



Coupe Green Primary School

Geography Unit Coverage

Cycle B



Class	Unit 1	Unit 2	Unit 3
<p>Acorn (EYFS)</p> <p>*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.</p>	<p>The Natural World</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them including the seasons and changing states of matter. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> 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. 	<p>Mapping</p> <ul style="list-style-type: none"> To use positional language for direction (Beebots) <ul style="list-style-type: none"> 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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<p>Oak</p>	<p>Autumn 1</p> <p>How can maps help us learn about our local area: Hoghton?</p> <ul style="list-style-type: none"> 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 	<p>How do seasons affect our weather?</p> <ul style="list-style-type: none"> Names and weather types for all four seasons. Changes that occur within seasons. Identify seasonal and daily weather patterns in our area. Locate Hoghton and surrounding area on maps. 	<p>How is living in a hot climate different to the U.K?</p> <ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • Recognise landmarks in Hoghton using maps. • Use maps to direct our route whilst on a local walk to find the human and physical features. <p style="text-align: center;">Autumn 2</p> <p>How is the Arctic different to the U.K?</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Compare Hoghton, Arctic and Congo Rainforest
Elm	<p>How did Christopher Columbus navigate the world?</p> <ul style="list-style-type: none"> • 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. 	<p>How is our local area different to... China? (Spring 1)</p> <ul style="list-style-type: none"> • 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. <p>The Lake District? (Spring 2)</p> <ul style="list-style-type: none"> • 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. 	<p>Why are our oceans and seas important to us?</p> <ul style="list-style-type: none"> • 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	<p>What can we learn from our local area?</p> <ul style="list-style-type: none"> • 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. 	<p>Where does our food come from? Journey of a banana</p> <ul style="list-style-type: none"> • 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. 	<p>What is an earthquake and why does it happen?</p> <ul style="list-style-type: none"> • 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	<p>Are all settlements the same?</p> <ul style="list-style-type: none"> • 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 	<p>How are coasts and rivers a key part of our world?</p> <ul style="list-style-type: none"> • 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 	<p>Why is North America a good tourist destination?</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<p>What can a globe tell us about the world?</p> <ul style="list-style-type: none"> • 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. 	<p>Where would you choose to settle in Russia?</p> <p>Eastern European study</p> <ul style="list-style-type: none"> • 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. 	<p>How is our world changing?</p> <ul style="list-style-type: none"> • 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