

Long term subject Overview

Geography – Term 2 – KS1

National Curriculum	Strand	Early Years	Year 1	Year 2
	Topic	ARE WE THERE YET?	HISTORY TOPIC	HISTORY TOPIC
<p>Name and locate the world's 7 continents and 5 oceans</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	Locational knowledge	<p>Use simple fieldwork to observe, measure and record the human and physical features in school.</p> <p>Look at a simple map (what will they see on the way?)</p> <p>Create a simple map of their own local environment.</p>		
<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	Place knowledge	<p>Learn names of some places within/around the UK. e.g. Eastbourne, Brighton, London</p> <p>Use picture maps and globes</p>		
<p>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</p> <p>Use basic geographical vocabulary to refer to:</p>	Human and Physical Geography	<p>Follow directions (Up, down, left/right, forwards/backwards)</p> <p>Learn about the four main seasons (autumn/winter).</p> <p>Use senses in hands-on exploration of natural materials</p>		

<p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>(leaves, pine cones, twigs, bark, straw)</p> <p>Explore collections of materials with similar/different properties sort and classify (waterproof / not waterproof)</p>		
<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>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>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical</p>	<p>Geographical skills and fieldwork</p>			

features of its surrounding environment.				
Exceeding the National Curriculum	Vocabulary	Map Journey Route Place Same Different Environment Winter Left/right/forwards/backwards		
	Texts	 		
	Enhancements	Map making in the local area		

Long term subject Overview

Geography – Term 2 – KS2

National Curriculum	Strand	Year 3	Year 4	Year 5	Year 6
	Topic	HISTORY TOPIC	HISTORY TOPIC	HISTORY TOPIC	PEOPLE AND PLACES
<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</p>	Locational knowledge				<p>Locate the Grand Canyon</p> <p>Locate the Alps and surrounding countries.</p> <p>Locate Eastbourne / East Sussex</p>

<p>Prime/Greenwich Meridian and time zones (including day and night)</p>					
<p>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 in North or South America</p>	<p>Place knowledge</p>				<p>Compare people and their lifestyles in different regions around the world (Alps, Grand Canyon, Eastbourne)</p> <p>Identify advantages and disadvantages of urban and rural living.</p> <p>Compare human and physical features of the Alps, Grand Canyon and local area.</p> <p>Know about the Alpine mountains and compare this with life in the foothills</p>
<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand 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</p>	<p>Human and Physical Geography</p>				<p>Know how the Grand Canyon was formed.</p> <p>Know about the Havasupai and the Hualapai people</p> <p>Know the effects of erosion</p> <p>Know the countries with the Alps on their borders and the lifestyle of these countries including the effects of tourism.</p>

<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical skills and fieldwork</p>				<p>Use maps and atlases to locate the Grand Canyon, Alps and Eastbourne.</p> <p>Use fieldwork to find out the local areas unique selling point.</p> <p>Use digital technologies, plans and sketch maps to find out about jobs and lifestyles of those living in my local area.</p>
<p>Exceeding the National Curriculum</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>				<p>Unique Selling point Lifestyle Advantages Disadvantages Havasupai and the Hualapai people Erosion Mountain Foothills Effect tourism</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Texts</p>				

	Enhancements				Visitors in our local community who come from different countries/backgrounds. Carry out questionnaires in the local community Explore different jobs in the town – visit a bank/hotel/shop
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