

Geography Whole School Overview – Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School	Week 1 Transition Days (x2) Week 5 Book Week	Week 1 Anti-bullying week/films	Week 1 RE Week	Week 3 Science week		Week 6 History/Geography Week – Local Study Week 7 PE/Well-being Week
Year 5 & Year 6	Circuit Builders	Ancient Greeks	Raging Rivers and Monstrous Mountains		How do we See?	Ancient Egypt
		How can I find Greece? Locational Knowledge Locate the world's continents & countries- focussing on Europe, Greece and surrounding countries Human & Physical Geography Climate – linked to position & significance of lines of latitude, hemisphere Geographical skills Use Google Earth(GIS) & atlases (linked to History)	How are rivers and mountains formed? Where can I find them? Locational Knowledge Locate the world's largest/key rivers & mountains within continents & countries Place Knowledge Understand differences through the study of physical & human geography Human & Physical Geography Describe & understand aspects of rivers, the water cycle and mountains. Understand significance of rivers and mountains in terms of settlement, land use, economic activity, To use key geographical vocabulary in relation to rivers and mountains Geographical skills Use Google Earth(GIS) & atlases Use 8 points of a compass 4 & 6 figure grid references OS maps Field work in the Peak District: <ul style="list-style-type: none"> To follow & identify features on a map To observe, measure and record human & physical features of a river Identify key physical aspects of a river Observe and identify habitats and surrounding wildlife 		Light	What impact did the location of Ancient Egypt have on its expansion? Locational Knowledge Locate Egypt and surrounding countries. Human & Physical Geography Climate – linked to position & significance of lines of latitude, hemisphere Understand what the fertile crescent is and implications for the growth of Ancient Egypt as a civilization. Geographical Skills Locate and label Ancient Egypt and surrounding countries on a world map.

			Understand processes that give rise to key features and how they are interrelated – in relation to river pollution.		
Year 3 & Year 4	Stone Age to Celts	Light, Camera, Action	The Rotten Romans	The Rainforest	Our Brilliant Bodies
		<p>Choosing a film location!</p> <p>Locational Knowledge Locate counties and cities of the UK & geographical regions</p> <p>Place Knowledge Understand geographical similarities and differences</p> <p>Human & Physical Geography describe and understand key aspects of human and physical geography</p> <p>Geographical skills Use maps and digital mapping to identify areas & topography of the UK. Use compass directions.</p> <p>Understand the processes that give rise to key physical and human geographical features & how they bring about change over time.</p>	<p>How far did the Roman's travel?</p> <p>Locational Knowledge Locate the world's countries focussing on Europe and the countries conquered and invaded by the Romans.</p> <p>Place Knowledge Understand geographical similarities and differences compare Italy to UK</p> <p>Human & Physical Geography describe and understand key aspects of human and physical geography relate to settlements, economics and changes & impact over time.</p> <p>Geographical skills Use maps, atlases, globes and digital mapping to identify areas & topography of the UK.</p> <p>Communicate geographical information in a variety of ways.</p> <p>Develop contextual knowledge</p>	<p>What conditions determine whether a vegetation area is classified as a rainforest?</p> <p>Locational Knowledge Locate the world's Rainforests linking to continents Identify position & significance of lines of latitude, hemispheres and tropics in relation to rainforests</p> <p>Place Knowledge Understand geographical similarities and differences compare South American Rain Forests to forests in the UK eg Delamere Forest</p> <p>Human & Physical Geography describe and understand key aspects of human and physical geography relate to climate zones, biomes and vegetation belts. Impact of economic activity for human geography.</p> <p>Geographical skills Use maps, atlases, globes and digital mapping to identify areas &</p>	

				topography of South America. Communicate geographical information in a variety of ways. Develop contextual knowledge Understand the processes that give rise to key physical and human geographical features & how they bring about change over time. Link to deforestation and human activity Study environmentalist Greta Thunberg	
Year 1 & Year 2	Toys	Fire	Circle of Life	Houses and Homes – The UK	Houses and Homes – The Arctic
	How can we get to Liverpool? Locational Knowledge Human & Physical Geography (use geographical vocabulary) Geographical skills (aerial photos – local area/Liverpool) (linked to trip to Liverpool Toy museum)	Where did the Gun Powder Plot and the Great Fire take place? Locational Knowledge UK Human & Physical Geography (use geographical vocabulary) Geographical skills Aerial photos and maps (Identify famous landmarks in London – linked to the Great Fire of London and The Gun Powder Plot & local places in Timperley) (linked to History)	Where was the Circle of Life filmed? Locational Knowledge The world – continents & oceans Countries within continents (Kenya/England) Place Knowledge Compare Kenya & Manchester lifestyle, animals, physical/human features Human & Physical Geography Compare climate of Africa & UK Identify hot places in relation to the equator Use geographical vocabulary Geographical skills Use world maps, atlases & globes & Google Earth as a GIS to identify UK/Kenya, continents & oceans. (link to Use simple compass directions Aerial Photos and plan perspectives	Where would you like to live? Locational Knowledge The world – continents & oceans Countries within continents (or not) (UK& Antarctica) Place Knowledge Compare Antarctica, Kenya & Manchester lifestyle, animals, physical/human features focussing on homes – why are houses as they are – link to climate and economics Human & Physical Geography Compare climate of Antarctica & UK Identify hot & cold places in relation to the equator Use geographical vocabulary Geographical skills Use world maps, atlases & globes & Google Earth as a GIS to identify UK, Timperley/Antarctica, continents & oceans. Use simple compass directions Aerial Photos and plan perspectives	

					Field work study geography and features of local area. Create a map with key & tally chart record types of houses (linked to History & Literacy – Scott)	
Reception	Baseline Is everybody's home the same?	What do I celebrate?	How can we help Cinderella have a ball?	Twinkle, Twinkle little star, how I wonder what you are?	Was it once a mixed up time?	How do we make sense of the world?
	Where do you live? UW The World Look closely at similarities and differences Talk about features and find out about their own immediate environment. Use photos, maps, plans and visit local places/go for a walk and talk to people. Identify key places within school – create a sensory map stick to talk about places around school Use geographical language: town, village, road, path, house, flat, woods, park, stream Encourage children to express opinions on their own environment using appropriate vocabulary such as quiet, busy, noisy, pollution, litter ICT Take photographs of houses on their walk and create a book			When does Little Star come out? UW The World Look closely at similarities and differences Talk about what you see in the day and night how does it change? Ask what do you see/hear out of your window? Children take photo/draw picture from bedroom window and discuss. using appropriate vocabulary such as quiet, busy, noisy, dark, light, sun, moon, stars		Where have you been and where would you like to go? UW The World Look closely at similarities and differences Talk about where they have been on holiday – what did it look like, was it different to home? What did I wear? Was it hot or cold? Share photos and look at maps and globes Use Google Earth (GIS) Tell stories about places and journeys Give children opportunities to change and improve their environment – planting flowers, litter picking, organising and tidying.
Nursery & Pre-School	Baseline How do I get about?	What do I celebrate?	What makes a sound?	Who are the famous animals in my book?	What happens to Jack's beans?	How many nursery rhymes do I know?

	<p>How can I get there? UW The World Read stories about places and journeys Ask How do I get to school? Build transport systems using CP resources – train tracks, road maps and toy cars, create a bus etc, Walk around school naming and identifying key areas. Create a sensory stick map – sticking items gathered along the way to remind children what they saw as they travelled.</p>		<p>What can you hear and where did you hear it? UW The World Identify environment sounds, inside and outside. Walk to the shops/woods what is different? Create different natural material pathways for the children to walk on and describe sound, eg, gravel, good, mud, water ICT Play familiar sounds for children to identify</p>	<p>Where do they live? UW The World Identify and compare where the animals in the stories live. match animals to story settings/create a story map setting. . Use geographical language such as wood, river, forest, grass, cottage etc where appropriate. Use small world materials to create the settings.</p>	<p>How can I make my world better? UW The World Shows care and concern for living things and the environment Look how the beanstalk changes Jack's world – how can we make our environment nicer – provide opportunities for children to plant and develop areas within classroom inside and out.</p>	<p>Where are the Nursery Rhyme characters? UW The World Comments & asks questions about aspects of their world Notifies detailed features of objects in their environment. Children create landscapes of the different nursery rhymes. Hunt for spider webs – ask how and why questions Why does the spider build his web there? Ask if Mary's lamb followed you to school what would it see? Hide the lamb for children to find around the classroom and give children clues to find. Walk around school and take photos – create a school map and add Mary's lamb.</p>
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