

Christopher Reeves Geography overview

	EYFS	Year 1 (Year A)	Year 2 (Year B)	Year 3 (Year A)	Year 4 (Year B)	Year 5 (Year A)	Year 6 (Year B)
To investigate places	<p>Draw information from a simple map.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>	<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans. 	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <ul style="list-style-type: none"> Explain own views about locations, giving reasons. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics. 	
	<p>Autumn 1 - All About Me - My Community - looking at the school and local community. creating and using maps. Walk around Podington including a church visit.</p> <p>Spring 1 - Around The World - finding Antarctica, Africa and China on a world map.</p>	<p>Autumn - Fire, Fire! What is a capital city? Use world maps, atlases and globes to identify the United Kingdom and its countries. Learn names of other capital cities of countries children may have visited or heard of - Paris, Madrid, Washington. London Learn about human and physical features of London. Name famous buildings and landmarks; Buckingham Palace, Tower of London, London Eye, St Paul's Cathedral. Name the river Thames.</p> <p>Spring - Out of the egg Where in the World are penguins found? Name and locate the world's 7 continents and 5 oceans. Use basic geographical vocabulary to refer to key physical features.</p> <p>Find out about Antarctica. Compare with Europe.</p>	<p>Autumn - Hooray for Heroes Where is my school? Use Google Earth/ maps to look at the location of CR school in Podington. Learn about a map being like a 'bird's eye view'. Draw a plan of the playground. Note physical and human features. Discuss Podington being a village. Rushden is a town. How do we know? Name our country and capital city. Name other countries and capital cities.</p> <p>Summer - The Secret Garden Thailand - Find out about customs, food, traditional Thai musical instruments, language. Compare the English alphabet with the Thai alphabet. Locate Thailand on a World map. Learn names of continents of the World and oceans. Know that Thailand is in Asia and UK is in Europe.</p>	<p>Year A Autumn - Revision to where we are in the world Using the atlas, locate and label the 7 continents and 5 oceans and what countries and capital cities are in the UK.</p> <p>Spring - Where on earth are we? topic linked with book 'The Boy who biked the World'</p> <p>Using atlases, locate and label UK, BI, counties, capital cities, countries and note direction. Look at human and physical characteristics of the UK inc. rivers, hills and how aspects have changed over time.</p> <p>Focus on European countries and locate on a map and identify physical and human characteristics. Compare Podington to a village in France looking at physical and human features - fieldwork skills and identify features and draw maps of the local area.</p>	<p>Year B Autumn - WW2 Locate European countries involved in WW2 on maps and globes. Locating key cities in the UK and how they were important during WW2 due to their location and resource?</p> <p>Spring Term - Romans Look at key physical and human features of Italy - volcanoes - Pompei.</p> <p>Summer Term - Climate change and Pollution Describe physical and human characteristics of the local area focusing on hills and mountains. Use maps to identify features and names of rivers in the UK. Identify features and names of mountains and where they are located in the UK.</p> <p>Describe the effect of pollution and climate change on rivers and mountains.</p> <p>Use fieldwork to sketch the local area to observe the use of land.</p>	<p>Year A Autumn term - Greece -Collect data using atlases about weather, rainfall and compare to the UK. -Look at the islands, seas, cities, mountainous regions and beaches, and how the landscape affects the lives and jobs of the Greek people. -Look at ancient maps of Greece and compare to Greece today observing similarities and differences. -Persuasive writing to travel to Greece.</p> <p>Summer term - Our Precious Planet Extreme Earth -Collect data on environmental change, analyse and present data. -Look at films, images of environmental change.</p>	<p>Year B Summer term - Rainforest -Collect data using atlases about weather, rainfall and compare to the UK. -Look at the countries in both Northern and Southern America. - Find out about cities, rivers and how the landscape affects the lives and jobs of the South American people. -Look at different maps of the rainforest: aerial, atlas, Google Earth images and compare the advantages and disadvantages of each. -Look at images and maps of the rainforest over time and discuss changes.</p> <p>Spring Term - Scandinavia linked to Vikings -Look at atlases, maps to find the Scandinavian countries and identify capital cities and landscapes. -Find out about cities, rivers and how the landscape affects the lives and jobs of Scandinavian people.</p>
To investigate patterns	<p>-Draw information from a simple map.</p> <p>-Recognise some environments that are different to the one in which they live.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>-Understand the effect of changing seasons on the natural world around them.</p>	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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. Identify land use around the school. 		<ul style="list-style-type: none"> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. 		

	-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -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.					• Describe how countries and geographical regions are interconnected and interdependent.	
	<p>Autumn 1 - Seasons - Autumn Autumn 2 - Seasons - Winter Spring 2 - Seasons - Spring Summer 2 - Seasons - Summer Talk about changes to weather, look for signs in our natural environment - walk around Millenium wood.</p>	<p>YEAR A Autumn - Fire, Fire! Seasonal change - Autumn walk around local area. Identify changes. Note weather patterns. Keep a weather diary for a week during September/October. Compare with weather in Jan/Feb. Day and night. Hours of darkness.</p> <p>Spring Spring walk in local area Keep a weekly weather diary and compare with autumn weather.</p>	<p>YEAR B Spring 2 Spring walk Note land use - mainly farmland around Podington.</p> <p>Summer The Secret Garden Gardens in Thailand - Plants that grow in different climates. Compare climate in Uk with Thailand. Look at how close Thailand is to the equator compared to UK.</p> <p>Summer Seasonal & daily weather patterns - keep a summer weather diary.</p>	<p>Year A Spring Term - Where on Earth are we?</p> <p>Using atlases, identify the position and significance of the equator, latitude and longitude lines and tropics.</p> <p>Understand how the Southern and Northern Hemisphere relate to weather and climate, animals, habitats, deserts and rainforests.</p> <p>Identify the position and significance of time zones in Europe to the UK.</p>	<p>Year B Autumn term - WW2 in local area - base at Santa Pod. Look at aerial photographs of Podington. How has Podington changed since WW2?</p>	<p>Year A Autumn term - Greece. -Find Greece on a map and discuss where it is in conjunction with the equator, longitude and latitude, tropics and which hemisphere and time zones. -Look at geographical differences between Greece and the UK. -Look at Greece as part of Europe, part of an island country and discuss landlocked and the seas that surround it. -Time Zones and time differences.</p> <p>Spring term - Our Precious Planet Extreme Earth -Look at different countries and how climate change is affecting them. From mountainous regions, polar regions and deserts. -Compare countries from years ago to now and notice change, giving reasons for them. -Describe how locations around the world are changing and give reasons.</p>	<p>Year B Summer term - Rainforest -Look at America as a continent, north and south and focus in on the countries that form part of the rainforest. -Discuss location in conjunction with the equator, longitude and latitude, the tropics, hemisphere and time zones. -Time Zones and time differences. -Discuss similarities and differences between Brazil and other countries studied including the UK. -Deforestation.</p>
To communicate geographically	-Draw information from a simple map. -Recognise some environments that are different to the one in which they live. -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -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.	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) 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 simple grid references (A1, B1). 	<ul style="list-style-type: none"> • Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 			
	<p>Autumn 1 - All About Me - My Community - looking at the school and local community. creating and using maps, walk around Podington Spring 1 - Around The World - finding Antarctica, Africa and China on a world map. key physical features - snow, ice, sand, mountains, land, water</p>	<p>Summer 1 Where were castles built & why? Geographical skills & fieldwork locate castles in Britain. 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</p> <p>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.</p>	<p>Spring 1 Geographical skills & fieldwork locate cities, towns and villages in Britain that children have visited or have relatives living there. 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</p>	<p>Year A Autumn - Stone age topic. Volcanoes and water cycle linking with Science States of matter and rocks, fossils and soils.</p> <p>Spring - Where on earth are we? Find places on a map using 4 or 6 grid references. Understand symbols on an ordnance survey map and identify them using co-ordinates. Create an island in pairs. Create a key and list of co-ordinates and compass points to find objects on an island.</p>	<p>Year B Spring Term - Romans Identify the different parts and types of a volcano and describe the process of eruption. Focus on Mount Vesuvius, Italy</p> <p>Summer Term -key aspects of rivers and mountains and land use</p> <p>Look at the key features of an Ordnance survey</p>	<p>Year A Spring term - Natural Resources and where do they come from? -trade links -distribution of natural resources.</p> <p>Summer term - Our Precious Planet - Extreme Earth. -climate change -population growth -draw maps to identify any patterns -biomes of different countries -Learn about tectonic plates and where they are. -floods - relate to rivers/floodplains and tsunamis/underwater volcanoes</p>	<p>Year B Summer term - Rainforest -food/trade links -discuss land use and why the rainforest is diminishing. -layers of the rainforest</p> <p>Spring term - Scandinavia -Discuss the 3 countries that make up Scandinavia and find out about the capital cities. -Name 4 countries in the Northern hemisphere and 4 countries in the southern hemisphere. -Predict climate based on geographical location. -explore weather patterns and produce charts and graphs.</p>

	Use Google Earth to look at old castle sites/earthworks. Geographical vocabulary		Identify European countries and their capital cities Summer - Ancient Egyptian topic River Nile settlements and land use		-Study ordnance survey maps for UK.	-Do chn understand that some parts have no sunlight during the winter months and no darkness during summer? -Compare physical geography with the UK (glaciers, mountains, fjords, lakes and waterfalls) -Compare human geography with the UK (settlements, land use) -Understand how the physical geography can affect lifestyles.
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Sticky Knowledge

Early Years	Milestone 1	Milestone 2	Milestone 3
<ul style="list-style-type: none"> Know how to draw and read a simple map. use words to describe their immediate environment. Know that life in this country is different to other countries. 	<ul style="list-style-type: none"> Know the names of the 4 countries that make up the United Kingdom and name the three main seas that surround the UK Know where the Equator, North Pole and South Pole are on a globe Know which is N, E, S and W on a compass Know features of hot and cold places in the world Knowl which is the hottest and coldest seasons in the UK Know the main differences between city, town and village. Know their address, including postcode. Know the names of and locate the seven continents of the world. Know the names of and locate the five oceans of the world. Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Know the main differences between Podington in England and that of a small place in a Thailand 	<ul style="list-style-type: none"> Know the names of, and locate, at least eight European countries Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map Use maps to locate European countries and capitals. Know the names of, and locate, the counties that surround Northamptonshire Know and name four cities in the UK Know what is meant by the term 'tropics' Know and label the main features of a river Know at least five similarities and differences between living in the UK and France Know why most cities are located by a river Know the name of, and locate, a number of the world's longest rivers - Nile, Amazon Label the different parts of a volcano Know the names of three mountains in the UK and the tallest mountain in the world Know the key features of an Ordnance Survey map Explain the features of a water cycle 	<ul style="list-style-type: none"> Know the names of four countries from the southern and four from the northern hemisphere Know what causes an earthquake Know what most of the ordnance survey symbols stand for Know the names of, and locate, a number of North and South American countries Know how to use six-figure grid references Label layers of a rainforest Know what deforestation means Know how resources are distributed around the world Know what is meant by biomes and what are the features of a specific biome Know about time zones and work out differences Know how to use graphs to record features such as temperature or rainfall across the world Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.