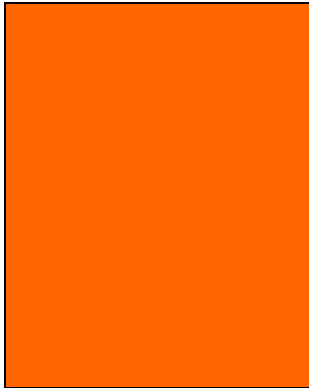


Geography Overview

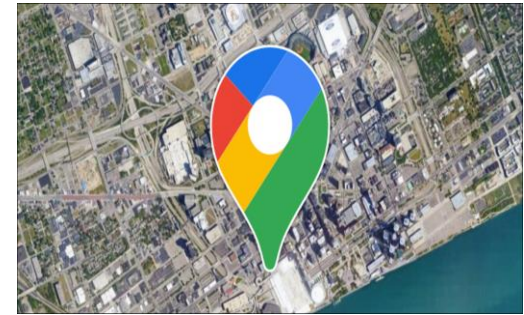
Intent: Colindale is an ethnically diverse school. Our pupils' families come from over 45 different countries. Our Geography curriculum aims to build on our pupils' rich knowledge of countries and extend it to parts of the world they are less familiar with. It develops their knowledge and understanding of a range of countries and cultures, building their empathy and understanding of others. It also aims to help pupils form understanding and opinions on current issues and debates. As a school in an urban area we are fortunate to have a large outdoor area. Therefore we plan opportunities for fieldwork outside where possible to develop our pupils' skills and enjoyment of the outdoors. Our curriculum for KS1 and KS2 follows the National Curriculum and the Curriculum for EYFS is based on Development Matters. Learning objectives have been sequenced considering pupils developmental stages, ensuring that learning is age appropriate. The sequence also ensures that knowledge and skills in later years build on pupils' previous learning so their knowledge and skills accumulate and deepen as they progress through each year group. There are also opportunities for pupils to revise key concepts. Where possible links are made with other subjects such as History, R.E. and Science so concepts/topics are studied together.



	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> • Talk about features of their own environment - what they see, hear and feel • Know there are different countries in the world • Talk about the similarities and differences of these countries based on what they have seen or experienced • Observe and describe the weather and seasons <p><i>The Unicef Articles: 29, 31</i> <i>British Values: Mutual respect, Individual Liberty, Rule of Law</i></p>		
Reception	<ul style="list-style-type: none"> • Describe what they see, hear, feel whilst outside • Recognise similarities and differences between life in this country and life in other countries through stories, photos and artefacts • Recognise some environments that are different to the one in which they live in 		

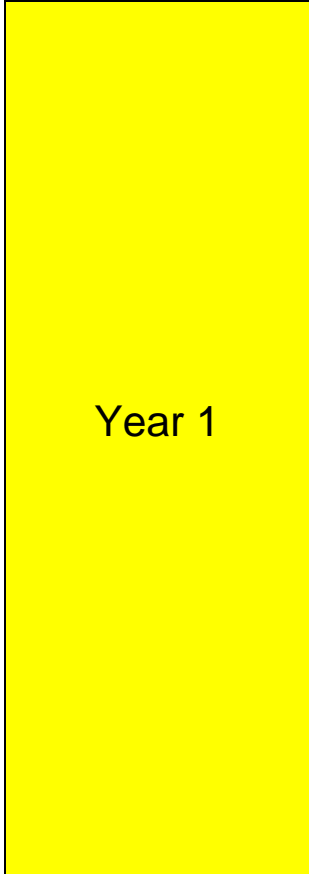


- Describe the effect the change of weather and seasons has on the environment e.g. how animals behave
- Use a map (including Google Maps/Google Earth) to get information and talk about their local environment e.g. school, Colindale, houses, park
- Draw simple maps of their immediate environment
- Use geographical vocabulary including: beach, forest, mountain, sea, river, season and weather



The Unicef Articles: 29, 31

British Values: Mutual respect, Individual Liberty



Year 1

Autumn 1



Where do our families come from?

- Name the continents of the world
- Locate countries pupils come from
- Collect simple information on which countries our class comes from
- Use locational language to describe where countries are in relation to each other e.g. long distance, short distance; near, far; left, right; begin to use North, South, East, West

Spring

What is our school like?

- Create a basic line map of a journey within the school building and identify key features
- Describe the school grounds using geographical language e.g. tree, building, playground
- Annotate maps to include key features of our school
- Follow a map of the school grounds and identify key features
- Use locational and geographical vocabulary to describe a journey or route on a map e.g. near, far, left, right; North, South, East, West,



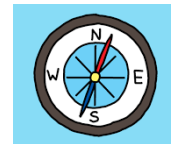
Summer 1

Why was/is important?

- Name and locate continents and countries heroes and heroines come from/that events took place





Summer 2

Where did Christopher Columbus travel to?



- Name and locate continents, oceans and countries on a world map
- Use locational language to describe Christopher Columbus' journey using locational language e.g. N,S,E,W; naming countries or oceans travelled across

The Unicef Articles: 29, 31

<p style="text-align: center; font-size: 2em; color: black;">Year 2</p>	<p><u>Autumn 2</u> <i>How does the weather change?</i></p> <ul style="list-style-type: none"> • Understand and use geographical vocabulary to describe the weather e.g. seasons, rain, hot, cold, cloudy, sleet, snow, windy • Gather and use information to describe the weather in the UK • Suggest clothes that might be worn or activities that might happen during different types of weather  <p><i>The Unicef Articles: 29, 31</i> <i>British Values: Mutual respect, Individual Liberty</i></p>	<p><i>Where do different animals live?</i></p> <ul style="list-style-type: none"> • Identify hot/cold areas in the world (in relation to the Equator and North and South Pole) • Use geographical vocabulary to describe these places e.g. hot, cold, ice, water, sea, icebergs, forest, rainforest, grass, desert • Identify features of hot and cold places including animals  <p><i>The Unicef Articles: 29, 31</i> <i>British Values: Mutual respect, Individual Liberty, Rule of Law</i></p>	<p><i>British Values: Mutual respect, Individual Liberty</i></p>
		<p><u>Autumn 1</u> <i>What is London like?</i></p>  <ul style="list-style-type: none"> • Name and locate the nations that make up the UK and their capital cities on a map of the UK 	<p><u>Spring</u> <i>How are countries different around the World?</i></p>  <ul style="list-style-type: none"> • Locate Mugaremeno on a map discuss what country it is in, what continent it is in, its surrounding countries, nearby oceans and position • Identify/describe features of

- Identify features of London e.g. landmarks, river, government buildings, theatres, shops and parks using simple maps, aerial photos and direct observations
- Identify features of Colindale, e.g. houses, station, shop, restaurants and parks, using aerial photos and direct observations
- Discuss how Central London is different to Colindale

Autumn 2

How did Florence Nightingale Travel to Scutari Hospital?

- Locate and name countries Florence, Edith and Mary came from and where they travelled to

The Unicef Articles: 29, 31

British Values: Mutual respect, Individual Liberty

- Mugaremeno (Zambia, Africa) e.g. homes, shops, living things, landscapes
- Describe life in Mugaremeno e.g. school, leisure, shopping, tourism, transport
- Compare the features of Colindale and Mugaremeno
- Compare life in Colindale and Mugaremeno

The Unicef Articles: 29, 31

British Values: Mutual respect, Individual Liberty, Tolerance of different faiths and beliefs



- Identify features of Lyme Regis e.g. coastline, cliffs, sea, sand, pier, arcade, shops, harbour, port,
- Compare the features of Lyme Regis to London

Summer 2

Where Could we build a hotel in Clacton?



- Locate Clacton on Sea on a map of the UK
- Use geographical and locational language describe where Clacton is in relation to London
- Using google earth identify features of Clacton e.g. coast, sea, sand, hills, weather, pier, arcade, fairground, shops, restaurants, promenade
- Suggest a suitable place to build a hotel in Clacton and use locational vocabulary to describe its position e.g. N, S, E, W, near, far, left, right and geographical vocabulary to describe the the features nearby e.g. train station, shops, restaurants, cliff, shore

			<ul style="list-style-type: none"> • Use fieldwork to gather information on the features of Clacton <p><i>The Unicef Articles: 29, 31</i> <i>British Values: Mutual respect, Individual Liberty</i></p>
<p style="text-align: center;">Year 3</p>	<p>Autumn <i>How could we make a world map/globe?</i></p>  <ul style="list-style-type: none"> • Locate continents and oceans on a world map • Locate countries on a world map where children in their class come from • Identify the positions of longitude and latitude • Name lines of longitude and latitude e.g. Equator (also discuss Northern and Southern Hemisphere) the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime Meridian 	<p>Spring <i>Why is the River Thames important?</i></p>  <ul style="list-style-type: none"> • Describe the Water Cycle • Locate countries and cities of the UK on a map, as well as Rivers and mountains including the River Thames • Read an Ordnance Survey Map and locate places along the River Thames such as; upper course, source, middle course, channel, meander, lower course, mouth, estuary • Identify parts of a river e.g. upper course, source, middle course, channel, meander, lower course, mouth/delta, estuary and describe it's journey • Investigate, observe and identify land use in the Docklands and explain choices – trade, leisure, housing, tourism 	<p>Summer <i>Why was the River Nile important for Survival?</i></p> <ul style="list-style-type: none"> • Locate and describe Egypt's position on a world map • Identify key human, physical and topographical features e.g. River Nile, Cairo, desert, pyramids, sea • Identify and describe features of the River Nile e.g. source, channel, mouth/delta • Use maps (buildings at night, vegetation and population density) to describe land use choices • Use place knowledge to explain these choices e.g. why do the Egyptians live near the Nile - make links with location on globe to explain climate and topography and natural resources

- Identify features on a map of the UK e.g. important places, names, symbols

The Unicef Articles: 29, 31
British Values: Tolerance of Different Cultures and Religions
Mutual respect



The Unicef Articles: 13, 14, 29, 30, 31
British Values: Tolerance of Different Cultures and Religions
Mutual respect, Personal Liberty



The Unicef Articles: 29, 31
British Values: Tolerance of Different Cultures and Religions
Mutual respect

Year 4

Autumn

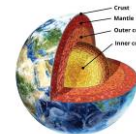
Why might you visit Rome?



- Using google earth locate Italy discuss it's position, nearby seas, countries and physical geography
- Locate Italy's capital city Rome and describe what a capital city is
- Using images, including digital images identify and describe the features of Rome (human and physical) including cultural and historical landmarks
- Describe life in Rome

Spring

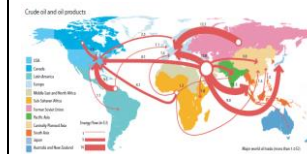
What's under our feet?



- Name the Earth's layers
- Locate where volcanoes and earthquakes typically happen
- Describe the process of volcanoes, including cause and effect
- Describe the process of earthquakes including cause and effect
- Describe the long term and short-term effects of volcanos and earthquakes

Summer

How did it get to my plate?



- Locate countries of origin of food
- Explain why food grows in these countries, making links with climate, vegetation belts and topography
- Describe trade routes using locational and distance language.
- Discuss economic, social, and environmental factors that influence trading food products, including fair trade
- Understand that trade isn't always beneficial e.g. carbon footprint,

The Unicef Articles: 29, 31

British Values: Tolerance of Different Cultures and Religion, Mutual respect

The Unicef Articles: 29, 31

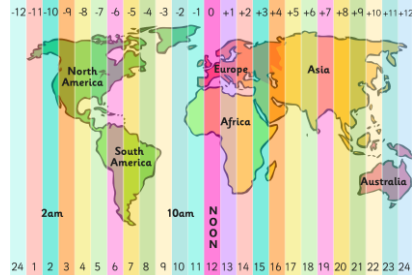
British Values: Tolerance of Different Cultures and Religions Mutual respect

packaging

The Unicef Articles: 29, 31

British Values: Tolerance of Different Cultures and Religions Mutual Respect, Rule of Law

Autumn
How can travelling affect time?



- Identify the positions of longitude and latitude
- Name and locate significant lines of longitude e.g. Prime Meridian, international date line
- Explain the significance of the Prime Meridian line e.g. time zones
- Describe how travel across time zones affects time e.g. how the time of day would change on a journey across time zones
- Use time zones to calculate time around the world

The Unicef Articles: 29, 31

Spring
What is life like in the desert?





- Identify significant lines of latitude e.g. Equator (also discuss Northern and Southern Hemisphere) the tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- Describe how travel across lines of latitude would affect climate
- Locate the Arabian desert as well as other deserts on a map, noting their similar position
- Describe human and physical features of a desert e.g. climate, plant life, human life
- Collect measurements to describe the current weather and compare to the weather in the desert
- Describe how the physical features of a desert impact on the human features e.g. how rainfall affects plant life

Summer
Should we buy locally?



- Read and interpret data to answer questions on importing and exporting to and from the UK
- Identify and describe current factors that may affect importing and exporting e.g. changes in the physical and human environment of an area, fair trade, Brexit, Covid-19, conflict
- Suggest impact of importing and exporting on the environment
- Read and use 4 – 6 point grid referencing
- Read a map of the local area identifying sources of food e.g. locating shops and locally sourced products - farm shops, farmers markets, pick your own farms

	<p>British Values: Tolerance of Different Cultures and Religions, Mutual respect</p>	 <ul style="list-style-type: none"> • Locate and describe the position of Baghdad e.g. what country it is in, countries next to it, nearby seas, continent it is • Locate countries in the Silk Road e.g. China, India, Egypt etc... • Use 8 point compass directions • Describe trade routes using locational and distance language, including compass directions <p>The Unicef Articles: 29, 31 British Values: Tolerance of Different Cultures and Religions Mutual respect</p>	<ul style="list-style-type: none"> • Gather data on produce from a local arm or farm shop <p>The Unicef Articles: 29, 31 British Values: Tolerance of Different Cultures and Religions Mutual respect</p>
<p>Year 6</p>	<p>Autumn How did WW2 affect us?</p> <ul style="list-style-type: none"> • Locate the countries involved in WW2 on a world map • Locate the main cities affected by the Blitz and locate these on a map of the UK. • Use a map to locate bombsites in the local area • Plan and carry out a visit to a local bomb site, identify what 	<p>Spring What is life like in the Amazon region?</p>  <ul style="list-style-type: none"> • Locate South America on a map, identifying key countries, cities, oceans and physical features e.g. the Amazon Rainforest and River 	<p>Summer How Could Life Get Better in Colindale?</p> <ul style="list-style-type: none"> • Using google earth locate London, Barnet, Colindale • Using maps (e.g. Ordnance Survey Maps and historical maps) identify changes in the local area and suggest reasons for these changes e.g. migration, housing, leisure facilities

- happened there and describe what the place is like today
- Read 4-6 point grid references and identify what has been built on the locations of bombsights on Ordnance Survey Maps
- Create sketch map with a simple grid and key to show the location of bomb sites in the local area



The Unicef Articles: 29, 31

British Values: Mutual respect

- Identify and describe features of the Amazon rainforest, including human life
- Using maps graphs and images, collect data to show weather patterns in the rainforest e.g. temperature, rainfall and use knowledge of position on the globe and climate zones to explain findings
- Describe patterns of cause and effect in the rainforest e.g. weather patterns and habitats; climate change, forest fires and loss of habitat (including food and animal extinction)
- Compare life in the amazon to the city e.g. Manaus
- Identify and describe features of the Amazon River
- Explain differences between the rivers Thames, Nile and Amazon River e.g. tributaries, length, watershed, natural resources, trade routes



The Unicef Articles: 29, 31

British Values: Tolerance of Different Cultures and Religions, Mutual respect

- Collect evidence of the current changes in the local area
- Describe changes they would like to create in the local area and suggest reasons why
- Create a sketch map of a 'future Colindale' using 6 point grid references
- Accurately describe locations using 8 point compass directions and 4/6 point grid referencing



The Unicef Articles: 29, 31

*British Values: Tolerance of Different Cultures and Religions
Mutual respect, Individual Liberty*