

## Geography Overview

<b>Locational knowledge Place knowledge</b>	<b>Human and physical geography</b>	<b>Geographical skills and fieldwork</b>
<p data-bbox="107 352 712 480"><b>Nursery</b> Autumn 2/ Spring 1 - Festivals around the world .</p> <p data-bbox="107 488 712 655"><u>Locational knowledge</u> Exploring globes and maps - focusing on India (Diwali) and China (Chinese New Year).</p>	<p data-bbox="734 352 1122 432"><b>Nursery</b> Autumn 1 - All about me</p> <p data-bbox="734 488 1301 568"><b>Homes</b> - home, house, flat, bungalow, town, garden, street.</p>	<p data-bbox="1364 352 1816 432"><b>Nursery</b> Spring 2 - Down on the farm</p> <p data-bbox="1364 440 1906 655">Looking a map to find an object or a place. Creating a simple map of a farm. Introducing the idea of a birds eye view.</p>

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### Reception

#### Autumn 1 - Into the Woods

##### Place knowledge

Discussing and asking questions about the different places the children have visited during the summer holidays/ trips out.

##### Locational knowledge

Locating and exploring the countries that bears live in e.g. the Arctic (polar bears), China (panda bears) and North America (grizzly bears) using maps, non fiction books and Google Earth.

##### Place knowledge

Map work linked to bears and locating their habitats. Introducing maps and finding countries in context of the topic.

Creating story maps to retell stories e.g. *We're Going on a Bear Hunt*

#### Autumn 2 - Winter Festivals

##### Locational knowledge

Exploring globes and maps - focusing on India (Diwali).

#### Autumn 1 - Into the Woods

Welly walks and scavenger hunts to familiarise children with the school grounds. Discuss what they saw, for example signs of Autumn and types/features of buildings

Revisiting the concept of a birds eye view (taught in Nursery) and then drawing a simple map of the Reception garden, to show where bears were located after the bear hunt.

#### Autumn 2 - Winter Festivals

Exploring the changes in seasons and weather by comparing two different environments (Royston and a cold

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location such as the North Pole) and choosing appropriate clothing to wear for each location.

Finding out about Diwali and how it is celebrated. Exploring similarities and differences to their own family traditions and making links with Bonfire Night/ Halloween through whole class discussions.

### **Spring 1 - People who help us**

Finding out about people in our community who help us such as farmers. What do they do? How do they help us? What do you see on a farm?

### **Spring 2 - Animals of the World**

Comparing two different environments/habitats; noticing similarities and differences. For example comparing British woodlands (Owl Babies) with a tropical jungle habitat (Monkey Puzzle).

### **Summer 2 - Fantasy and Adventure**

Writing for different purposes: Labels and captions, simple sentences.

Labelling a map, linked to their own story setting.

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### Year 1

#### Autumn 1 - Where do I live?

##### Locational knowledge

Identifying the four countries making up the U.K on a map.

Use world maps, atlases and globes to identify where different homes are around the world.

### Year 1

#### Spring 2 - Nature, Nature

### Year 1

#### Summer - Buckets and Spades

##### Place knowledge

Use a map to locate different seaside destinations across the U.K, for example South End.

Use basic geographical vocabulary to refer to key human features: including **city, town, village, house and shop.**

Use geographical vocabulary to name and describe different types of houses and their features: including **detached, semi-detached, terraced, bungalow, flat and cottage.**

Identify the seasonal weather patterns within the United Kingdom.

Use basic geographical vocabulary to refer to: key physical features of the seaside (**including cliff, coast, beach, harbour**)

Creating a simple map of the Year 1 classroom and understanding where different things are located within the room.

Investigating the **immediate surrounding local area to the school** and using aerial maps to locate a range of simple human and physical features. For example houses and shops.

Create a simple map of an imaginary beach with real seaside features and use/construct a simple key.

Use geographical vocabulary to refer to key seaside features.

Field work trip to explore features of a U.K beach - South End.

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### Year 2

#### Autumn 1 - The Great Fire of London

##### Place knowledge

Locate London on a map.

Identify famous features within London.

### Year 2

#### Spring 1 - Explorers

##### Locational knowledge

Use an atlas to name and locate the world's seven continents and five oceans and then label on a map.

Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map of Amelia Earhart's journey.

### Year 2

#### Summer 2 - Mexico

##### Place knowledge

Study and identify geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Royston) and of a small area in a contrasting non-European country (Mexico - The Village Tocuaro).

*Revision of Year 1 vocabulary -*  
Use geographical vocabulary for human features including **city, town, village, factory, farm, house, office, port, harbour and shop.**  
Use geographical vocabulary for physical features including **beach, hill, cliff, coast, forest, mountain, sea, ocean, river, soil, valley and vegetation.**

Use simple fieldwork and observational skills to study the geography of the school and its grounds (*revision from Year 1*) in order create a map and locate our classroom.  
Use simple fieldwork and observational skills to study the key human and physical features of Royston.  
Use aerial photographs, plan perspectives and Google Earth to

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<p>Isle of Coll and Isle of Struay - Katie Morag</p>	<p>Identify landscapes in Mexico. Compare features of life in Mexico and Royston by writing letters.</p> <p>Katie Morag - Create a tourist leaflet of human and physical features you would find on the Island.</p>	<p>recognise landmarks and basic human and physical features of Royston.</p> <p>Katie Morag - Create an imaginary map of the Island - Devise a simple map; and use and construct symbols in a key.</p>
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### Year 3

#### Autumn - Stone Age to Iron Age/ The Roman Empire

Revision of countries and continents from KS1.

Describe and understand the key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes

Opportunities for map work linked with Celts and Romans, looking at where invaders came from and where they settled.

### Year 3

#### Spring - Canada and Italy

##### Locational knowledge

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)

##### Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region in Italy and Canada, looking at the key geographical features and how they impact lifestyle and trade.

Describe and understand the key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Using maps, atlases, globes and internet resources to focus on the countries within Europe, major cities and environmental regions.

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Revision of countries and continents from KS1.

**Year 3**

**Summer 1 - Anglo Saxon Britain**

Locational knowledge:

Name and locate counties and cities of the United Kingdom ... and land-use patterns; and understand how some of these aspects have changed over time.

Revision of locating countries and continents from KS1 on a map.

Using map skills to name and locate counties and cities of the United Kingdom.

Using a variety of internet resources and Google Earth to observe how land has changed over time.

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Year 4

Autumn - South America and the Rainforest

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Identify rainforests around the world and locate and label onto a map.

Year 4

Spring - Vikings

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Physical features of a rainforest.

Economic activity - The human impact on the rainforest.

Pros and cons of deforestation.

Types of settlement and land use - a comparison between tribal life and our own.

Economic activity - Viking trade and economic links within Europe.

Use of atlases and the internet to explore locations and physical features.

Looking at lines of latitude and longitude - Equator, Tropics and Hemispheres.

Use of atlases and Internet based maps to look at where the Vikings travelled around Europe and beyond.

Grafham Water residential trip.

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<p><b>Year 4</b> <b>Summer - Ancient Greece</b> <u>Locational knowledge</u> Recapping continents and oceans, looking at the seas surrounding Greece.</p>		<p>Orienteering - map reading around the centre.</p>
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