical skills and fieldwork:</u> *Use world maps, atlases and globes to identify the UK and its countries * 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 (children create a map showing the key areas involved in the story of the Great Fire of London, e.g. Puddling Lane Bakery, River Thames etc.)</p> <p><u>Place Knowledge</u> *Understand geographical similarities and differences through studying the human and physical geography of a small areas of the UK (London – linking with Great Fire of London)</p> <p><u>Human and physical geography</u> * Use basic geographical vocabulary for human / physical features (incl. city, office, shop, river, factory, house) (ideas from Y - <i>Travelling Ted Tours London</i>)</p>	<p>*Kenya*</p> <p><u>Place Knowledge</u> *Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country. (Use story <i>Mama Panya's Pancake – A village tale from Kenya</i>) (Kenya – make comparisons with last term's study of London, e.g. the final lesson to compare).</p> <p><u>Geographical skills and fieldwork:</u> * Use world maps, atlases and globes to identify some countries, the seven continents and five oceans studied in KS1 (e.g. locate the country Kenya - and surrounding countries- in the continent of Africa, and the oceans surrounding it)</p> <p><u>Locational Knowledge</u> *Name and locate the world's seven continents and five oceans.</p> <p><u>Human and Physical Geography</u> *Locate hot and cold weather zones in the world in relation to the equator and the north and south poles (look at the location of Kenya and its weather) * Use basic geographical vocabulary, including: <u>Key human features:</u> city, town, village, factory, farm, house, office, port, harbour, shop <u>Key physical features:</u> cliff, coast, sea, ocean, beach, forest, hill, mountain, river, soil, valley, vegetation, season, weather (- <i>'Wonderful World' & Sensational Safari Y2 Geog units</i>)</p>	<p>Part 1: *Our Local Area*</p> <p><u>Geographical skills and fieldwork</u></p> <p>Mapping *Use Compass directions (North, South, East, West) and directional language (near, far, left, right) to describe location of features and routes on a map *Use simple fieldwork skills to study the geography and key human and physical features of the school's surrounding environment *Devise simple maps and use symbols on a key (pupils to map a simple short walk / exercise route around Weston or a journey from school to the Green) (See - 'our local area' Y2 geography)</p> <p>Part 2: *The Seaside*</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through studying the physical and human geography of a topographical feature (coast / seaside towns). (Study and compare English seaside towns and associated vocabulary - aerial maps, physical and human features) and its changes over time - see Y2 - Beside the Seaside)</p> <p><u>Human and physical geography</u> Use basic geographical vocabulary, including: <u>Key human features:</u> city, town, village, factory, farm, house, office, port, harbour, shop <u>Key physical features:</u> cliff, coast, sea, ocean, beach, forest, hill, mountain, river, soil, valley, vegetation, season, weather * Identify seasonal and daily weather patterns in the United Kingdom</p>
<p>Oak (Cycle B)</p>	<p>Our World and its Weather Patterns</p> <p><u>Locational Knowledge</u> <i>Locate the world's continents and oceans. (2 lessons)</i> *Use globes, maps, atlases</p>	<p>Magical Mapping <i>This Magical Mapping unit will develop key map skills through a range of engaging geographical skill based activities. Children will explore a range of maps at a local, national and global level,</i></p>	<p><u>Human and Physical Geography</u> <i>* identify seasonal and daily weather patterns in the United Kingdom (spring walk / seasons diary / forecast)</i></p>

	<p>(place selection of wildlife in oceans and continents) <u>Human and Physical Geography</u> <i>* Identify seasonal and daily weather patterns in the United Kingdom (Seasons Diary – from Oct (pictures for Y1) *Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Wonderful Weather)</i> <i>(Seasonal changes and weather cont.d - Autumn walk – science to observe seasonal changes)</i></p>	<p>developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to ‘view from above’ looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.</p>	<p><i>*Mapping Journeys*</i> Geographical Skills <i>♣ use simple compass directions (North, South, East and West) and locational and directional language [e.g. near, far, left, right] to describe the location of features and routes on a map (draw and describe Titanic’s planned and actual route on world map, label important oceans / locations; Describe and draw other journeys that could be made around the world)</i> <i>*use world maps, atlases and globes</i></p>
Year 3	<p>Geographical Skills & Fieldwork: 2. Use the eight points of a compass. Use symbols and keys. <i>These skills will be embedded through a variety of activities during geography lessons across the year.</i></p> <p><i>Locational Knowledge</i> 1. Locational Knowledge- using atlases & globes to locate continents and oceans (revision KS1) 2. Name & locate counties and cities of the United Kingdom and identify their human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers). <i>Activity Idea: use maps, atlases, digital/computer mapping resources to identify these features. Map work - find different features on similar maps.</i></p>	<p>Place Knowledge – UK 1. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom – Focus on inner city London. <i>Activity Idea: Contrast the urban environment – poverty, landmarks, make contact with a school in London.</i> Human and Physical geography 2. Describe and understand key aspects of human geography, including: types of Settlement and land use – Focus on inner city London. Human and Physical geography Describe and understand key aspects of the Water Cycle.</p>	<p>Geographical Skills & Fieldwork <i>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.</i></p> <p><i>Human and Physical geography Weston (Contrasting Case Study)</i> 1. Investigate types of settlement & land use. (Weston). <i>Field trip – walk around Weston, with basic sketch map, identify different land use (houses, open spaces church, school, etc.). Add to map & create a key for map.</i></p> <p><i>Activity Idea: Link to local History topic – investigate land-use within Weston and changes over time.</i></p>
Year 4	<p>Geographical Skills and Fieldwork 2. Introduce 4 figure grid references. Use of symbols and keys including the use of OS maps</p>	<p>Place Knowledge 1. Understand geographical similarities and differences through the study of human</p>	<p>Geographical Skills & Fieldwork 1. Use fieldwork to observe, measure, record and present the human and physical</p>

	<p>Locational Knowledge</p> <ol style="list-style-type: none"> 1. <i>Locational Knowledge – using atlases & globes to locate countries within Europe</i> 2. <i>Locate major cities of Europe - identifying key human and physical characteristics, key topographical feature – mountains. (link to place knowledge below)</i> 3. <i>Locate Northern & Southern Hemisphere, Equator and Arctic & Antarctic Circle.</i> 	<p><i>and physical geography of Europe – The Alps (Mountain Region)</i></p> <p>Human and Physical geography</p> <ol style="list-style-type: none"> 1. <i>Describe and understand key aspects of climate zones (Arctic/Antarctic circle v Equator and formation of mountains)</i> <p><i>Describe and understand key aspects of types of settlements and land use (tourism v natural environment).</i></p>	<p><i>features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</i></p> <p>Activity Idea: Weston (Contrasting Case Study)</p> <p>Human & Physical</p> <ol style="list-style-type: none"> 2. <i>Investigate types of economic activity including Trade Links (within Weston).</i> <p><i>Activity Idea - Field trip – visit canal, site of historical railway and investigate sties of previous industry eg Salt Works Lane, Alabaster works with sketch map, identify different human and physical features). Add to map & create a key for map. link to local History topic – investigate land-use within Weston and changes over time, compare maps over time.</i></p>
Year 5	<p>Geographical skills and field work.</p> <ol style="list-style-type: none"> 2. <i>Introduce 6 figure references, use symbols and keys including the use of OS maps</i> <p>Locational Knowledge</p> <p><i>Use atlases & globes to locate countries and environmental regions of the world focusing on North & South America</i></p> <ol style="list-style-type: none"> 2. <i>Locate major cities of the world & identify main economic activity focusing on South & North America</i> 3. <i>Identify key topographical features (Rivers) & human & physical characteristics (counties & cities) North & South America.</i> 	<p>Place Knowledge</p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of North and South America – The Amazon Rainforest Region.</i></p> <p>Human and Physical geography – Describe and understand key aspects of Rivers.</p> <ol style="list-style-type: none"> 2. <i>Rivers as trade links, distribution of natural resources – deforestation & mining within the Amazon (Economic activity)</i> <p>Geographical Skills and Field Work & Human and Physical geography</p> <p>River Study</p> <p><i>Visit the Brook (behind Church) study features of a river and measure water flow.</i></p>	<p>Geographical Skills & Fieldwork</p> <p><i>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.</i></p> <p>Field work – investigation of Hopton Heath Battlefield Site (visit to site) – create map of battlefield site through observation and measurement – detailing human and physical features of the site – use digital technology to create an information board for battle site.</p>
Year 6	<p>Geographical Skills and fieldwork</p> <ol style="list-style-type: none"> 1. <i>Use symbols and keys including the use of OS maps and 6 figure references.</i> 2. 	<p>Place Knowledge</p> <p><i>Understand geographical similarities and differences through the study of human and</i></p>	<p>Human and Physical geography</p> <p><i>Describe and understand key features of Volcanoes and Earthquakes zones</i></p>

	<p><i>Locational Knowledge</i> <i>Using atlases & globes to locate countries focusing on key physical and human characteristics of the world and capital cities revision.</i> <i>Locate major cities of the world & identify main economic activity revision</i> <i>Identify key positions & significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and times zones (inc day and night)topographical features (coasts).</i></p> <p><i>Fieldwork – orienteering while on Residential visit.</i></p>	<p><i>physical geography of Africa. Focus on East Coast of Africa including islands eg Madagasca, Seychelles.</i></p> <p><i>Human and Physical geography</i> <i>Describe and understand key aspects of Biomes and vegetation belts.</i> <i>Economic activity including trade links and the distribution of natural resources including energy, food and water & trade links (Trade and Economics).</i></p>	<p><i>Volcanoes around the world. Plot geographical features / patterns of these physical features on maps.</i></p>
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