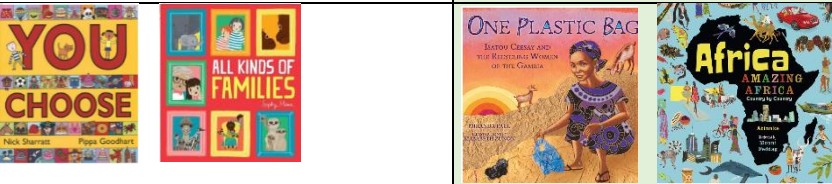


Long term subject Overview

Geography – Term 5 – KS1

National Curriculum	Strand	Early Years	Year 1	Year 2
	Topic	When I Grow Up	Our Wonderful World	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>Take digital photos of landmarks in the local area.</p> <p>Create their own simple key to mark features on a map.</p> <p>Look at maps of Eastbourne.</p>	<p>Locate Eastbourne on a UK map.</p> <p>Locate Africa on a world map.</p> <p>Locate Malawi on a world map.</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>Locate different shops and jobs in the local area on a map.</p> <p>Learn about the four main seasons (spring).</p> <p>Use senses in hands-on exploration of natural materials (poppy heads, seeds and seed pods),</p> <p>Explore collections of materials with similar/different properties sort and classify (floating & sinking)</p>	<p>Recognise similarities and differences of geographical features in my own immediate environment.</p> <p>Talk about people and places within my local environment.</p> <p>Compare Eastbourne with a town in Malawi (Salima)</p> <p>Compare St John's Meads with a school in Malawi (Chiluwa 2)</p> <p>Talk about people and places beyond my local environment.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</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> <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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Human and Physical Geography</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things (caring for ducklings)</p>	<p>Malawi is located in the continent of Africa. Malawi is a country near the equator. Malawi is land-locked. Malawi has a lake called Lake Malawi. Malawi is in the southern hemisphere.</p> <p>Salima is a town in Malawi.</p> <p>Eastbourne is located in England Eastbourne is a town in England. Eastbourne is by the coast, sea. Eastbourne has cliffs, beach, harbour, shops</p> <p>Compare a place by the sea with a place that is land-locked with a lake.</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</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical skills and fieldwork</p>		<p>Use world maps to locate Africa and Malawi.</p> <p>Use UK maps to locate England and Eastbourne.</p> <p>Use aerial photos to recognise landmarks and basic physical features.</p> <p>Use fieldwork to observe human and physical features in the local area.</p> <p>Create a simple map of the local area.</p>	

<p>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 features of its surrounding environment.</p>				
<p>Exceeding the National Curriculum</p>	<p>Vocabulary</p>	<p>Place Community Special Job</p>	<p>Eastbourne Town Bigger Smaller Human features Physical features Malawi</p>	
	<p>Texts</p>			
	<p>Enhancements</p>	<p>Parents/members of the community to speak about their jobs Visit to the local shop/park/church</p>	<p>Malawi themed day Starfish Malawi visitor</p>	



Long term subject Overview

Geography – Term 5 – KS2

National Curriculum	Strand	Year 3	Year 4	Year 5	Year 6
	Topic	Earthquakes and Volcanoes	East Sussex Explorers	Climate change	Natural Resources
<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 Prime/Greenwich Meridian</p>	Locational knowledge	<p>Locate volcanoes around the world</p> <p>Locate Mount Vesuvius, Italy.</p> <p>Locate Mount Fuji, Japan.</p> <p>Locate Cotopaxi, Ecuador.</p> <p>Locate Krakatau, Indonesia.</p> <p>Locate tectonic plates around the world.</p>	<p>Locate East Sussex on a UK map.</p> <p>Locate surrounding counties on a UK map.</p> <p>Know that counties in England are areas of land, cities and towns that are used for different purposes.</p>	<p>Locate geographical regions where climate change is having an impact eg. forest fires, flooding</p> <p>Identify how land use patterns have changed over time in areas affected by climate change.</p>	<p>Locate countries around the world where natural resources are found (Chile, Australia, Brazil, Canada, China, Congo, India etc.)</p> <p>Locate regions of the UK where natural resources are found.</p>

and time zones (including day and night)					
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	Place knowledge	Know the difference between a volcanic area (Hawaii) and a non-volcanic area (England)			Compare economic activity across regions of the world.
Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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	Human and Physical Geography	Know a volcano is a mountain or hill that has a vent through which lava, rock and gas erupts I know what happens when a volcano erupts. Know that magma is the reason volcanoes erupt. Know there are different types of eruption. Know three ways volcanoes are formed. Know whether a volcano is active, dormant or extinct. Know what are tectonic plates Know three plate movements. Know what the 'Ring of Fire' is	Know land use of the local area Know the demographic of the local area and how this can change over time Describe human and physical features of the local area.	Understand that our climate is getting hotter by 1 degree every 150 years. Know that the temperature is rising because the amount of carbon dioxide gas in the atmosphere is increasing. Understand CO2 traps heat from the sun in the Earth's atmosphere Identify what is being affected by climate change Appreciate what the consensus is about climate change. Identify ways climate change is affecting the world eg. heatwaves, coastal flooding, droughts Explain what a 'green' career is	Know how resource exploitation can cause problems Explain how natural resources are obtained Identify natural resources within the UK, including energy, food, minerals and water. Identify natural resources around the world Understand how economic activity including trade links across the world is affected by the distribution of natural resources Know about the importance of coal and the Industrial Revolution

				Explain the impact of climate change on the world and its people.	Understand what natural resources Chile has Know what the War of the Pacific was Know what the circular economy is
<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>	Geographical skills and fieldwork	<p>Use world maps, atlases and globes to locate volcanoes studied</p> <p>Use digital/computer mapping to explore the location of tectonic plates</p>	<p>Observe the local area and identify human and physical features.</p> <p>Record my findings using digital technologies, plans and sketch maps.</p> <p>Use the eight points of a compass to navigate in the local area.</p> <p>Read 6-figure grid references on an OS map to navigate in the local area.</p>	<p>Use maps, aerial photographs and computer mapping to explain the impact climate change is having on our planet.</p> <p>Use fieldwork to identify how climate change is impacting on our local area eg. Holywell cliff erosion.</p>	<p>Use maps, atlases and digital mapping to identify where natural resources are located.</p> <p>Use fieldwork to investigate how natural resources are being developed in the local area.</p>
Exceeding the National Curriculum	Vocabulary	Volcano, lava, conduit, magma, flank, ash, vent, crater, throat, composite volcano, shield volcano, dome volcano, active, dormant, extinct, Ring of Fire, divergent, convergent, transform	Fieldwork, explore, observe, human features, physical features, compare, county, topography, compass points, 6-figure grid reference	Climate, temperature, carbon dioxide, atmosphere, consensus, heatwaves, coastal flooding, drought, 'green' careers, job sector, employer, employee, business	Mining, coal, pressure, Industrial Revolution, natural resources, fossil fuels, agriculture, fishing, gas and oil production, consumption, extraction, farming, logging, irrigation, soil degradation, exploitation, Chile – saltpetre, copper, economy: primary sector, secondary sector,

					tertiary sector, linear, circular, overpopulation, global warming
	Texts				
	Enhancements	Natural History Museum – 'Virtual Volcano and Earthquake workshop' £10 60mins	Local area walks Visitors from other parts of the county	Outing to explore the impact of climate change – erosion Earth Day – 22 April	Fishing – visit fishermen in Eastbourne Rampion Wind Farm Visitor Centre, Brighton