Year A Geography overview

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|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| FS2 | Know about features of the immediate environment – e.g. naming objects and areas in classroom. | Know that there are many countries around the world and people have different religions. | Know people around the world speak different languages.  To learn hello greetings from around the world. | Observe and talk about different homes from around the world. (Linked to pancake story).  Talk about the lives of people around them – i.e. the people who help us – firefighters, policemen.  Enrichment opportunities: Fire engine visit | Locate some countries of personal significance/children’s origins on a map with support.  Create treasure maps to direct friends to a ‘goal’. | Children will know that simple symbols are used to identify features on a map.  Children will name places in their local area – including the road where they live. Using maps from Cotswold Wildlife park to create their own.  Enrichment opportunities: Environment walks/visit local park. |
| Year 1/2 | Term 4 The UK | | Term 5 Deserts | | Term 6 Local area /Fieldwork focus | |
| KNOWLEDGE | * To name, locate and identify the four countries and capital cities of the UK using maps and atlases. * To identify human and physical features of the UK. * Use aerial photographs to recognise landmarks such as the London Eye and basic human and physical features * Use basic geographical vocabulary: city, house, office, port, harbour, shop * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features * Use world maps, atlases and globes to identify the UK and its countries | | * The location of hot and cold areas of the world in relation to the Equator and the North and South poles. * Use basic geographical vocabulary: weather, season, hot, cold. * Name and locate the world’s 7 continents and 5 oceans, including seasonal weather patterns * Understand geographical similarities and differences through studying the human and physical geography of small areas in the UK. * Compare Swindon to the Kalahari, including differences. * Use basic geographical vocabulary: beach, cliff, coast, forest, mountain, sea, ocean, country, continent * Compare seasonal and daily weather patterns in the UK. | | * Use simple compass directions: North, South, East, West * Locational and directional language eg. Near, far, left, right * Use maps to identify directional paths. * Use simple fieldwork and observational skills to study the geography of their school and its grounds * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features * Devising a simple map using compass locations to describe the location of features and routes on a map * Understand simple, well-known symbols on a map: scale, key, compass points, information, parking, cycle route * Plan a route in the local area, including a key * Use world maps, atlases and globes to identify the 7 continents and 5 oceans | |

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| Year 3/4 | Term 1 Air miles  Climate zones | Term 3 Similarity differences – Cities, Countryside | Term 5 Water cycle  River features |
| KNOWLEDGE | * Describe and understand key aspects of physical geography including climate zones. * To understand human geography including economic activity (trade links) * To know where in the world our food comes from and research and compare food miles * To map out where in the world our food comes from.   National Geographic website to map out food origins.  Enrichment opportunity: visitor to share about fair trade | * Name and locate counties and cities of the UK, geographical regions and their human and physical characteristics * Understanding types of settlement and land use   Use maps, atlases, globes and digital mapping to  locate cities and towns | * To know that rivers have key topographical features: sources, channels, tributaries and mouths * Rivers receive water from a wide area and flows to a lake or the sea * Describe and understand key features of the water cycle: evaporation, condensation, precipitation and collection   Conduct geographical enquiry about famous rivers of the world. |
| Year 5/6 | Term 2 Contrasting Study (Village in Britain/Italy)  Grid references | Term 4 Human and Physical Geography – Maps  Field work – trip to Shaw Retail Park | Term 5 Locate World Countries  Environmental regions; countries and major cities |
| KNOWLEDGE | * Understand geographical similarities and differences through study of human and physical geography of Britain and Italy * Use 8 points of a compass, four and six grid reference, symbols and keys including ordnance survey maps * Identify geographical features of Italy from a map and understand how contour lines show elevation | * To record human and physical characteristics of the local area * Looking at land use and distribution of human resources and safety * To understand and identify similarities and differences of human and physical geography * Present the human and physical features in the local areate using a range of methods including sketch maps | * Locate and compare worlds major cities using maps to focus on local city and Scandinavian cities, concentrating on their environmental regions. * Human geography: distribution of natural resources   Physical geography: looking at land use and terrain using aerial photographs and digital mapping |