

Geography Overview



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 they know about 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		
<p>Nursery</p>	<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>				
<p>Reception</p>	<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 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 <p><i>The Unicef Articles: 29, 31</i> <i>British Values: Mutual respect, Individual Liberty</i></p>				 <p>local</p>

Year 1

Autumn 1

Where do our families come from?



- Know the world is made up of countries, continents and oceans
- Locate countries pupils come from
- Understand and use locational language to describe a journey from one country to another e.g. long distance, short distance; near, far; left, right

Autumn 2

How does the weather change?

- Gather and use information to identify daily and seasonal weather patterns in the UK
- Understand and use geographical vocabulary to describe the weather e.g. seasons, rain, hot, cold, cloudy, sleet, snow

Spring 1

What is our school like?

- Describe the school grounds using geographical language e.g. tree, building, playground
- Create a basic map of school or local area and identify key features e.g. home, school, fire station, shops, including building materials
- Follow a route on a basic map of the school or local area
- Understand and use locational and geographical vocabulary to describe a journey or route on a map e.g. near, far, left, right; shops, home, road, traffic lights, trees, park



- Collect information about local traffic
- Present information about local traffic using a simple tally or graph

Spring 2

Where do different animals live?

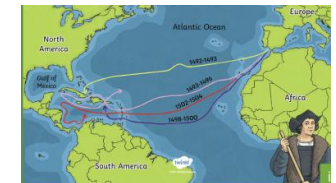
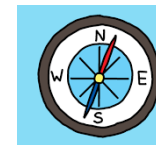
Summer 1

Why was/is important?

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

Summer 2

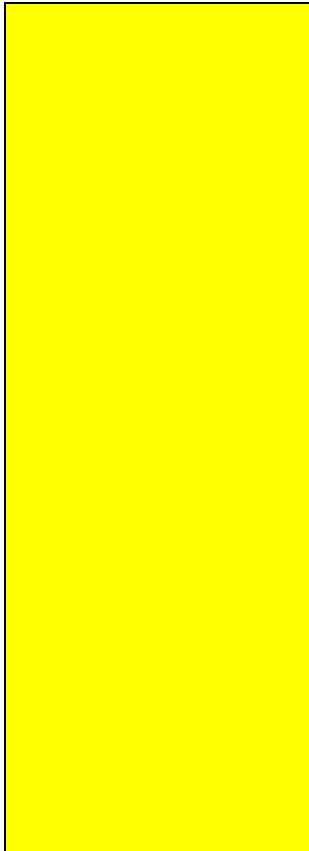
Where did Christopher Columbus travel to?



- Use simple compass directions
- Name and locate 5 oceans and countries on a world map
- Describe features they know of these places e.g. temperature, animals, environment
- Understand and use locational language to describe a journey from one country to another using locational language e.g. N,S,E,W; long distance, short distance, naming countries or oceans travelled across

The Unicef Articles: 29, 31

British Values: Mutual respect, Individual Liberty



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- Name and locate continents and countries animals come from on a map
- Identify hot/cold areas in the world (in relation to the Equator and North and South Pole)
- Understand and use geographical vocabulary to describe places that animals live e.g. hot, cold, ice, water, sea, icebergs, forest, rainforest, grass, desert



The Unicef Articles: 29, 31
British Values: Mutual respect, Individual Liberty, Rule of Law



Year 2

Autumn 1
Where did the Great Fire of London spread?

- Name and locate England and it's capital city on a map of the UK
- Identify and describe human and physical features of London e.g. town, cities, shops, park, house, factory, office using simple maps, photos and aerial photos

Spring
How are countries different around the World?



- Locate countries stories come from on a map

Summer 1
How are areas of the UK different?

- Name and locate the four countries and capital cities in the UK and surrounding seas



- Gather information using secondary sources (photos, stories, maps) on the human and physical features surrounding the River Thames
- Visit the River Thames and identify and note features surrounding the River
- Map the River Thames including key features e.g. river, landmarks, buildings, underground stations, bridges
- Map the area/spread of fire from the time of the Great Fire of London
- Use locational language to describe the spread of the fire (inc. distance from home)



Autumn 2
How did Florence Nightingale
Travel to Scutari Hospital?

- Name and locate 7 continents, 5 oceans and countries on a

- Identify hot/cold areas, climate zones (in relation to the Equator and North and South Pole) and describe weather
- Compare weather to UK
- Identify/describe human and physical features of Chembakolli (India)
- Use direct observation to gather information on the human and physical features of Colindale
- Compare the human and physical features of Colindale and Chembakolli e.g. weather, houses,



The Unicef Articles: 29, 31
British Values: Mutual respect,
Individual Liberty, Tolerance of different
faiths and beliefs



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

Summer 2

Where Could we build a hotel in Clacton?



- Locate Clacton on a map of the UK
- Using google earth identify human and physical features of Clacton e.g. coast, sea, sand, hills, weather, pier, arcade, fairground, shops, restaurants, promenade
- Use fieldwork to gather information on the human and physical features of Clacton
- Use geographical language to describe Clacton e.g. send a postcard to describe what they see, feel, hear, the weather
- Compare human and physical features of Clacton and London
- Suggest a suitable place to build a hotel in Clacton and use

	<p>world map</p> <ul style="list-style-type: none"> • Locate and label countries Florence, Edith and Mary came from and where they travelled to <p>The Unicef Articles: 29, 31 British Values: Mutual respect, Individual Liberty</p>		<p>geographical vocabulary to describe it's position e.g. N, S, E, W, near, far, left, right - the human and physical features nearby e.g. train station, shops, restaurants or to avoid e.g. cliff, shore</p> <ul style="list-style-type: none"> • Compare human and physical features of Clacton and London <p>The Unicef Articles: 29, 31 British Values: Mutual respect, Individual Liberty</p>
<p>Year 3</p>	<p>Autumn How could we make a world map/globe?</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 	<p>Spring Why is the River Thames important?</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, 	<p>Summer Why was the River Nile important for Survival?</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

Hemisphere) the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime Meridian

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

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



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

and natural resources



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Year 4

Autumn
Why might you visit Rome?



- Using globes, atlases and maps locate and describe Europe e.g. position, nearby seas, countries within, physical geography
- Locate and describe Italy on a map of Europe e.g. shape, nearby

Spring
Why might tribes not have invaded Iceland?





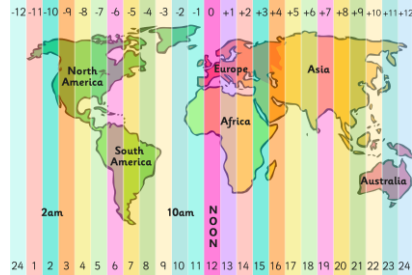
- Locate Viking origins e.g. Scandinavia - Norway, Sweden, Denmark and where

Summer
How did it get to my plate?



- Locate continents, oceans, and UK on a world map
- Locate countries of origin of food
- Explain why food grows in these countries, making links with climate, vegetation belts and topography
- Describe economic inequalities

	<p>countries and seas</p> <ul style="list-style-type: none"> • Describe the physical geography of Italy e.g. topography, climate, regions • Using images, including digital images identify and describe the human and physical geography of Rome, including cultural and historical landmarks <p><i>The Unicef Articles: 29, 31</i></p> <p><i>British Values: Tolerance of Different Cultures and Religion, Mutual respect</i></p>	<p>they invaded e.g. UK on a map of Europe</p> <ul style="list-style-type: none"> • Locate Iceland on a map of Europe describe its position e.g near Saxon and Viking origins, north of the UK which was invaded • Describe the physical geography of Iceland e.g. climate, mountains, glaciers, volcanoes, Fjords, springs, earthquakes • Describe the process of volcanoes e.g. cause and effect • Describe the process of earthquakes e.g. cause and effect • Explain the effect of Iceland’s physical geography on life e.g. how it’s landscape and climate effect vegetation/growth <p><i>The Unicef Articles: 29, 31</i></p> <p><i>British Values: Tolerance of Different Cultures and Religions Mutual respect</i></p>	<p>and trade patterns between importing and exporting countries e.g. fluctuation in prices year on year, return given to farmers. Then consider benefits of fair-trading</p> <ul style="list-style-type: none"> • Describe trade routes using locational and distance language. • Understand that trade isn’t always beneficial e.g. carbon footprint, packaging <p><i>The Unicef Articles: 29, 31</i></p> <p><i>British Values: Tolerance of Different Cultures and Religions Mutual Respect, Rule of Law</i></p>
<p>Year 5</p>	<p><u>Autumn</u> <i>How can travelling affect time?</i></p>	<p><u>Spring</u> <i>What is life like in the desert?</i></p> 	<p><u>Summer</u> <i>Should we buy locally?</i></p>  <ul style="list-style-type: none"> • Read and interpret data to answer



- 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

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


- 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



- 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...

- 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 – settlements, 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
- Gather data on produce from a local arm or farm shop

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British Values: Tolerance of Different Cultures and Religions
Mutual respect

		<ul style="list-style-type: none"> • Use 8 point compass directions • Describe trade routes using locational and distance language, including compass directions <p><i>The Unicef Articles: 29, 31</i> <i>British Values: Tolerance of Different Cultures and Religions Mutual respect</i></p>	
<p>Year 6</p>	<p>Autumn <i>How did WW2 affect us?</i></p> <ul style="list-style-type: none"> • Show the spread of the German Empire on a world map e.g. Identify, allies, axis and neutral countries • Use knowledge of the world map and trade routes to explain and give reasons for warfare used, e.g. the Blitz and targeting trade routes in the UK • Read 4-6 point grid references and identify what has been built on the locations of bombsights on Ordnance Survey Maps • Describe the impact of warfare on London and locate these accurately on a map of UK e.g. evacuation, bombsites, shelters • Plan and carry out a visit to a local bomb site 	<p>Spring <i>How is the Amazon rainforest changing?</i></p>  <ul style="list-style-type: none"> • Locate the America's on a map, identifying key countries, cities, oceans and physical features of South America e.g. the Amazon Rainforest and River • 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) 	<p>Summer <i>Has Life Got Better in Colindale?</i></p> <ul style="list-style-type: none"> • Locate Colindale on a map of the UK and London • Through fieldwork and maps (e.g. Ordnance Survey Maps and historical maps) collect evidence and identify changes in the local area and suggest reasons for these changes e.g. migration, housing, leisure facilities • Describe the impact of these changes in the local environment • 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 journeys and locations using 8 point compass directions and 4/6 point grid referencing



The Unicef Articles: 29, 31

British Values: Mutual respect

- 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

- Use data, maps and ideas to present their proposals for the future of Colindale



The Unicef Articles: 29, 31

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