

Geography Whole School Overview

	EYFS	KS1		LKS2		UKS2		
	Nursery/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
AU1	<p>Marvellous Me</p> <p>Understanding the World</p> <p>The Natural World</p> <p>Nursery: -Children showing respect and care for their environment. -Children talking about their home environment and school environment. -Children exploring their world and environment through their senses.</p> <p>Reception: -Explore the natural world and describe what I see, hear and feel when outside -Understand the effects of the changing seasons around me – autumn -Talk about harvest</p>		<p>Our Local Area</p> <p>Geography skills and fieldwork</p> <ul style="list-style-type: none"> Devise a simple map, using and constructing basic symbols in a key Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple compass directions (North, South, East and West) and locational to describe the location of features and routes on a map. 				<p>Whitby</p> <ul style="list-style-type: none"> Recognise the term human geography Visit Whitby harbour side to locate and explain the main human and physical features. Make observational fieldnotes about land features including maps, plans, graphs and digital technology Compare two different regions in the UK (rural/ urban) Compare two different regions in the UK (rural/ urban) Record measurement of harbour/river width/ depth Describe and understand key physical geography features: of coasts, rivers & the water cycle, including transpiration. Research and discuss how water affects the environment, settlement, environmental change and sustainability. Discuss land use and draw conclusions for reasons of change based on human inhabitants and changing needs. Explain and present the differences studied. Confidently use maps/ atlases, globes and Google Earth. Use atlases/ maps to describe and locate places using four figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK. Take photographs to support findings, e.g. showing different transport used in the area today which would not have been used during Victorian times. 	
AU2	<p>Let's Celebrate!</p> <p>Understanding the World</p> <p>The Natural World</p> <p>Nursery: -Children exploring the changing weather and seasons -Children continuing to explore using their senses. -Children naming parts of the body. -Children showing more of an interest in the world.</p> <p>Reception: -Begin to describe what I see, smell and feel in the natural</p>	<p>London</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries of UK and surrounding seas. Use simple fieldwork and observational skills to study geography of school grounds and key human and physical features of part of the UK Understand geographical similarities and differences through studying the human and physical properties of parts of the UK (Baildon compared to London) 		<p>Amazon Basin</p> <ul style="list-style-type: none"> Identify the position and significance of the Equator and the Tropics of Cancer and Capricorn. Locate the Equator on a map and draw conclusions about the climates of countries on the Equator and on the tropics. Analyse evidence and draw conclusions. Consider physical and human features and draw conclusions. Identify main trade and economy Locate the countries that the Amazon rainforest (or similar) traverses. Ask, research and explain 	<p>Recycling and the Environment</p> <ul style="list-style-type: none"> Place Knowledge Ask questions about and find out what affects the climate of countries studied. Make suggestions for the implications of global warming. Human and Physical Recognise the term physical geography Describe and understand key physical geography features. Discuss how natural disasters affect human life Describe and understand key human geography features. Ask and answer questions 		<p>Earthquakes</p> <ul style="list-style-type: none"> Describe and understand key physical geography features: of mountains of the UK and those located across the world Make comparisons and reflect on the reasons for the differences. Select the most appropriate map for different purposes e.g. atlas to find a country but Google Earth to find a village. 	

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	<p>world</p> <ul style="list-style-type: none"> -Talk about recycling – linked to recycling week -Begin to understand the negative impact that humans can have on the environment 			<p>questions.</p> <ul style="list-style-type: none"> • Relate land use and trade to settlements. Consider how land has changed. • Consider whether the change in land use has been for the better • better • Use the language of rivers e.g. erosion, deposition, transportation. • Explain & present the process of rivers. • Describe and understand key human geography features: of types of settlements in times studied, use maps, photographs and pictures to make comparisons contrast locations. • Debate deforestation using conscience alley. 	<p>through own knowledge and self-conducted research, e.g. what resources were used, why were they used and compare.</p>	
<p>SP1</p>	<p>Traditional Tales</p> <p>Understanding the World</p> <p>The Natural World</p> <p>Nursery:</p> <ul style="list-style-type: none"> -Children exploring a range of materials and natural objects. --Children exploring the changing weather and seasons <p>Reception:</p> <ul style="list-style-type: none"> -Know the name of the road, and the name of the village where my school is located -Compare the weather in winter to the weather in autumn -Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what I have read 		<p>Amazing Arctic</p> <ul style="list-style-type: none"> • Place knowledge • Baildon Glen vs Arctic • 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. • Identify the position and significance of the Arctic and Antarctic Circle. • Identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South poles. 	<p>Rocks & Volcanoes</p> <ul style="list-style-type: none"> • Describe and understand key physical geography features: of volcanoes & earthquake • Discuss how natural disasters affect human life. • Understand how geographical features are marked on a map, including tectonic plates. 		<p>Rivers and Mountains</p> <ul style="list-style-type: none"> • Locate and label counties, cities, mountains and mountains of the UK • Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent • Confidently use maps/ atlases, globes and Google Earth. • Describe and understand key physical geography features: of mountains of the UK and those located across the world • Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics
<p>SP2</p>	<p>Come Outside</p> <p>Understanding the World</p> <p>The Natural World</p> <p>Nursery:</p> <ul style="list-style-type: none"> -Children exploring the changing weather and seasons (Spring), -Children learning about new life and plants based around Spring time -Children growing plants from seeds and caring for them -Children exploring how these plants grow and change over time. <p>Reception:</p> <ul style="list-style-type: none"> -Talk about signs of spring / 	<p>Our Wonderful World</p> <ul style="list-style-type: none"> • Use world maps atlases and globes to identify the UK and its countries. Flag work • Use simple directional language e.g near and far, left and right when using maps. • Use world maps to explore the world and its countries/ comparison to UK 			<p>Mapping</p> <ul style="list-style-type: none"> • Location Knowledge. • Locate the world's countries using maps and atlases. Identify the main capital cities of Europe. • Name and locate cities of the United Kingdom. • Locate some of the world's longest rivers, largest deserts and highest mountains. • Identify the position and significance of the Northern and Southern Hemisphere. • Field Skills. • Use maps, globes and digital/ computer mapping (Google maps) to locate countries and describe features studied. • Understand how geographical features are marked on a map, including tectonic plates. • Classify types of buildings on a 	<p>Fairtrade</p> <ul style="list-style-type: none"> • Study pictures of land use of places and times studied. Draw conclusions and develop informed reasons for the changes in land use. • Research and present Britain's export trade. Reflect on the impact trade has on an area and generate ideas for cause and effect. • Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn? • Collate data collected and record it using data handling software to

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	<p>changes from winter to spring – spring walk.</p> <p>-Understand the effect of changing seasons on the natural world around me</p> <p>-Explore the natural world around me, making observations and drawing pictures of animals and plants</p> <p>-Explore non-contact forces (gravity and magnetism)</p>				<p>map.</p> <ul style="list-style-type: none"> Use recognised symbols when using maps to mark local areas of interests. Choose effective recording and presentation methods, e.g. using tables to collect data. Present data in an appropriate way using keys to make the data clear. Draw conclusions from data. 		<p>produce graphs and charts of the results, i.e. Sainsbury's chocolate sales.</p> <ul style="list-style-type: none"> Ask geographical questions e.g. Where is the chocolate distributed? Where is it imported from? Do different regions have greater demand for certain bars? Form and develop opinions e.g. What is your favourite chocolate? With the children's help, design and carry out a survey of the views of people, e.g. What is your favourite chocolate bar? Carbon footprint? Report on the effects of environmental change on themselves and others. Identify trade links around the world based (including between the UK and Europe) on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. Generate solutions and promote ethically sound trade.
SU1	<p>Superheroes</p> <p>Understanding the World</p> <p>The Natural World</p> <p>Nursery:</p> <p>-Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Reception:</p> <p>-Describe what they see, hear and feel whilst outside.</p> <p>-Understand the effect of changing seasons on the natural world around them.</p>		<p>Let's go on Safari</p> <p>Human and Physical geography</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding sea. 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 	<p>Mapping</p> <ul style="list-style-type: none"> Locate the countries of Europe (including the location of Russia) using maps and atlases. Match some key landmarks to the country. Match some key landmarks to the country. Locate the main features of a map. Make a map of the locality of Baildon using appropriate symbols and landmarks. Use data to make a comparison of weather in chosen areas. Use the eight points of a compass. Begin to understand some of the symbols used on maps and atlases. 		<p>The Amazon</p> <ul style="list-style-type: none"> Locate and label counties, cities, mountains and rivers of the UK Locate the main countries in Europe and North or South America, including locating and naming principles cities. Confidently use maps/ atlases, globes and Google Earth. Compare how river use has changed over time and research the impact on trade in history. Describe and understand key physical geography features: of coasts, rivers & the water cycle, including transpiration. Compare a region in the UK with [a region in North or South America] with significant differences and similarities. Research and discuss how water affects the environment, settlement, environmental change and sustainability. 	
SU2	<p>Under The Sea</p> <p>Understanding the World</p> <p>The Natural World</p> <p>Nursery:</p> <p>-Children exploring the changing weather and seasons (Summer),</p> <p>-Children noticing changes such as ice melting in the sun and offering a reason why.</p>	<p>Weather</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple directional language, e.g. near and far, left and right. Use simple fieldwork and observational skills to study the geography of the school grounds and key human and physical features of its surrounding environment 			<p>Compare Baildon to a village in Africa</p> <ul style="list-style-type: none"> Place Knowledge. Use photographic evidence to raise questions about living conditions in areas studied. Draw conclusions based on images and videos of places studied. Identify main differences between the regions studied 	<p>Maps</p> <ul style="list-style-type: none"> Use six figure grid references to identify countries and cities in the world, including different environmental regions such as the main mountain ranges and the longest river. Look at maps/ atlases on different scales and calculate scales on own maps. Use atlases/ maps to describe and locate places using six figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK. 	

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	<p>Reception: ELG: The Natural World: I can..... -Explore the natural world around me, making observations and drawing pictures of animals and plants -Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class -Understand some important processes and changes in the natural world around me, including the seasons and changing states of matter</p>						
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