Coupe Green Primary School
Geography Unit Coverage
Cycle B

Class	Unit 1	Unit 2	Unit 3
Acorn **(EYFS)** *Teachers in EYFS plan with the children's interest and curiosity in mind therefore the objectives maybe covered in different contexts and at different times to what is stated.	**The Natural World** • Understand some important processes and changes in the natural world around them including the seasons and changing states of matter.	**People, Culture and Communities** • Describe their immediate environment using knowledge from observation, stories, discussion, non fiction texts and maps. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in the class.	**Mapping** • To use positional language for direction (Beebots) • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts- and when appropriate- maps.

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Oak	**Autumn 1** **How do seasons affect our weather?** • Names and weather types for all four seasons. • Changes that occur within seasons. • Identify seasonal and daily weather patterns in our area.	**How can maps help us learn about our local area: Hoghton?** • To use atlases, world maps and globes to locate our continent and our country. • Locate Hoghton on a map. • Use aerial photographs to identify the key human and physical features in Hoghton	**How is living in a hot climate different to the U.K?** • To locate hot places in relation to the Equator and North and South poles. • Locate the Congo Rainforest on a map. • Physical features of a rainforest • Climate • Survival of animals

	• Locate Hoghton and surrounding area on maps. • Use simple fieldwork and observational skills to study the geography of our school • Impact of littering on the environment and importance of looking after Hoghton. **Autumn 2** **How is the Arctic different to the U.K?** • Name and locate the Equator. • To locate cold places in relation to the Equator and North and South poles. • To identify physical and human features of the Arctic. • To make comparisons between the Arctic and the UK.	• Recognise landmarks in Hoghton using maps. • Use maps to direct our route whilst on a local walk to find the human and physical features.	• Compare Hoghton, Arctic and Congo Rainforest
Elm	**How did Christopher Columbus navigate the world?** • To name and locate the seven continents of the world. • To use simple compass directions and locational and directional language to describe the location of features. • To describe the routes of Christopher Columbus using compass directions, locational and directional language. • Key facts, events and important dates within Christopher Columbus' life. • Understand the significance of Christopher Columbus and the difference he made to the world.	**How is our local area different to…** **China? (Spring 1)** • Locate China on a map and identify the continent it is located in. • Name the ocean that surrounds China. • Identify its seasonal and daily weather patterns. • Identify the human and physical features and compare these to our local area. **The Lake District? (Spring 2)** • Identify the Lake District on a map. • Use compass directions, locational and directional language to describe the journey from Hoghton to the Lakes. • Study a variety of maps of Hoghton and the Lake District • Compare and contrast the two different places using maps.	**Why are our oceans and seas important to us?** • Name and locate the seas surrounding the UK. • Name and locate the five oceans • Use world maps, atlases and globes to identify the oceans and seas. • To know the difference between oceans and seas. • To know why our oceans are important • Understand the threats our ocean faces by looking at plastic pollution and climate change

		• Compare the human and physical features between the Lakes, Hoghton and China.	

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Ash	**What can we learn from our local area?** • Name and locate counties within the UK • Locate our county (Lancashire) and our local area (Hoghton) on a variety of maps. • Use simple co-ordinates as an introduction to grid references. • To identify key physical and human characteristics of the local area. • Locate the main rivers in our area (River Darwen and River Ribble) • Explain how Hoghton has changed over time • Local walk to complete fieldwork study- types of housing in our local area • Explore the traffic in our local area • Sketch maps to design a village showing essential features.	**Where does our food come from? Journey of a banana** • Understand the meaning of trade • Discuss foods that would be from the UK (meat, food that is grown) • Explore food which could not be grown in our country and link this to climate • Identify climate zones needed for bananas to grow • Explain the process of a banana • Describe the journey the banana takes to be imported into our country. • Locate other countries which have a suitable climate zone to produce bananas.	**What is an earthquake and why does it happen?** • To name and label the different layers of the Earth. • To know what tectonic plates are and locate them on a map. • Understand the cause of earthquakes • Investigate the five deadly features of an earthquake (ground shaking, tsunamis, landslides, raising/lowering of land and liquefaction) • To locate on a map where the most famous earthquakes occurred (Chile, San Francisco, Indonesia, Japan) • Collect data about the most famous earthquakes and present these on a graph. • Discuss the Ring of Fire and why most earthquakes occur here.
Maple	**Are all settlements the same?** • To understand the meaning of settlement and the features of a settlement. • To identify land use by using keys on a map. • Use maps to describe land use thinking about urban and rural areas • Describe the difference between villages, towns and cities • To identify types of settlements	**How are coasts and rivers a key part of our world?** • Locate and name famous rivers (Nile, Amazon, Missouri, The Ganges. Colorado, Thames and Ribble: our local area) • Use world maps, atlases and globes to locate the famous rivers. • Label and name parts of a river. • Name the key features of a river system	**Why is North America a good tourist destination?** • Locate the continent North America • Identify and locate the different countries within North America using atlases, maps, globes and digital maps. • To know that USA is made up of states.

	• Explain what most rural land is used for in the UK • Use maps to locate an area and describe why it is suited to crop or livestock farming. • Design a map of a settlement	• How are rivers used? • Impact of damming and diverting rivers. • To understand what a coast is. • Name key features of a coastline • Begin to understand why coastlines are so varied	• Name and locate five states (California, New York, Florida, Alaska and Washington) • Explore key features of North America e.g., Grand Canyon, Niagara Falls, Rocky Mountains, Hoover Dam. • Explore the various time zones and climate zones across North America. • To identify key physical and human characteristics of Alaska in North America and compare these to our local area.
Elder	**What can a globe tell us about the world?** • To understand the meaning of hemispheres and locate the Northern and Southern hemisphere • Identify the position and meaning of Arctic and Antarctic circle. • Describe the key features of the polar region. • Identify the position and significance of the Tropics of Cancer and Capricorn. • Identify the position and significance of the Greenwich Meridian by exploring countries on the Meridian line. • Identify the different time zones (including day and night) by comparing times in different countries.	**Where would you choose to settle in Russia? Eastern European study** • To locate Russia on a map. • Identify key physical and human characteristics of Russia and how these have changed over time. • Identify the different land use across Russia • Explore Russia's biomes. • Understand and describe the distribution of natural resources: energy, food, minerals and water in the context of nuclear power generation at Chernobyl. • Identify on a map a suitable area to settle in Russia and justify this choice.	**How is our world changing?** • Explore how weathering and erosion is affecting our landscape • Explore how coastal features are formed (arches, stacks, bays, headlands) • Describe how water erodes a riverbank • Describe how deposition changes the shape of a river • Identify similarities in photographs of a landscape taken at different times. • Give reasons why a landscape might have changed over time • Give reasons for why UK and European borders have changed over time • Predict how physical factors and human factors might change the landscape in the future