

Geography Year group overview

These are suggested activities taken from the connected curriculum. These may be adjusted to fit with an adapted learning experience or to meet the needs of the learners.

	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
Early Years	As part of the Early Years Foundation Stage, learners have access to Geographical materials such as maps and atlases through their continuous provision. Throughout the year they have opportunities to listen to non-fiction books and stories from other countries to develop their understanding of the wider world.					
Year 1		Geography <ul style="list-style-type: none"> Starting point Finding way around the school with an adult/independently Devise a route Following directions Walk to a chosen site Sorting photographs <i>Where do you live? Marrakech, Morocco</i>	Geography <ul style="list-style-type: none"> Route to RRH Grandma's house & devise a simple map Locate own home and own grandma's home Locate 4 countries of UK, capitals and seas Locate 7 continents and 5 oceans Locate countries of stories/tales Use digital images, world maps, atlases and globes Use simple compass directions and locational and directional language 		Geography <ul style="list-style-type: none"> Locating water in the school environment 	Geography <ul style="list-style-type: none"> 'Mr Gumpy's Outing' and our local river River Thames and London, <i>Where is London? How could we travel to London? What are the differences between where we live and the centre of London?</i> What makes a great day out? Features for planning Where could we go for a great day out? Location of places How can we make our own great day out?
Year 2	Geography <ul style="list-style-type: none"> Where does food come from? Draw plans of the classroom/role play area 	Geography <ul style="list-style-type: none"> Locating our place in the world Fieldwork in the streets around the school Homes, shops, community facilities and transport. Environmental quality Design and publish trails for families Aerial photographs and large scale maps Would I like to live somewhere else? 	Geography <ul style="list-style-type: none"> Traffic in the locality 		Geography <ul style="list-style-type: none"> Hot and cold areas of the world – locating animals 	Geography <ul style="list-style-type: none"> Weather Coastal locality, fieldwork skills Blue Flag Award, quality of environment Hot seating (Link to Speaking & Listening)

Year 3	<u>Geography</u> <ul style="list-style-type: none"> Thunderstorms (link to climate e.g. other countries) 	<u>Geography</u> <ul style="list-style-type: none"> Locating Egypt What is Egypt like? 	<u>Geography</u> <p>Where is it? Guatemala, Central America</p> <p>What do we need to think about while we decide to visit Guatemala?</p> <p>What is it like? Volcanoes, earthquakes, jungle, lakes, climate & weather, people, food, cities and villages</p> <p>How did it come to be like this?</p> <p>What is it like to live there?</p> <p>What is the weather like there?</p>			Geography <ul style="list-style-type: none"> Window to consider change linked to human impact on environments Quality of environment around school Futures, local, national, international Fieldwork, survey of local facilities, identifying changes needed by groups in our community <p>Using evidence to propose change</p>
Year 4		<u>Geography</u> <p>Locate countries in Europe and United Kingdom</p> <p>Use maps of different scales</p> <p>Use 8 points of compass and four-figure grid references</p> <p>Describe key aspects of physical and human geog</p>	<u>Geography</u> <ul style="list-style-type: none"> Where cacao trees grow- location maps Physical and human geography Destruction of the rain forest Interdependence and fair trade from cocoa beans to chocolate bars 	History/Geography <ul style="list-style-type: none"> Passengers on train journeys Oral history about train journeys in the past Railway history Train journeys in different places 	Geography <ul style="list-style-type: none"> Where does our food come from 	<u>Geography</u> <ul style="list-style-type: none"> Where is Europe? What is Europe? Who lives here? What do you think we would see if we flew over Europe? What do we remember of the Romans or Angles and Saxons, or Vikings? What is their country like now? What have we learnt in the time we have? What shall we choose to share with others?
Year 5		<u>Geography</u> <p>Location of</p> <ul style="list-style-type: none"> countries involved in the Norman Conquest of England and World War One sites of castles in our region using field trip, atlases, aerial photographs and maps of various scales 	Geography <ul style="list-style-type: none"> How well do you know the British Isles? Traffic Issues <p>Quiz/Team competition</p>		Geography <ul style="list-style-type: none"> Audit of school grounds Collect and collate information Compare school grounds in other localities Questionnaires Formulating proposals for improvement (link to human rights and social justice) Orienteering and mapping skills 	Geography <p>Membership of communities in our locality – who, how and where we meet</p> <p>The effect of locality and physical and human characteristics on our lives</p> <p>Location of the continents – the</p>

						<p>Americas, North America</p> <p>The countries within North America – natural wonders, the USA</p> <p>The Great Lakes region – the formation of the Great Lakes, Lake Superior</p> <p>The St Lawrence Seaway</p> <p>Location of the port and city of Duluth, Minnesota</p> <p>Theories of life in Duluth</p> <p>Using blank maps to record learning</p> <p>Descriptive/explanatory writing</p>
Year 6		<p><u>Geography</u></p> <p>Geography in the News – issues local, national, world</p> <ul style="list-style-type: none"> • <i>Locational knowledge of World, Europe and UK.</i> 	<p><i>Geography</i></p> <ul style="list-style-type: none"> • Geography and evolution Environmental change • Wallace - bio-geographic maps • What happened to Madagascar • Recall • Quiz'/Team competition 			

Blue – in focus (central set of boxes)