Geography Overview

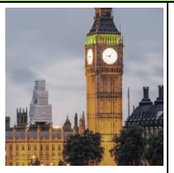
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn						
 **Let's explore** This project teaches children about the environments that they share with others, including their homes, school and places in the local community. Children will explore the idea that a place can be significant because of its location, use buildings or landscape. Children will discuss how the local environment has changed over time using photographs and first-hand experiences. Children will learn that some people in history are significant because they did important things that changed the world or how we live. Children will begin to explore the idea that the way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. Children will explore the idea that living things change over time. This includes growth and decay.	 **Our Wonderful World** In this Geography project learn children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features. Children will be given the opportunity to develop their understanding of Fieldwork and that it includes going out in the environment to look, ask questions and take photographs. Children will develop their understanding that data is information that can be collected and used to answer a geographical question. Children will begin to think about how natural environments can be affected by the action of humans and how humans can protect the environment. Children will develop their skill of map reading and understanding that a map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. Children will learn that Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator and that the United Kingdom (UK) is a union of four countries each with their own capital city. Children will learn the difference between physical and human features, and how to identify them.	 **Let's Explore our World** In this Geography project children review and develop their knowledge of atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions. Children will be given the opportunity to carry out Fieldwork and understand how this can help us to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording. Children will explore how Data can be recorded in different ways, including tables, charts and pictograms. Children will compare and develop their awareness of countries outside of Europe, considering how they compare and are similar to the UK, England and Cornwall. Children will develop their understanding that conservation is the protection of living things and the environment from damage caused by human activity. Children will understand that hot places are close to the equator and cold places are far away from the equator. Temperate places are between the hot and cold places. Children will develop their understanding that a map is a picture or drawing of an area of land or sea that can show human and physical features and that maps can help people to plan a route from one place to another and to identify and locate physical and human features. Children will develop their awareness of the characteristics of the four countries of the UK, including landscape, population and physical features. Children will learn that the equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth. Children will develop their understanding that an ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans.	 **One Planet, Our World** In this Geography project, children will learn to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality. Children will develop their understanding of maps, globes and digital mapping tools and identify that they can help to locate and describe significant geographical features. Children will build on their knowledge of cardinal compass points to learn that the eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west. Children will learn that a four-figure grid references give specific information about locations on a map. Children will develop their understanding that geographical data might relate to human activity in a place, such as how many people visit the local shop in a day, or physical, for example, measuring how deep or fast a river flows at different points. Children will develop a broader understanding of human and physical features including being able to give examples from around the world. Children will learn that the crust of the Earth is divided into tectonic plates that move and that a person's carbon footprint is the amount of carbon dioxide released into the atmosphere from their activities. Children will develop their knowledge that countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia.	 **Interconnected World** In this Geography project children will learn about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions. Children will develop their understanding of maps with the knowledge that political maps show the locations of countries and cities. Physical maps show the locations of physical features. Children will develop their knowledge to understand that a six-figure grid reference contains six numbers and is more precise than a four-figure grid reference. Children will develop their knowledge of the features of the UK to include geographical features such as hills, mountains, coasts and rivers of the UK. Children will learn that human features can be interconnected by function, type and transport links, including that principle routes link major towns and cities across the country. Children will learn that the environment produces natural resources. Humans use some natural resources to make energy. The will also learn that renewable energy includes solar power, wind power, hydropower, geothermal energy and bioenergy. Children will learn that land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power. Children will develop their knowledge to be able to identify the location of the Tropics of Cancer and Capricorn on a world map.	 **Investigating our World** In this Geography project children will learn about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types. Children will learn to analyse and compare a place, or places, using aerial photographs. atlases and maps. Children will learn to describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. Children will learn to describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy). Children will develop the skill to be able to Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features. Children will develop their knowledge that areas of human geography that can be compared between continents include, population, population density, literacy rates, wealth, life expectancy and religion. Children will develop the skill to be able to identify elevated areas, depressions and river basins on a relief map. Children will be able to identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). Children will learn that capital cities are large settlements with a wide range of human features, and will develop the skill to be able to use geographical data as evidence to draw conclusions about various locations.	 **Our Changing World** In this Geography project children will revise the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns. Children will develop their skill to be able to analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. Children will develop their skill to be able to ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. Children will learn to describe patterns of human growth and movement with in the UK and the wider world. Children will develop their skill to be able to describe and compare the physical processes that affect a variety of locations. Children will learn to evaluate the extent to which climate and extreme weather affect how people live, and go on to be able to explore how climate change affects climate zones and biomes. Children will develop the skill to be able to explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth. Children will identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). Children will develop the skill to be able to Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.

Spring

Ready, Steady Grow

This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.

Children will learn to name a variety of domestic and wild animals and begin to be able to identify the origins of some foods. Children will learn to take and use simple maps in their play to represent places and journeys, real and imagined. Children will be given the opportunity to observe and describe living things and their habitats within the local environment.



Bright Lights, Big City

In this Geography project children learn about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.

Children will be given the opportunity to carry out fieldwork tasks to identify characteristics of the school grounds or locality. Children will develop their skill to be able to draw or read a simple picture map. Children will learn to identify features and landmarks on an aerial photograph or plan perspective. Children will develop the skill to be able to identify patterns in daily and seasonal weather. Children will be taught about the characteristic of settlements and be able to identify the similarities and differences between two places. Children will learn to name and describe the purpose of human features and landmarks. Children will revisit and develop their skill to be able to name and locate the four countries of the UK and their capital cities on a map, atlas or globe. Children will learn about significant buildings and their features. Children will learn the skill to be able to use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.

Coastline

In this Geogrpahy project children will learn about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of local areas.

Children will develop their skills to be able to ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. Children will learn that the physical features of the coastline include headlands, caves, arches, stacks, bays, beaches, cliffs, sandbanks and sand dunes, and that the human features of the coastline include hotels, castles, sea walls, lifeboat stations, harbours, piers, amusement arcades, lighthouses, shops and cafes. Children will be given the opportunities to collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). Children will learn to be able to describe how an environment has or might change over time, as well as the size, location and function of a local industry associated with coastlines. Children will learn to describe, in simple terms, the effects of erosion. Children will develop their skills to be able to draw or read a range of simple maps that use symbols and a key. Children will develop their knowledge to be able to name and locate seas surrounding the UK, as well as the continents and oceans of the world. Children will develop their skill to be able to study aerial photographs to describe the features and characteristics of an area of land, and to be able to use geographical vocabulary to describe how and why people use a range of human features.

Rocks, Relics and Rumbles

In this Geogrpahy project children will learn about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.

Children will develop their skill to be able to classify, compare and contrast different types of geographical feature. Children will develop their knowledge of physical features to learn that a volcano is a physical feature, typically a conical mountain or hill, that has a crater or vent through which lava, rock fragments, hot vapour, and gas erupt or have erupted. Children will learn that a volcano can be active, dormant or extinct and be able to describe the parts of a volcano and earthquake. Children will be able to describe the physical processes that cause earthquakes or volcanoes. Children will be able to describe how a significant geographical activity has changed a landscape in the short or long term, as well as being able to describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift). Children will develop their skill to be able to locate significant places using latitude and longitude. Children will learn to name and describe the types, appearance and properties of rocks, and to be able to name and locate significant volcanoes and plate boundaries and explain why they are important. Children will apply their knowledge of the eight points of a compass to locate a geographical feature or place on a map.

Misty Mountain, Winding River

In this Geography project children will learn about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.

Children will be given opportunities to collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. Children will develop the skills to be able to create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. Children learn about and be able to describe altitudinal zonation on mountains, as well as being able to describe and compare aspects of a range of physical features. Children will develop their knowledge of the features of rivers and be able to describe and explain the use of rivers for transportation. Children will develop their knowledge of erosion to be able to explain how the physical processes of a river, sea or ocean have changed a landscape over time. Children will develop their knowledge to be able to identify the topography of an area of the UK using contour lines on a map. Children will learn to identify, describe and explain the formation of different mountain types. Children will be able to use specific geographical vocabulary and diagrams to explain the water cycle.

Sow, Grow and Farm

In this Geography project children will learn about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.

Children will be given opportunities to carry out a geographical enquiry by gathering and analysing a range of sources. Children will develop the knowledge to be able to describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. Children will learn that the journey that food travels from producer to consumer is measured in food miles. Children will learn to describe how soil fertility, drainage and climate affect agricultural land use. Children will learn that agricultural land use in the UK can be divided into three main types, arable (growing crops), pastoral (livestock) and mixed (arable and pastoral) and will be able to explain how the climate affects land use. Children will develop the knowledge and skills to be able to identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. Children will learn about some of the problems of farming in a developing country and report on ways in which these can be supported. Children will develop their knowledge to be able to name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.

Frozen Kingdoms

In this Geogrpahy project children will learn about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.

Children will learn that there are two oceans in Earth's polar regions. The Arctic Ocean is in the north polar region. The Southern Ocean is in the south polar region. Children will develop their knowledge and skill to be able to compare and describe physical features of polar landscapes as well as the climatic similarities and differences between the two regions. Children will learn that natural resources in the Arctic include oil, gas, metals, minerals, fish, wood and freshwater. Combinations of these natural resources can be found in every country in the Arctic Circle and under the Arctic Ocean. Children will apply their knowledge of climate change to explain it's impact on different biomes across the world. Children will learn about how humans function in the place where they live, including thinking about adaptations needed to be able to live in extreme environments such as the polar regions. Children will learn that the boundaries of the polar regions are marked by the Arctic and Antarctic Circles, and that the tilt of the Earth results in features such as the largest differences in daylight in these areas. Children will apply their knowledge to use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.

Summer – History focus

Animal Safari

In this project the children learn about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.

Children will begin to talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources. Children will be given opportunities to balk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources. Children will develop the skill to be able to describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. Children will be begin to consider ways to look after the immediate environment. Children will develop their knowledge to be able to use simple maps in their play to represent places and journeys, real and imagined.

School Days

In this project children will learn about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.

Children will develop the knowledge and skills to be able to describe how a place or geographical feature has changed over time. Children will be able to describe how pollution and litter affect the local environment and school grounds. Children will develop their skill to be able to draw or read a simple picture map.

Magnificent Monarchs

This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.

Children will develop and apply their knowledge to be able to draw or read a range of simple maps that use symbols and a key. Children will learn about and be able to name, locate and explain the significance of a place.

Emperors and Empires

This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.

Children will apply their knowledge to be able to analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.

Ancient Civilisations

In this project children will learn about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.

Children will learn about the interaction of mountain and river locations in early civilisations. Children will apply their knowledge of map work to locate and compare modern and ancient locations.

Ground breaking Greeks

In this project children learn about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.

Children will apply their knowledge to be able to analyse and compare a place, or places, using aerial photographs. atlases and maps.

Britain at War

In this project children learn about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.

In this project children will apply their knowledge to explain interconnections between two or more areas of the world.