



St. Stephen's School
and Children's Centre
Learning for life

Geography Overview

Breadth of Study

Geography National Curriculum coverage



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Learning for life

	Autumn	Spring	Summer
R E C E P T I O N	<p>Understanding the world - To learn about the different environments and animals.</p> <p><i>Article 29</i> <i>Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</i></p>	<p>Understanding the world -To explore the environment that they live in.</p>	<p>Understanding the world- To explore the life cycle of plants. How they grow and live.</p>
	<p>Co-ordinator expectations Use pictures and photos of different environments and animals and use simple sentences to describe what they see.</p> <p>Forest Visit</p>	<p>Co-ordinator expectations To take a trip to the forest. Children should be able to draw and write simple sentences of what they have seen, and how they travelled using words such as shops, far, near, house, road, bus and trees.</p> <p>Forest Visit</p>	<p>Co-ordinator expectations To be able to verbally explain the life cycle of plants. This could be done through a class poem or a class son or a discussion.</p> <p>Forest Visit</p>



Y e a r 1	Autumn	Spring	Summer
	<p>Location Knowledge:</p> <ul style="list-style-type: none"> Name and locate a local town. Name and locate the four countries of the United Kingdom. Name the capital cities of the four countries and its surrounding seas. <p><i>Article 7</i> <i>You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</i></p>	<p>Place Knowledge:</p> <ul style="list-style-type: none"> Use of basic geographical vocabulary to refer to physical and human features of their school and its ground and of the surrounding environment. 	<p>Human and physical Geography:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK. Identify hot and cold areas of the world.
<p>Co-ordinator expectations</p> <p>Geographical Skills</p> <ul style="list-style-type: none"> Use maps, atlases and globes to identify the countries. Use videos and photos of rivers and areas, discuss and describe them in groups. Using blank maps labelling countries and rivers within the United Kingdom. Use quizzes where you can to recap children's learning on the basics of the UK. 	<p>Co-ordinator expectations</p> <p>Geographical Skills</p> <ul style="list-style-type: none"> Use maps, atlases and globes to identify the countries. Use of photography and videos to recognise landmarks and basic human and physical features and routes on maps in the local area. Use basic geographical vocabulary to refer to human features: city, town, village, factory, farm, house, office and shop. To be able to write sentences using the keywords. To be able to use locational and directional language (e.g. near, far, left and right). Use simple fieldwork and observational skills to sketch the Geography of their school grounds and the local area. 	<p>Co-ordinator expectations</p> <p>Geographical Skills and Fieldwork:</p> <ul style="list-style-type: none"> Use maps, atlases and globes to identify countries which are hot and cold. Use videos and photos of hot and cold areas and to be able to describe them. To be able to describe the human and physical features of the hot and cold areas- Opportunity for debate into which climate is better to live in. 	



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Y e a r 2	Autumn	Spring	Summer
	<p>Location Knowledge:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas. Name and locate the world's seven continents and five oceans. 	<p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a non-European country. Use basic geographical vocabulary to refer to physical features: beach, cliff, coast, forest, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p><i>Article 29</i> <i>Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</i></p>	<p>Human and physical Geography:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles.
	<p>Co-ordinator expectations</p> <p>Geographical Skills:</p> <ul style="list-style-type: none"> Use maps, atlases and globes to identify the countries. Use simple compass directions (North, East, South, and West). Use a world map to label the continents and oceans. Compare two continents (Hot and Cold) and produce a fact file on each. Include animals, weather, location. Use quizzes where you can to recap children's learning on the basics of the UK which was taught in year 1. 	<p>Co-ordinator expectations</p> <p>Geographical skills:</p> <ul style="list-style-type: none"> To be able to define what human and physical features are Using satellite images, describe the physical features of two contrasting countries. Use photos to describe the human features of two contrasting countries. To be able to use the key vocab in a sentence. Use maps, atlases and globes to identify the countries. 	<p>Co-ordinator expectations</p> <p>Geographical Skills:</p> <ul style="list-style-type: none"> Use satellite images of weather forecasts to predict the weather. Use maps, atlases and globes to identify countries which are hot and cold. Use weather photos of the United Kingdom and write a simple weather forecast - cloudy, rain, sunshine. To be able to describe the location of hot and cold areas of the world. Use this as an opportunity to have a debate about what children prefer- the hot or the cold?



Y e a r 3	Autumn	Spring	Summer
	<p>Location Knowledge:</p> <ul style="list-style-type: none"> Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics. Look at key geographical features (e.g. hills, mountains, coasts and rivers). 	<p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. 	<p>Human and physical Geography:</p> <ul style="list-style-type: none"> Identify land use patterns in the UK. To understand how land has changed over time (London Docklands). Describe and understand key aspects of human geography, including: land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
	<p>Co-ordinator expectations</p> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Identify land use patterns in the UK. To understand how land use has changed over time. (London Docklands). 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. Use a world map to label the continents and oceans. 	<p>Co-ordinator expectations</p> <p>Geographical Skills</p> <ul style="list-style-type: none"> To be able to define human and physical geography. Compare the physical and human features of a region in the UK. Produce a fact file on each area. Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps and graphs. Use maps, atlases and globes to identify the countries- this can be done through quizzing. 	<p>Co-ordinator expectations</p> <p>Geographical Skills</p> <ul style="list-style-type: none"> Use maps, atlases and globes to identify the location of London Docklands. Research Fair Trade - where do these products originate? Locate trade links on a map and select one product to investigate (Chocolate or bananas) Compare children's rights around the world, focusing on the similarities and differences of a region in the UK, Europe and South America. Focus on how rights can be affected by the environment (natural resources, economy, settlement and land use). <p><i>Article 27 (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.</i></p> <p><i>Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously</i></p>



Y e a r 4	Autumn	Spring	Summer
	<p>Location Knowledge:</p> <ul style="list-style-type: none"> 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 features, countries and other major cities. Identify the position and significance of Equator, North and South Hemisphere, Tropics of Cancer and Capricorn. 	<p>Human and physical Geography:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including climate zones and biomes within different continents. 	<p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand Geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and a region in a European country. Types of settlements in modern Britain: village's towns and cities and comparing these settlements with another region (eg: Favelas in Mexico) <p style="color: red;">Article 13 <i>You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</i></p>
	<p>Co-ordinator expectations</p> <p>Geographical Skills</p> <ul style="list-style-type: none"> Add the world's countries, continents and lines (tropic of cancer etc.) with a key. Compare capital cities North and South America, identifying key human characteristics. Use of maps, videos, google earth and photographs. Design a travel brochure on a chosen country (within Europe, Russia, North or South America). 	<p>Co-ordinator expectations</p> <p>Geographical Skills</p> <ul style="list-style-type: none"> Label world map (with countries) with all the different biomes. Use a key. Compare a hot and cold biome. Looking at similarities and differences. (eg: Tundra and rainforest). Discuss the use of questionnaires and how they help to gain more information about an area. Create your own questionnaire to find out about people's lives in the local area or where your families are from. Using information found, present findings. Create a graph. 	<p>Co-ordinator expectations</p> <ul style="list-style-type: none"> Explore favelas in Mexico and compare them to settlements in the UK. Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK. Fact cards about the similarities and difference in the UK and a European country, Use maps, atlases and globes to identify countries and cities.



Y e a r 5	Autumn	Spring	Summer
	<p>Location Knowledge</p> <ul style="list-style-type: none"> Locate the main countries in Europe and North and South America. Locate and name Cities. Compare two different regions in the UK (Rural and Urban) Identify the position and significance of latitude and longitude and the Greenwich Meridian (time zones, night and day). <p><i>Article 13</i> <i>You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</i></p>	<p>Place Knowledge</p> <ul style="list-style-type: none"> Compare London with a city in North or South America with significant differences and similarities. Compare and describe a region in Europe and Africa/Asia. <p><i>Article 29-Education must develop every child's personality, talents and abilities to the full.</i></p>	<p>Human and physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical Geography (e.g. coast, rivers, the water cycle, climate zones and biomes) around the world. Describe and understand key aspects of human geography including trade between UK and the world (imports and exports)
	<p>Co-ordinator expectations</p> <p>Geographical Skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital mapping (google earth) to locate countries and describe features studied. Name all continents and main countries in the world, along with major capital cities. Describe their positions using compass details (NW etc.). Label the key lines - 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 and time zones (including day and night). Discuss time zones -using a globe and atlas. Numeracy - answer questions about different time zones and flights to and from countries. 	<p>Co-ordinator expectations</p> <ul style="list-style-type: none"> Compare different maps/photos of London (google earth, mountain, ordnance survey) expressing the information each map provides. Use geographical vocabulary in your writing. Sketch skyline of London from the Southbank, including the River Thames - label the main physical and human features. Comparison with a north/south American city. Compare and describe a region in Europe and Africa/Asia. Look at climate, land use etc Name all continents and main countries in the world, along with major capital cities- this can be done in a form of a quiz. 	<p>Co-ordinator expectations</p> <p>Geography Skills</p> <ul style="list-style-type: none"> Label and draw the water cycle Look at London as a key historical trading location - discuss why Look at which products the UK imports and exports and the reasons behind this. Label a world map to show exports and imports in the world. Use a key. Use maps, atlases and globes to identify countries and cities.



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Y e a r 6	Autumn	Spring	Summer
	<p>Place Knowledge:</p> <ul style="list-style-type: none"> Compare a region in the United Kingdom with a region in North or South America with significant differences and similarities. Understand some of the differences and similarities. <p><i>Article 13</i> <i>You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</i></p>	<p>Location Knowledge:</p> <ul style="list-style-type: none"> Distribution of natural resources focusing on energy. Describe and understand key aspects of human geography including trade between the UK and the rest of the world. 	<p>Human and physical Geography:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including volcanoes and earthquakes. Looking at plate tectonics and the pacific ring of fire.
	<p>Co-ordinator expectations</p> <p>Geographical skill</p> <ul style="list-style-type: none"> In groups choose different capital cities, research looking at physical features such as rivers, mountain ranges and human features such as tourism, economy), make a brochure page and present it to the rest of the class, using persuasive language. Use of basic map skills (six figure grid references, scale, map symbols etc) Use maps, atlases, globes and digital mapping (google earth) to locate countries and discuss and describe features studied. 	<p>Co-ordinator expectations</p> <p>Geographical skill</p> <ul style="list-style-type: none"> Analyse data to see the distribution of natural resources. Annotate a world map identifying the countries who are rich in these resources (coal, thermal, wind, solar) Look at the trade links in the world. To be able to define import and export and why it is important for countries to trade with others. 	<p>Co-ordinator expectations</p> <p>Geographical skill</p> <ul style="list-style-type: none"> On a world map, label the continents and draw on the tectonic plates and label key volcanoes - draw a key. Choose a volcano situated in an ocean - draw a cross-section. Draw other features found around volcanoes underwater and label. Create a presentation (ICT) explaining the features of a volcano and earthquakes. Use maps, atlases and globes to identify countries and cities.