Year B 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. | 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. | Locate some countries of personal significance on a map with support.  Create maps. | 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. |
| Year 1/2 | **Term 4** Maps and Field work  UK  Human and physical features | | **Term 5** Continents and Oceans  Weather patterns – hot and cold | | **Term 6** Compare Localities  Geographical skills and field work | |
|  | * Use maps and atlases to identify the United Kingdom and its countries, capital cities and seas * Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features * Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map | | * Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. * Name and locate the world's seven continents and five oceans. * Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. * Compare seasonal weather patterns in the UK. | | * Use simple observational skills study the geography of the school and its grounds * Use simple maps of the local area for e.g. large scale, pictorial etc * Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map * Devise a simple map; and use and construct basic symbols in a key * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key * Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | |
| Year 3/4 | **Term 1** Natural Disasters | | **Term 2** Physical Geography – comparison between the UK and Russia | | **Term 6** Use symbols and key (including the use of Ordnance Survey maps) Field Work | |
|  | * Describe and understand key aspects of physical geography * Understand and use a widening range of geographical terms e.g. specific topic vocabulary – tremor, high-pressure, erosion, barometer, volcanoes, earthquakes etc. * Understand the layers that make up the Earth and construct a model to show this * Explore weather patterns around parts of the world * Describe how people have been affected by changes in the environment | | * Demonstrate knowledge of features about places around him/her and beyond the UK * Identify where countries are within Europe; including Russia * Describe and understand key differences of physical geography in the UK and Russia * Understand why there are similarities and differences between places * To explain the position and significance of time zones across the world, comparing different time zones using digital mapping | | * Describe human and physical features of UK regions, cities and /or counties using Ordnance Survey maps using 4 figure grid references * To understand about key natural resources in the UK e.g. plants using maps * Use maps/photographs to compare the distribution of plants in the UK to the Amazon rainforest * To use symbols and a key to draw a map of the school woodland area <https://schoolgardening.rhs.org.uk/resources/activity/draw-a-map-of-your-garden> * To conduct a geographical enquiry about plant distribution in the woodland area   Enrichment activities:  Create a rainforest in a jar  Use the school woodland area for field work | |
| Year 5/6 | **Term 1** Geography – World countries Using maps and atlases (compare two countries from two continents) | | **Term 5** Lines of Longitude and Latitude | | **Term 6** Biomes | |
|  | * To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. * To know about features of the UK, other European countries and North or South America. | | * To know about and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) * To locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation   Enrichment activity:  Watch time lapse of New Year’s Eve on a globe (google / youtube) | | * To identify, describe and understand the key physical aspects of biomes. * To name the 6 main biomes, using maps to identify their distribution across the world. * To know and recognise the physical conditions necessary for the creation of different biomes * To contrast the main features found in two different biomes, e.g., tundra and desert * To describe how plants and animals are adapted to surviving in different biomes * To explain the threatsfaced by different biomes and how these threats affect plant and animal life | |