

Key concepts in Geography

Place

Space

Scale

Environment

Interconnections

physical and human processes



Geography overview 2021-2022

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EYFS	
EYFS 'Geography' - Understanding the World.	
<ul style="list-style-type: none">• Observe the weather (daily - continued)• Explore the natural world around them.• Describe classroom environments.• Understand position through words alone. For example, "The bag is under the table," – with no pointing.• Discuss routes and locations, using words like 'in front of' and 'behind'.• Use all their senses in hands-on exploration of natural materials.• Talk about the differences they have experienced/seen in photos (different countries in the world) – India (Diwali)• Talk about weather & the season Autumn.• Draw information from a simple map.• Describe a simple route.• Know where I live.• Talk about the differences they have experienced/seen in photos (different countries in the world) – China (Chinese New Year)• Talk about weather & the season winter.	<ul style="list-style-type: none">• Describe the natural world around them.• Talk about weather & the season Spring.• Know that there are different countries in the world.• Recognise some similarities and differences between life in this country and life in other countries. (children's interest)• Recognise some environments that are different from the one in which they live.• Explore the UK on a world map.• Talk about the differences they have experienced/seen in photos (different countries in the world) – Children's interest. Eid – Pakistan.• Understand the need to respect and care for the natural environment and all living things.• Understand the effect their behaviour can have on the environment (recycling).• Follows a map (school grounds) for a purpose.• Talk about weather & the season Summer.
ELG Understanding the world: People, Culture & Communities: <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.• 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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Year 1: Autumn 2	Summer 1	Summer 2
<p>UK Geography – 4 countries and capital cities of UK</p>	<p>Local Area Bolton (link to litter in local area)</p>	<p>Seaside (inc climate change – plastics)</p>
<ul style="list-style-type: none"> • Use an atlas to name & locate the countries that make up the UK • Recognise the National flags of England, Scotland, Wales & Northern Island cities • Identify the capital city of each country • Identify and locate the four seas surrounding the UK. • Look at famous landmarks from around the United Kingdom. <p>(Links to English topic ‘Queen’s hat)</p>	<p>(Field work carried out around school grounds and local area making maps)</p> <ul style="list-style-type: none"> • Identify different weather patterns in our area (Links with Science) • Identify physical and human features in our local area • Follow a map of the school grounds • Make a map of school’s physical and human features • Identify physical and human features of Deane • Understand the route they take to school • Name the 4 points of a simple compass 	<p>Field trip to the Crosby beach</p> <ul style="list-style-type: none"> • Recap previous Geography 4 countries and capital cities of UK. • Explore the features of the seaside • Use maps and aerial photographs to locate coastal towns in the UK. • Sort the key human and physical features of coastal towns. • Understand the effects of plastic pollution on our coast. <p>(Links to their art topic Debbie Miller)</p>
<p>Planned Assessment Task: (HOT TASK) Quiz</p>	<p>Planned Assessment Task:(HOT TASK) Quiz</p>	<p>Planned Assessment Task:(HOT TASK) Writing interesting facts</p>

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Year 2: Autumn 1	Spring 1	Summer 1
<p>A journey around the world (Continents and oceans)</p>	<p>Seasons and weather (inc climate change, greenhouse gases and impact of polar regions)</p>	<p>COMPARISON -UK AREA and NON-EUROPEAN AREA (AFICA)</p>
<p>Links to History – History of flight and Science – basic needs to survival</p> <ul style="list-style-type: none"> • Use globes to recap the countries of the UK, cities and surrounding seas. • Identify the location of the seven continents & five oceans of the world using Digi maps • Use satellite images to explore the shape of the world. • Research key features of the different continents. • Understand the four points of a compass & use these to navigate around a map and create journey lines. • Use aerial photographs to compare human and physical features in different continents. <p>Visitor from adventurer- James Ketchell</p>	<p>Fieldwork looking at the weather and seasons in their local area and compare to the Arctic. Children to look at different habitats and trees in different seasons. (link to Science animals basic needs)</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK • Name and locate hot and cold areas of the world • Identify ways in which weather in inland/coastal areas in the UK varies • Compare weather in the UK to a country close to the equator • Identify aspects of human and physical geography that are affected by extreme weather in polar regions 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to find countries in Africa. • Compare aerial photographs of Manchester City and Nairobi city in Kenya • To understand similarities and differences between human and physical features in Kenya • Compare aerial photographs of Bolton and Kenya • To compare the life of a child in Kenya • To name physical features such as savannah, mountain, river, sea • Identify different types of land use in Kenya • Use aerial photographs to recognise landmarks and human and physical features.
<p>Planned Assessment Task: (HOT TASK) Quiz</p>	<p>Planned Assessment Task: (HOT TASK) Fact cards</p>	<p>Planned Assessment Task:(HOT TASK) Essay cards</p>

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Year 3: Autumn 2	Spring 1	Summer 1
<p>Mountains (worldwide)</p>	<p>COMPARISON – European Geography (Greece) (inc climate change)</p>	<p>Volcanoes and earthquakes (Japan)</p>
<ul style="list-style-type: none"> • Locate the world's countries • Identify the key physical features of a mountain range. • Understand how Fold Mountains are formed. • Investigate the climate of a mountain environment. • Explore a wide variety of mountains in the United Kingdom. • Use Digi maps to locate mountains across the world in different continents. Link to different continents learnt in Year 2. • Research world famous mountains in depth and present findings. Explore ways in which humans use mountains <p>Visitor from adventurer- James Ketchell</p>	<p>Field trip to Rivington to look at their local area.</p> <ul style="list-style-type: none"> • Locate Europe & identify its features (countries, oceans, population etc.) • Identify & locate countries & some major capital cities in Europe • Research & compare two European capital cities (Athens link to History and Paris link to French lessons) • Explore the human & physical features of European countries. Explore the changes that have happened in Europe. <ul style="list-style-type: none"> • Understand geographical similarities & differences between the UK & a European country (Greece). – look at problems both countries have (climate change) • Locate a town in a European country (Greece) and compare it to Bolton. <p>(Links with French lessons and History topic 'Ancient Greece')</p>	<ul style="list-style-type: none"> • Understand the structure of the earth. • Investigate the structure of a volcanoes • Locate world famous volcanos that have erupted and the effect they had on humans. • Understand that the Earth's crust is split into tectonic plates • Investigate the five deadly features of a volcanic eruption • Discuss why people live near volcanoes. • Understand what an earthquake is and how one is formed • Research the world's biggest earthquakes and explore their impact on humans around the world. • Identify similarities and differences between volcanos and earthquakes
<p>Planned Assessment Task:(HOT TASK) Presentation on their chosen mountain</p>	<p>Planned Assessment Task: (HOT TASK)Create their own subject organisers</p>	<p>Planned Assessment Task: (HOT TASK)Create a fact file for Volcanoes and Earthquakes</p>

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YEAR 4: AUTUMN 2	Spring1/2	Summer 2
<p>LAND USE (inc climate change)</p>	<p>Settlements</p>	<p>Rivers (including a river study) Comparison – Region in UK to North America</p>
<p>Field trip - Walk around the local area looking at how land is used.</p> <ul style="list-style-type: none"> • Find out the different land uses • Go for a walk in their local area and explore different land uses, buildings and different landmarks. • Draw simple sketch maps to show how land is used in their local area. • Identify a range of mapping symbols & know their meanings • Recognise land use on a map • Use an atlas to plan a journey from one settlement to another. • Find out about the Land use in the UK and its changes over time. Discuss how humans are impacting these changes. 	<ul style="list-style-type: none"> • Find out about the needs of early settlers & origins of place names • Use maps to find out about settlements built by invaders • Discover how place names tell us about the land. • Use Digi maps to compare land use in Bolton over time. Compare it to the land use from the Anglo Saxons. • Design a village settlement influenced by physical features 	<p>(Water cycle taught in science) Explore & research the bodies of water on planet earth. (Science lessons) Understand & explain the water cycle – (Science lessons) Explore why humans need water & how it is used (Science Lessons)</p> <ul style="list-style-type: none"> • Compare the difference in water availability & usage in the UK & India • Understand how water can be used for power to contribute to a sustainable future <ul style="list-style-type: none"> • Understand what the key features of a river are. • Identify the main features of a river and describe a river’s journey. • Use an Atlas to identify and find information on the rivers of the British Isles. • Use an atlas to locate and plot key counties, cities and rivers of the North West. • Use atlases, maps and digital mapping to investigate the routes of the River Croal and River Irwell. <p>Local river field trip</p> <ul style="list-style-type: none"> • Investigate & explore a local body of water and how it used by humans over time. (River Croal)
<p>Planned Assessment Task: (HOT TASK) Presentation about different land use</p>	<p>Planned Assessment Task: (HOT TASK) Create their own settlement</p>	<p>Planned Assessment Task: (HOT TASK) Create a rivers PowerPoint including information about River Croal</p>

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Year 5: Autumn 2	Spring 1	Spring 2
<p>Changes in the UK (counties, cities regions and local area) (inc climate change)</p>	<p>Comparison – The Americas</p>	<p>Rainforests</p>
<ul style="list-style-type: none"> • Name Topographical features in the UK. • Find out how the 2012 Olympics changed London. • Explore how change isn't limited to a fixed period, and that places constantly change and develop • Understand that local people will have differing opinions about change in their region, and explain some ways in which development can be sustainable • Find out how World War Two changed the West Midlands. Compare satellite views from before and after the war. • Understand that regions change over time and that change is continual • Use a field trip to understand that change is happening in the local area, and that changes will continue to happen • Write a magazine article to explain how the local area has changed and how it might change in the future <p>• Field trip to Haslam Park to look at proposed changes</p>	<ul style="list-style-type: none"> • Identify the countries of North and South America • Identify the capital cities of North and South America • Use geographical terminology to describe the location and characteristics of a range of places across the Americas • Describe the climates and biomes of different regions across the Americas. • Identify physical and human geographical features of the country I live in. • Identify similarities, differences in the human, physical geography of the country I live in, and South America. • Describe the characteristics and significance of a natural wonder of the Americas 	<ul style="list-style-type: none"> • Understand where rainforests are found in relation to the geographical lines of the earth. Understand time zones across the world. • Locate the world's rainforests • Explore the 4 layers of vegetation in a rainforest and label. • Investigate the climate of the rainforest & the importance of rainforests as part of the water cycle • Find out about the people & settlements of the rainforest • Explore why the rainforest is under threat & how to protect it <ul style="list-style-type: none"> • Explain why deforestation occurs and the problems it causes • Understand the geographical similarities & differences between The Amazon Rainforest (South America) & Sherwood Forest (UK) <p>Trip to Bolton Museum for rainforest work shop</p>
<p>Planned Assessment Task: (HOT TASK) labelled artwork of UK in the past, present or future.</p>	<p>Planned Assessment Task:(HOT TASK) Non-chronological report</p>	<p>Planned Assessment Task:(HOT TASK) A persuasive letter to help tackle deforestation.</p>

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Year 6: Autumn 1	Autumn 2	Summer 1
<p>World Biomes and Climate Zones (inc climate change)</p>	<p>Trade/Economic Links (links to climate change)</p>	<p>Trade/ distribution of natural resources</p>
<p>Links to Science topic Evolution and inheritance</p> <ul style="list-style-type: none"> • Find out the difference between weather and climate • Use maps and graphs to describe the different climate zones • Use graphs to compare temperatures in the UK between different years • Describe the climate of the UK • Use photographs and diagrams to compare climate in different paces • Research different climate zones and use photographs, maps, graphs to compare different zones. • Describe and understand the different biomes and explain which animals and plants live there and why. <p>Visitor from adventurer- James Ketchell</p>	<ul style="list-style-type: none"> • Understand what is meant by ‘trade’, and why it is necessary. • Describe and understand economic activity including supply and demand. • Identify the top ten countries (monetary) that trade with the UK, both importing and exporting, and locate them on a world map. • Identify goods that are imported, and make connections with climate zones to understand why these products can’t be grown in the UK. • Identify goods to that are exported from the UK. • Describe and understand economic activity including supply chains. • Name each stage of the supply chain of coffee, and research how much each stage of the supply chain is paid. • Understand that not all trade is ‘fair’ and why, but that Fairtrade organisations are trying to change this. 	<ul style="list-style-type: none"> • Describe and understand the distribution of natural resources including energy, food, minerals and water. • Explain how our energy is generated and distributed • Find out where electricity is generated in the UK • Explain renewable sources of electricity • Identify where our food comes from. Use Digi maps to calculate food miles • Understand the importance of conserving out food, water and energy supplies • Understand that access to natural resources varies in different countries. <p>Residential trip to link in all Geography from previous years- Cleddau (Wales)</p>
<p>Planned Assessment Task: (HOT TASK)Essay</p>	<p>Planned Assessment Task: (HOT TASK) Quiz</p>	<p>Planned Assessment Task:(HOT TASK) Essay</p>

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