

Long term subject Overview

Geography – Term 6 – KS1

National Curriculum	Strand	Early Years	Year 1	Year 2
	Topic	Land Ahoy!	Where We Live: Coasts	Map It Out
<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>Draw picture maps of imaginary places and from stories (pirates)</p> <p>Add key, labels and symbols.</p> <p>Learn about the four main seasons (summer).</p> <p>Use senses in hands-on exploration of natural materials (pulses, grains, beans)</p> <p>Explore collections of materials with similar/different properties sort and classify (living and non-living)</p>	<p>Know that Eastbourne is in England.</p> <p>Know that Eastbourne is in the south of England.</p> <p>Know that Eastbourne is a coastal town.</p>	<p>Identify London from an aerial photograph</p> <p>Know London is in England</p> <p>Identify Tower Bridge, London</p> <p>Identify The Tower of London</p> <p>Identify Buckingham Palace</p> <p>Identify Edinburgh from an aerial photograph</p> <p>Know Edinburgh is in Scotland</p> <p>Identify Edinburgh castle, Millennium Stadium</p> <p>Identify Belfast from an aerial photograph</p> <p>Know Belfast is in Northern Ireland</p> <p>Identify Belfast City Hall</p> <p>Identify Eiffel Tower, Paris from an aerial photograph.</p> <p>Know the Eiffel Tower is in France</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>Talk about some similarities and differences between the natural world around them and contrasting environments, drawing on their</p>	<p>Compare Eastbourne coast to the coastline in other locations eg. St Lucia, Scotland, Thailand.</p>	<p>Discuss similarities and differences of aerial photographs in London, Edinburgh, Belfast.</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>experiences and what has been read in class.</p>	<p>Know that a human feature is something that is man-made, such as buildings and roads.</p> <p>Know that a natural feature is something that has occurred naturally, such as a river or a mountain</p> <p>Name human features seen on the coast, including beach, cliff, coast, sea, ocean</p> <p>Name physical features seen on the coast, including town, harbour, shop, building, museum, café, beach huts, groynes.</p>	<p>Know that a map is a picture, chart or diagram which shows information about an area often showing the location of streets, buildings or natural features such as rivers, hills and mountains.</p> <p>Know that a human feature is something that is man-made, such as buildings and roads.</p> <p>Know that a natural feature is something that has occurred naturally, such as a river or a mountain</p> <p>Name natural features (river, mountain, ocean)</p> <p>Name human features (buildings, houses, car parks)</p> <p>Identify human and natural features on a simple map.</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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical skills and fieldwork</p>		<p>Explain that fieldwork means going outside and finding information about something in a real, natural environment.</p> <p>Name the 4 compass points.</p> <p>Create a simple map of Holywell beach</p> <p>Use basic symbols in a key to help navigate.</p> <p>Use compass directions, map skills to complete a treasure hunt on Holywell beach</p>	<p>Explain the different uses of maps.</p> <p>Devise a simple map, referring to key human features</p> <p>Construct basic symbols in a key.</p> <p>Navigate using compass points (N,S,W,E) around a map.</p> <p>Use directional language to describe the route on a simple map.</p> <p>Use aerial photographs and plan perspectives to recognise and create landmarks.</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 features of its surrounding environment.</p>				<p>Go on a local walk to identify key features in the surrounding areas.</p> <p>Use simple fieldwork and observational skills to study the geography of at school and the surrounding area.</p>
<p>Exceeding the National Curriculum</p>	<p>Vocabulary</p>		<p>Fieldwork, observe, human features, physical features (beach, cliff, coast, hill, sea, ocean, town, village, factory, farm, house, office, hotel, harbour and shop, school, field) Landmarks Map, symbols, key, North, South, East, West.</p>	<p>Compass points Compass rose Directional language Landmarks Aerial photographs Aerial perspectives cartographer plan view symbols map: shrunk down residential area key features</p>
	<p>Texts</p>			
	<p>Enhancements</p>		<p>Beach trips Local area identifying key features</p>	<p>Walk around local area Downs walk to gain aerial perspective</p>


Long term subject Overview

Geography – Term 6 – KS2

National Curriculum	Strand	Year 3	Year 4	Year 5	Year 6
	Topic	HISTORY TOPIC	HISTORY TOPIC	Rivers for People	HISTORY TOPIC
<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 key rivers of the world (Volga, Mississippi, Amazon, Yangtze, Nile)</p> <p>Locate the Grand Canyon. Explain what the Grand Canyon is.</p> <p>The River Nile is the longest river in the world The River Nile is a river in the continent of Africa. The River Nile has two main tributaries, the White Nile and the Blue Nile. The River Nile runs through several different countries in Africa including: Sudan Uganda Ethiopia Egypt and Burundi. The river provides the cities and towns with water to use. The main cities and towns are: Cairo Aswan Alexandria Luxor Khartoum</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			Describe geographical similarities and differences of regions of the UK and another region (Cuckmere and one of choice)	
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	To know ways of finding out information to answer a geographical question		<p>Know the water cycle is a naturally occurring process. It is the way water moves around our planet.</p> <p>Precipitation occurs when water falls from the clouds to the Earth. Infiltration is when water collects and becomes groundwater. Evaporation – when water in the ocean gets warm and turns into gas it goes back into the air. Transpiration - Plants also release water and that evaporates into the air too. Condensation - The gas in the air gets cold which turns it back to liquid. This liquid is stored in clouds.</p> <p>Know that rivers collect the run-off water from the precipitation (rain) and transport it across the land back to the ocean or sea.</p> <p>Know that a river starts in a high area when precipitation gathers and starts running down a hill or mountain. Know river water is always fresh water.</p>	

				<p>Understand a river slows down in speed as the land flattens. Other small streams, known as tributaries, join the main river and make it bigger. Meanders are also created when the river erodes the land to create bends in the river</p> <p>Know a river usually ends when it meets a larger body of water. The point where the river and sea meet is called the mouth of the river.</p> <p>Explain that erosion is a gradual destruction or wearing away of something.</p> <p>Know and explain that rivers are important for things such as transport, energy, farming, leisure</p> <p>Describe the causes of river pollution and its effects.</p> <p>Know that only 1% of all the world's water is usable by humans and some of that water is being polluted by many different factors.</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)</p>	<p>Geographical skills and fieldwork</p>			<p>To identify uses of the Cuckmere river. To use maps to identify parts of the Cuckmere river. To draw sketch maps of the Cuckmere river.</p>	

<p>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>Exceeding the National Curriculum</p>	<p>Vocabulary</p>			<p>Water cycle: evaporation, transpiration, condensation, precipitation, infiltration River Mountain spring Source Mouth Tributaries Meanders Deltas Erosion, transportation, deposition Renewable energy Pollution Agriculture, industry River Nile</p>	
	<p>Texts</p>				
	<p>Enhancements</p>			<p>Trip to Cuckmere River Buzz Active Cuckmere</p>	

