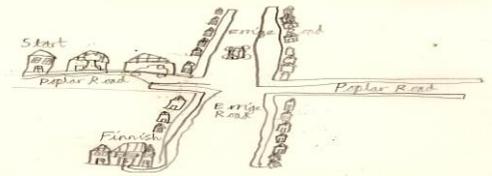


Geography Overview

	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Shows care and concern for living things and the environment <p>The Unicef Articles: 29, 31 British Values: Mutual respect, Individual Liberty, Rule of Law</p>  		
Reception	<ul style="list-style-type: none"> • Talk about the features of their own immediate environment and how environments might vary from one another. • Know about similarities and differences in relation to places • Observe and talk about changes and patterns in their environment <p>The Unicef Articles: 29, 31 British Values: Mutual respect, Individual Liberty, Rule of Law</p>		
Year 1	<p>Use simple fieldwork and observational skills to study the geography of their school and key human and physical features of its environment</p> <ul style="list-style-type: none"> • Children take a tour of KS1 playground and note down key human and physical features they see 	<p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> • Direct a partner/toy to complete a journey using compass directions • Create a map of a simple journey they take then use geographical language (e.g. near, far, left, right) to describe where places are 	<p>Use world maps, atlases and globes to identify continents and oceans</p> <ul style="list-style-type: none"> • Children to find continents and oceans

<h1>Year 1</h1>	<p>Identify seasonal and daily weather patterns in the UK (ongoing)</p>  <ul style="list-style-type: none"> • Create a map of a simple journey characters take, then use geographical language (e.g. near, far, left, right) to describe what they saw <p>The Unicef Articles: 29, 31 British Values: Mutual respect, Individual Liberty</p>	<p>Use basic geographical language to refer to human and physical features of an environment</p> <ul style="list-style-type: none"> • Describe what they saw on their journey to the RAF museum using words such as park, houses, shops, • Create a map of this journey and label it using these words  <p>The Unicef Articles: 29, 31 British Values: Individual Liberty</p>	<p>Name and locate the world's seven continents and five oceans</p> <ul style="list-style-type: none"> • Mark continents and oceans on a map  <p>Use basic geographical language to refer to human and physical features of an environment</p> <ul style="list-style-type: none"> • Create a small world sea/ocean and describe features using words sea, ocean, vegetation, rocks <p>Use world maps, atlases and globes to identify countries</p> <ul style="list-style-type: none"> • Children to find countries where real life heroes and heroines come from <p>The Unicef Articles: 29, 31 British Values: Mutual respect, Individual Liberty, Rule of Law</p>
<h1>Year 2</h1>	<p>Name and locate the four countries and capital cities of the UK and its surrounding seas</p> <ul style="list-style-type: none"> • Children find and mark countries and cities of the UK on a map 	<p>Use world maps, atlases and globes to identify UK and its countries; continents and oceans</p> <ul style="list-style-type: none"> • Locate countries where stories studied come from 	<p>Identify characteristics of places in the UK</p> <ul style="list-style-type: none"> • Research/visit a seaside town in the UK

Year 2

Identify characteristics of the countries and capital cities

- Use Atlases to identify different places in the UK
- Use Atlases and laptops to find out about the characteristics of different parts of UK e.g. towns, cities, villages
- Note similarities and differences

Use basic geographical language to refer to human and physical features of an environment

- Mark different cities, towns and villages on a map of UK
- Construct a key for the map e.g. symbols for city, sea, town, village
- Use geographical language in key such as city, town, sea



Use aerial photos to recognise landmarks and basic human and physical feature devise a simple map and construct a key

Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles

- Look at the weather of different countries across the year and discuss why some countries are warmer throughout the year

Understand geographical similarities and differences through studying the human and physical geographical features of a small area in the UK and a contrasting place.

- Walk around the local area and note down key physical and human features
- Compare the local area of Colindale to another part of the world where one of the stories come from e.g. Chembekolli in India



The Unicef Articles: 29, 31

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

Use basic geographical language to refer to human and physical features of an environment

- Create/ label picture of seaside town and label with features e.g. harbour, beach, cliff, sea, town, pier



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

Year 2

Use basic geographical language to refer to human and physical features of an environment

- Use aerial photos of the River Thames to identify known landmarks and features
- Create a map of the River Thames
- Construct a key for the map e.g. symbols e.g. for landmarks, river,
- Use geographical language in key such as landmark, river



Use world maps, atlases and globes to identify countries

- On class map children to find countries where the people studied,



came from and travelled to

The Unicef Articles: 29, 31

British Values: Mutual respect, Individual Liberty

Year 3

Describe and understand key features of human geography including types of settlement

- Find out about Stone Age, Iron Age, Bronze Age settlements. Why they settled in certain places, way of life, how land was used

Use maps to name and locate countries and cities in UK

- Identify where Stone Age settlements were in Britain and mark on map including Skara Brae, Stone Henge

Use fieldwork to observe the human and physical features in the local area

Understand the geographical similarities and differences through the study of human and physical geography of a region in the UK (local area) and a European country

- Compare a region in the UK with a coastal area in Europe (link to rocks and soils)

The Unicef Articles: 29, 31

British Values: Tolerance of Different Cultures and Religions Mutual respect

Use maps, atlases, globes to locate the world's countries

- Use sources to locate countries that children in the class come from



The Unicef Articles: 13, 14, 29, 30, 31

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

Use maps, atlases, globes to locate the world's countries

Identify key human and physical features

- Cities, rivers, desert, pyramids



Understand how some human and physical features have changed over time

The Unicef Articles: 29, 31

British Values: Tolerance of Different Cultures and Religions Mutual respect

Describe and understand key aspects of human geography such as settlements and land use

Name and locate countries and cities of the UK

- Locate and mark on a map different areas that the Romans invaded



Use maps, atlases, globes to describe geographical features

Identify human, physical and topographical characteristics of these regions as well as land use patterns

- Identify features of these areas and discuss why Romans wished to invade and settle

Understand how some human and physical features have changed over time

- Compare maps of these places before and after Roman invasion to identify changes e.g. roads, towns, coastal forts

Describe and understand key aspects of human geography such as settlements and land use

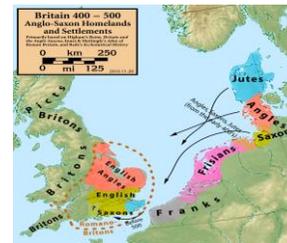
Name and locate countries and cities of the UK

- Locate and mark on a map different areas that the Saxons and Vikings invaded

Use maps, atlases, globes to describe geographical features

Identify human, physical and topographical characteristics of these regions as well as land use patterns

- Identify features of these areas and discuss why Saxons and Vikings wished to invade and settle



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

Locate worlds countries using maps, including Europe, North and South America

- Locate and mark countries on a map where certain food comes from

Identify key physical features

- Identify features which explain why the food grows in certain places e.g. land type, climate

Describe and understand the distribution of natural resources including energy, food, minerals and water

Describe and understand key aspects of human geography such as economic activity – trade links

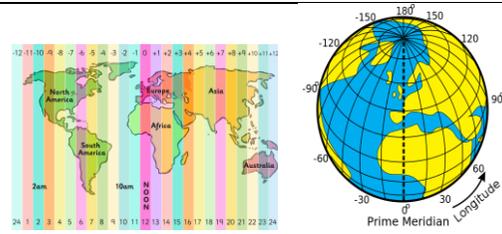
- Find out where certain foods are grown and traded from



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

<p style="text-align: center; font-size: 24px;">Year 4</p>	<p>Use fieldwork to observe the <u>human and physical features in the local area</u></p> <ul style="list-style-type: none"> Identify <u>Roman ruins</u>, roads in Verulamium Park <p>The Unicef Articles: 29, 31 British Values: Tolerance of Different Cultures and Religions Mutual respect</p>		
<p style="text-align: center; font-size: 24px;">Year 5</p>	<p>Use digital computer mapping to locate countries and features studied</p> <ul style="list-style-type: none"> Locate places on earth using satellite images (Google earth) and satellite photos from the national space station to find continents, countries, oceans, rivers volcanoes, forests <p>Identify the position and significance of the latitude, longitude, Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Greenwich Meridian</p> <ul style="list-style-type: none"> Understand how these lines of significance help people e.g. sailors, pilots, GPS Identify which countries these lines pass through Use these lines of significance to find countries 	<p>Use maps, atlases, globes and digital computer mapping to locate the world's countries</p> <p>Identify key human and physical features</p> <ul style="list-style-type: none"> Desert, mountains, cities, rivers <p>Describe and understand key aspects of human geography such as the biomes</p> <ul style="list-style-type: none"> Identify different Biomes in the world Study of the Arabian desert and its ecosystem and physical features <p>The Unicef Articles: 29, 31 British Values: Tolerance of Different Cultures and Religions Mutual respect</p>	<p>Use maps, atlases, globes and digital computer mapping to locate the world's countries</p> <p>Identify key human and physical features</p> <ul style="list-style-type: none"> Mountains, islands, cities, landmarks e.g. Acropolis, climate, coast, forests, lakes <p>Understand how some human and physical features have changed over time</p> <ul style="list-style-type: none"> Such as Sparta and Athens <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>The Unicef Articles: 29, 31 British Values: Tolerance of Different Cultures and Religions Mutual respect</p>

Year 5



Identify the position and significance of the Prime Greenwich Meridian and time zones including day and night

Describe and understand key aspects of physical geography such as climate zones

Use fieldwork to measure human and physical features

- Measure temperature of local area then compare to other countries

Describe and understand physical features such as volcanoes, earthquakes

[The Unicef Articles: 29, 31](#)

Year 6

Name and locate different countries and cities in the UK

- Locate key places involved in WW2

Identify key human and physical features

- Coast, beaches,

Use maps, atlases, globes and digital computer mapping to locate the world's countries including North and South America

Identify key human and physical features

- Volcanoes, rainforest rivers

Use fieldwork to observe the human and physical features in the local area using a range of methods, including sketch maps, and digital technologies

- Use field work to research their journey to their new school and identify human and physical features they pass

Year 6

Understand how some human and physical features have changed over time in different location

- Look at differences in human and physical features of places before and after the war



The Unicef Articles: 29, 31
British Values: Mutual respect

Describe and understand key aspects of human geography such as the biomes

- Study of Amazon rainforest and its physical features and ecosystem



Describe and understand key aspects of human geography such as the water cycle

Understand geographical similarities and differences through the study of human and physical Geography of a region in the UK and a region in South America

Use fieldwork to measure human and physical features

- Measure rainfall of local area then compare to Amazon rainforest

Present findings using a range of methods including digital technologies including plans and graphs

- Transfer findings onto a graph using Excel.

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

Present findings using a range of methods, including sketch maps

- Use a sketch map to present their journey including human and physical features

Use four and six figure grid references, symbols and key (including Ordnance Survey maps)

- Understand the importance of symbols and grid references
- Learn how to read symbols and grid references on maps
- Identify and mark places of importance in the children's daily lives on a map
- Create their own map of the local area marking places significant to them with grid references and symbols

Use the eight points of a compass

- Know the 8 points on a compass N, NE, E, SE, S, SW, W, NW
- Give directions using 8 points of a compass
- Follow the directions of an 8-point compass e.g. treasure hunt in the playground park

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