



"We believe, we achieve, we succeed in God's family"

THANKFULNESS • COMMUNITY • COMPASSION • TRUTHFULNESS • COURAGE • FORGIVENESS

Geography Overview

"It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living." David Attenborough

	Autumn	Spring	Summer
EYFS	<p>Locational: What can I do at school? Why do we go to school?</p> <p>Physical: Why are the leaves different colours? How can I create Autumn colours?</p>	<p>Place: Who lives at the Zoo?</p>	<p>Human: How many ways can we travel? Place: Do you want to go on an adventure?</p>

Cycle A

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Autumn	<p>Humanities: Local Area Study whole term</p> <p>Place knowledge</p> <p>Local area - identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p>Humanities: Local Area Study whole term</p> <p>Locational knowledge</p> <p>Explain own views about locations, giving reasons.</p>	<p>Humanities: UK regional comparison whole term</p> <p>Locational knowledge</p> <p>UK regional comparison study: Chelmsford and Devon (Study of War Horse)</p> <p>Name and locate six cities in the UK.</p>

	<p>Make comparisons between Woodham Ferrers, the UK and life in Ghana.</p> <p>Locational knowledge Geographical skills and field work</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p>	<p>Similarities and differences through the study of human and physical geography of a region of the UK (community of Woodham/ Chelmsford / Essex) and Ghana.</p> <p>Geographical skills and field work</p> <p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record 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>Know the location of the counties within the UK and compare and contrast the different counties of the UK.</p> <p>Know the names and locations of eight counties in England.</p>
Spring	<p>Place knowledge</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment and compare to a small area in a non-contrasting non-European country</p> <p>Locational knowledge</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the 5 oceans using maps and globes.</p>	<p>Locational Knowledge: Egypt <i>(Pupils will be studying Ancient Egypt in History)</i></p> <p>Locate world's countries (West Africa and Egypt), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (compare sustainability levels between West Africa, Egypt and England).</p> <p>Physical Geography</p> <p>Rivers: Locate rivers in UK and Egypt. Draw diagrams, produce writing and use the correct vocabulary for rivers.</p>	<p>Physical & Human Geography</p> <p><i>Describe and understand key aspects of:</i></p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>Locational knowledge & Physical geography: Mountains</p>

		Describe the journey of a river from source to sea.	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
Summer	<p>Physical Geography – weather and climate Name some types of weather and describe the weather associated with the four seasons.</p> <p>Understand that different countries have different climates.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Locational and place knowledge</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Describe how the locality of the school has changed over time.</p>	<p>Place knowledge</p> <p>European region: Greece Discuss how people are influenced by both physical and human geography on a local, national and global scale.</p> <p>Geographical skills and field work</p> <p>Begin to use latitude and longitude to describe location. Compare aerial photos and maps over time. Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</p>

Cycle B

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Autumn	<p>Locational knowledge & place knowledge</p> <p>Local area - identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p>Locational knowledge</p> <p>Similarities and differences through the study of human and physical geography of a region of the UK (community of Woodham/ Chelmsford / Essex) and a region with West Africa.</p>	<p>Locational knowledge</p> <p>Know the location of the counties within the UK and compare and contrast the different counties of the UK.</p>

	<p>Make comparisons between Woodham Ferrers, the UK and life in Ghana.</p> <p>Geographical skills and field work</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p>	<p>Geographical skills and fieldwork</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p>	<p>Geographical skills and fieldwork</p> <p>Begin to use latitude and longitude to describe location.</p> <p>Compare aerial photos and maps over time.</p> <p>Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p>Spring</p>	<p>Locational knowledge</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment and compare to a small area in Ghana (Waisi).</p> <p>Physical Geography</p> <p>Identify seasonal and daily weather patterns.</p> <p>Understand that different countries have different climates.</p>	<p>Locational knowledge</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Place knowledge</p> <p>Describe geographical similarities and differences between countries.</p> <p>Human Geography</p> <p>Explain how humans use physical geographical features for a variety of purposes.</p>	<p>Locational knowledge and Physical Geography</p> <p>Locate countries where there are dangerous waters which WaterAid help with.</p> <p>Locate on a world map and identify key features and characteristics.</p> <p>Locate the seas around the UK, and counties which suffer flooding</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn.</p>

		<p>Recognise that our choices impact the lives of other people.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region within South America (Amazon Rainforest).</p> <p>Physical geography: climate zones, biomes and vegetation belts, rivers.</p> <p>Human geography: types of settlement and land use, economic activity and trade links, the distribution of natural resources. Use maps and globes to locate countries and describe features.</p> <p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p>
Summer	<p>Locational knowledge</p> <p>Name and locate the world's continents and oceans.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p>	<p>Locational knowledge</p> <p>Geographical skills and field work</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>Locational knowledge</p> <p>Physical & Human Geography</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including</p>

			<p>energy, food, minerals and water) between that area and the UK. (West Africa and trade links around the world).</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Geographical skills and field work</p> <p>Create maps of locations identifying patterns</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>
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