

Geography Overview

	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> • Discuss how we get to school, on holiday, familiar places. • Use a small world road map and vehicles to imagine routes. • Use the Investigation Area to discuss where natural materials come from such as shells (beach) and pine cones (woods). • Talk about holidays using photographs on Tapestry. 		
Reception	<ul style="list-style-type: none"> • Look at maps through 'Explorers' and 'Pirates' e.g., OS maps to look at Northwich, imaginary maps of islands. • Discuss how people live in the Caribbean through learning about pirates. • Share stories which include other countries such as Handa's Surprise, A is for Africa, We're going on a lion hunt. • Explore the changes in the outdoor area and Marshall's Arm – e.g., seasonal changes. 		
Year 1	<p>Human and physical To know we have 4 seasons and talk about the changes in climate over the year in the UK.</p>	<p style="text-align: center;"><u>Amazing Animals</u></p> <p>Human and physical Identify seasonal and daily weather pattern in the UK. Know hot places are found near the Equator and coldest parts of the Earth are at the Poles. Know what it is like to live there. To make comparisons to the weather and climate in the UK (Link to our daily weather and continuous Seasons work)</p>	<p style="text-align: center;"><u>Explorers</u></p> <p>Human and physical Continue to identify seasonal and daily weather patterns in the UK – Summer. To use aerial photographs and plan perspectives to identify features of the school. To know physical features are natural and identify some of these in our school grounds. To know human features are created by people and identify some of these in our school grounds, places known to us and in stories.</p>

		<p>Locational Name and locate the world's seven continents and five oceans. Know the location of hot and cold areas in relation to the Equator and north and south poles. Explore world maps, atlases and globes.</p> <p>skills and fieldwork Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features on a map. Zoo visit - Reinforce continents knowledge and where animals live. Maps - Explore zoo maps. Create picture and imaginary maps of a zoo. At the zoo begin to identify use of signs and symbols.</p>	<p>Locational To know we live in the country of England in the UK and identify on a map. To know we go to school in Hartford and identify on a map.</p> <p>skills and fieldwork Use a simple picture map to move around the school, describing routes. Draw own picture maps of real and imaginary places and begin to use of symbols. Make first hand observations of our school environment.</p> <p>Place Explore the features of the school setting as a place and express opinions.</p>
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Year 2

Where I live

Human and physical

Use basic geographical vocabulary to refer to: key human and physical features, including the local area, ie: city, town, village, factory, farm, house, office, shop etc

Locational

To use a range of sources to identify the other countries of the UK and the surrounding seas.

To know some key features of each country and name it's capital city.

skills and fieldwork

To use first hand observations to identify and name the human and physical features of **Hartford** (walk in local area)

Know the key features of maps.

Explore maps of the local area to begin to identify key landmarks and features.

Know how symbols can represent these features on sketch maps.

Devise a map of Hartford, adding details to a given base map.

Understand the need for a key and use class agreed symbols.

Place

Use simple fieldwork, mapping and observational skills to study the human and physical geography of Hartford.

Our World

Human and physical

Compare aspects of the Physical Geography to Hartford using appropriate vocabulary. (Weather, temperature, vegetation, plants, animals and physical landmarks)

Compare aspects of Human Geography to their own. (Local Landmarks, clothes/culture/school and daily life)

Locational

To know and name the seven continents and five oceans.

To locate continents and oceans in an atlas and identify on a map and globe.

To locate UK/England/Hartford on a world map. To locate Mauritius on a world map.

skills and fieldwork

Use aerial photographs, maps & 1st hand sources to investigate Mauritius.

Know why we use compass directions and describe routes using locational and directional language (including N, S, E, W) Use an infant atlas to identify continents and oceans. Make comparisons with their own lives and those of children in different environments.

Place

To understand geographical similarities and differences between Hartford (UK) and Mauritius, St Louis.

Year 3

Why was Tutankhamun famous?

Human and physical

Compare human geography from past and present Egypt.
Investigate physical features of Egypt.
Know settlements are close to rivers.

Locational

Use maps to locate Egypt and it's seas, rivers and deserts.

skills and fieldwork

Use aerial photographs, maps etc to investigate Egypt and how it has changed.

Place

Focus on Egypt, main places, sites of significant historical value, position, importance of River Nile.

What in the world are you made of?

Human and physical

Know what is the weather like in different parts of the world and why
Know how seasons are made.
Know what the layers of the Earth are called and made from and explain how volcanoes are created
Learn the effects of natural and man-made disasters

Locational

Identify the Northern and Southern Hemispheres
Locate the Equator and to understand weather and climate there.

skills and fieldwork

Use maps, atlases, data, videos etc to investigate weather, disasters, volcanoes etc

Place

Compare geographical similarities and difference with a region in a European country (Iceland).

Who were the real Croods?

Human and physical

Investigate stone age settlements and look at what physical features make a good settlement.
Look at geographical similarities and differences (human & physical) between Elgin and the local area.

Locational

Recap countries of UK. Locate Northwich, Skara Brae, Elgin, Stonehenge.

skills and fieldwork

Use maps to pinpoint specific locations.
Use eight compass points to give directions.

Place

Compare the local area, (Hartford & Northwich) with Elgin.

Year 4

What did the Romans ever do for us?

Human and physical

Understand the importance of landscape and physical features in the establishment of settlements.

Locational

Locate Italy, Rome and Britain on a map of Europe using an atlas.
Identify the modern names for towns and cities with Roman origins.

skills and fieldwork

Use maps and atlases etc to identify countries in Europe.

Were the Marshall's worth their salt?

Human and physical

Investigate salt mining in our local area
Know that man-made changes (canalisation) created the different landscapes of Marshall's Arm. Economic activity has impacted the landscape especially when the River Weaver was canalised and through subsidence in towns, from an industrial landscape, before overgrowing and becoming a local nature reserve.

Locational

Use maps, aerial photos etc to locate Marshall's Arm, Northwich, River Weaver, Boat Lift etc Follow links to wider area of NW.

skills and fieldwork

Investigate human and physical features of the local landscape, including **Marshall's Arm & Northwich.**
Make sketch maps; drawing on aerial photos, OS maps and fieldwork. (Include 8 points of compass)

Place

Investigate geographical features of the local area (Hartford & Northwich)

What is great about Britain?

Human and physical

Investigate UK landscapes from urban centres to upland and lowland areas as well as coastlines. Focus on land use and farming, linking to climate & weather. Look at erosion and coastal features.

Locational

Recap countries & cities of UK.
Know difference between UK, Britain etc. Know that UK is split into counties, name & locate some, including local area.

skills and fieldwork

Use a variety of map types, including OS maps & atlases, to locate features within UK countries. Use 4-figure grid references, symbols and keys.
Make comparisons between a region within and outside the UK, including the use of data.

Place

Compare the NW region with another UK region (SW). Focus on human & physical features as well as economic activity.

Year 5

**What Goes Up Must Come
Down**

Human and physical

Investigate the key topographical features of Europe. Understand that a mountain is a high area of land over 600m and are made by tectonic plate movement or extinct volcanoes.

Know about processes in the water cycle including evaporation, condensation, precipitation and collection and that the same water is constantly recycled.

Locational

Name some mountains and mountain ranges in Europe. Identify the position of the world's imaginary lines and understand that they are used to locate positions in the world. Know some main countries and capitals in Europe.

skills and fieldwork

Use maps to locate countries and land heights, contour lines. Locate the world's mountains using latitude and longitude. Use the eight points of a compass, four and six figure grid references to accurately pinpoint a location. Use OS maps & draw sketch maps of **Lakeside**, human & physical features.

Place

Give geographical similarities and differences between the English Lakeside and Sierra de Tejada, Spain

Year 6

Could you survive in the Hartford Jungle?

Human and physical

Focus on key aspects of: physical geography, including: climate zones, rainforest layers, and human geography, including: types of settlement and land use, economic activity – focus on Fair Trade and deforestation

Locational

Locate key physical features on a map of South America including: River Amazon, Andes, Amazon Rainforest and Atacama Desert Locate the countries and major cities in South America.

skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Compare climate using data Use world maps to locate different biome

Place

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America that contains rainforests.

London

Human and physical

Focus on key aspects of: physical and human geography of London, New York & Amazon region.

Locational

Locate countries and major cities of North America using an atlas (including New York) Locate some key states of the United States of America.

skills and fieldwork

Use maps & atlases to locate countries Use fieldwork in **London** to sketch maps and plans, gather information etc. Compare geographical features of different places. Compare aerial view of London (from the London Eye) to New York and explore why it is set out that way.

Place

Make comparisons between London, New York and the Amazon region studied last term- human and physical. Compare size, population, weather patterns, industry and reasons why London and New York have flourished in that specific location.

