


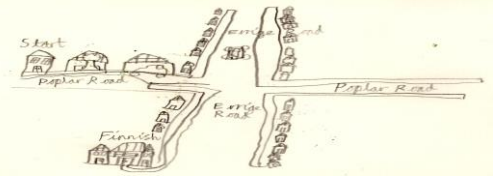



## Geography Overview

	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> <li>• Notices detailed features of objects in their environment.</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Shows care and concern for living things and the environment</li> </ul> <p>The Unicef Articles: 29, 31            British Values: Mutual respect, Individual Liberty, Rule of Law</p>  		
Reception	<ul style="list-style-type: none"> <li>• Talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>• Know about similarities and differences in relation to places</li> <li>• Observe and talk about changes and patterns in their environment</li> </ul> <p>The Unicef Articles: 29, 31            British Values: Mutual respect, Individual Liberty, Rule of Law</p>		
Year 1	<p><b>Use simple fieldwork and observational skills to study the geography of their school and key human and physical features of its environment</b></p> <ul style="list-style-type: none"> <li>• Children take a tour of KS1 playground and note down key human and physical features they see</li> </ul>	<p><b>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</b></p> <ul style="list-style-type: none"> <li>• Direct a partner/toy to complete a journey using compass directions</li> <li>• Create a map of a simple journey they take then use geographical language (e.g. near, far, left, right) to describe where places are</li> </ul>	<p><b>Use world maps, atlases and globes to identify continents and oceans</b></p> <ul style="list-style-type: none"> <li>• Children to find continents and oceans</li> </ul>

<h1>Year 1</h1>	<p><b>Identify seasonal and daily weather patterns in the UK (ongoing)</b></p>  <ul style="list-style-type: none"> <li>• Create a map of a simple journey characters take, then use geographical language (e.g. near, far, left, right) to describe what they saw</li> </ul> <p>The Unicef Articles: 29, 31  British Values: Mutual respect, Individual Liberty</p>	<p><b>Use basic geographical language to refer to human and physical features of an environment</b></p> <ul style="list-style-type: none"> <li>• Describe what they saw on their journey to the RAF museum using words such as park, houses, shops,</li> <li>• Create a map of this journey and label it using these words</li> </ul>  <p>The Unicef Articles: 29, 31  British Values: Individual Liberty</p>	<p><b>Name and locate the world's seven continents and five oceans</b></p> <ul style="list-style-type: none"> <li>• Mark continents and oceans on a map</li> </ul>  <p><b>Use basic geographical language to refer to human and physical features of an environment</b></p> <ul style="list-style-type: none"> <li>• Create a small world sea/ocean and describe features using words sea, ocean, vegetation, rocks</li> </ul> <p><b>Use world maps, atlases and globes to identify countries</b></p> <ul style="list-style-type: none"> <li>• Children to find countries where real life heroes and heroines come from</li> </ul> <p>The Unicef Articles: 29, 31  British Values: Mutual respect, Individual Liberty, Rule of Law</p>
<h1>Year 2</h1>	<p><b>Name and locate the four countries and capital cities of the UK and its surrounding seas</b></p> <ul style="list-style-type: none"> <li>• Children find and mark countries and cities of the UK on a map</li> </ul>	<p><b>Use world maps, atlases and globes to identify UK and its countries; continents and oceans</b></p> <ul style="list-style-type: none"> <li>• Locate countries where stories studied come from</li> </ul>	<p><b>Identify characteristics of places in the UK</b></p> <ul style="list-style-type: none"> <li>• Research/visit a seaside town in the UK</li> </ul>

## Year 2

### **Identify characteristics of the countries and capital cities**

- Use Atlases to identify different places in the UK
- Use Atlases and laptops to find out about the characteristics of different parts of UK e.g. towns, cities, villages
- Note similarities and differences

### **Use basic geographical language to refer to human and physical features of an environment**

- Mark different cities, towns and villages on a map of UK
- Construct a key for the map e.g. symbols for city, sea, town, village
- Use geographical language in key such as city, town, sea



### **Use aerial photos to recognise landmarks and basic human and physical feature devise a simple map and construct a key**

### **Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles**

- Look at the weather of different countries across the year and discuss why some countries are warmer throughout the year

### **Understand geographical similarities and differences through studying the human and physical geographical features of a small area in the UK and a contrasting place.**

- Walk around the local area and note down key physical and human features
- Compare the local area of Colindale to another part of the world where one of the stories come from e.g. Chembekolli in India



The Unicef Articles: 29, 31

British Values: Mutual respect, Individual Liberty, Tolerance of different faiths and beliefs

### **Use basic geographical language to refer to human and physical features of an environment**

- Create/ label picture of seaside town and label with features e.g. harbour, beach, cliff, sea, town, pier



The Unicef Articles: 29, 31  
British Values: Mutual respect, Individual Liberty

## Year 2

### ***Use basic geographical language to refer to human and physical features of an environment***

- Use aerial photos of the River Thames to identify known landmarks and features
- Create a map of the River Thames
- Construct a key for the map e.g. symbols e.g. for landmarks, river,
- Use geographical language in key such as landmark, river



### ***Use world maps, atlases and globes to identify countries***

- On class map children to find countries where the people studied,



came from and travelled to

The Unicef Articles: 29, 31

British Values: Mutual respect, Individual Liberty

## Year 3

### ***Describe and understand key features of human geography including types of settlement***

- Find out about Stone Age, Iron Age, Bronze Age settlements. Why they settled in certain places, way of life, how land was used

### ***Use maps to name and locate countries and cities in UK***

- Identify where Stone Age settlements were in Britain and mark on map including Skara Brae, Stone Henge

### ***Use fieldwork to observe the human and physical features in the local area***

### ***Understand the geographical similarities and differences through the study of human and physical geography of a region in the UK (local area) and a European country***

- Compare a region in the UK with a coastal area in Europe (link to rocks and soils)

The Unicef Articles: 29, 31

British Values: Tolerance of Different Cultures and Religions Mutual respect

### ***Use maps, atlases, globes to locate the world's countries***

- Use sources to locate countries that children in the class come from



The Unicef Articles: 13, 14, 29, 30, 31

British Values: Tolerance of Different Cultures and Religions Mutual respect, Personal Liberty

### ***Use maps, atlases, globes to locate the world's countries***

### ***Identify key human and physical features***

- Cities, rivers, desert, pyramids



### ***Understand how some human and physical features have changed over time***

The Unicef Articles: 29, 31

British Values: Tolerance of Different Cultures and Religions Mutual respect

**Describe and understand key aspects of human geography such as settlements and land use**

**Name and locate countries and cities of the UK**

- Locate and mark on a map different areas that the Romans invaded



**Use maps, atlases, globes to describe geographical features**

**Identify human, physical and topographical characteristics of these regions as well as land use patterns**

- Identify features of these areas and discuss why Romans wished to invade and settle

**Understand how some human and physical features have changed over time**

- Compare maps of these places before and after Roman invasion to identify changes e.g. roads, towns, coastal forts

**Describe and understand key aspects of human geography such as settlements and land use**

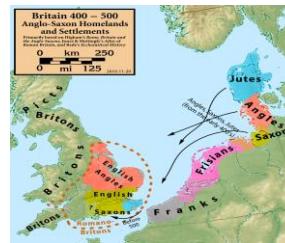
**Name and locate countries and cities of the UK**

- Locate and mark on a map different areas that the Saxons and Vikings invaded

**Use maps, atlases, globes to describe geographical features**

**Identify human, physical and topographical characteristics of these regions as well as land use patterns**

- Identify features of these areas and discuss why Saxons and Vikings wished to invade and settle



The Unicef Articles: 29, 31  
British Values: Tolerance of Different Cultures and Religions Mutual respect

**Locate worlds countries using maps, including Europe, North and South America**

- Locate and mark countries on a map where certain food comes from

**Identify key physical features**

- Identify features which explain why the food grows in certain places e.g. land type, climate



**Describe and understand the distribution of natural resources including energy, food, minerals and water**

**Describe and understand key aspects of human geography such as economic activity – trade links**

- Find out where certain foods are grown and traded from

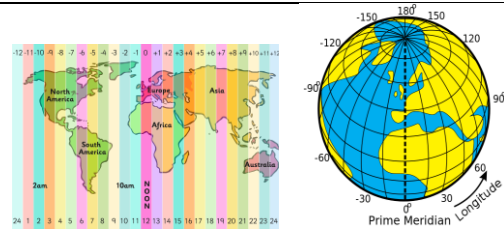


The Unicef Articles: 29, 31  
British Values: Tolerance of Different Cultures and Religions Mutual Respect, Rule of Law

<p style="text-align: center;">Year 4</p>	<p><b>Use fieldwork to observe the <u>human and physical features in the local area</u></b></p> <ul style="list-style-type: none"> <li>Identify <u>Roman ruins</u>, roads in Verulamium Park</li> </ul> <p>The Unicef Articles: 29, 31  British Values: Tolerance of Different Cultures and Religions Mutual respect</p>		
<p style="text-align: center;">Year 5</p>	<p><b>Use digital computer mapping to locate countries and features studied</b></p> <ul style="list-style-type: none"> <li>Locate places on earth using satellite images (Google earth) and satellite photos from the national space station to find continents, countries, oceans, rivers volcanoes, forests</li> </ul> <p><b>Identify the position and significance of the latitude, longitude, Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Greenwich Meridian</b></p> <ul style="list-style-type: none"> <li>Understand how these lines of significance help people e.g. sailors, pilots, GPS</li> <li>Identify which countries these lines pass through</li> <li>Use these lines of significance to find countries</li> </ul>	<p><b>Use maps, atlases, globes and digital computer mapping to locate the world's countries</b></p> <p><b>Identify key human and physical features</b></p> <ul style="list-style-type: none"> <li>Desert, mountains, cities, rivers</li> </ul> <p><b>Describe and understand key aspects of human geography such as the biomes</b></p> <ul style="list-style-type: none"> <li>Identify different Biomes in the world</li> <li>Study of the Arabian desert and its ecosystem and physical features</li> </ul> <p>The Unicef Articles: 29, 31  British Values: Tolerance of Different Cultures and Religions Mutual respect</p>	<p><b>Use maps, atlases, globes and digital computer mapping to locate the world's countries</b></p> <p><b>Identify key human and physical features</b></p> <ul style="list-style-type: none"> <li>Mountains, islands, cities, landmarks e.g. Acropolis, climate, coast, forests, lakes</li> </ul> <p><b>Understand how some human and physical features have changed over time</b></p> <ul style="list-style-type: none"> <li>Such as Sparta and Athens</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>The Unicef Articles: 29, 31  British Values: Tolerance of Different Cultures and Religions Mutual respect</p>



Year 5



**Identify the position and significance of the Prime Greenwich Meridian and time zones including day and night**

**Describe and understand key aspects of physical geography such as climate zones**

**Use fieldwork to measure human and physical features**

- Measure temperature of local area then compare to other countries

**Describe and understand physical features such as volcanoes, earthquakes**

[The Unicef Articles: 29, 31](#)

Year 6

**Name and locate different countries and cities in the UK**

- Locate key places involved in WW2

**Identify key human and physical features**

- Coast, beaches,

**Use maps, atlases, globes and digital computer mapping to locate the world's countries including North and South America**

**Identify key human and physical features**

- Volcanoes, rainforest rivers

**Use fieldwork to observe the human and physical features in the local area using a range of methods, including sketch maps, and digital technologies**

- Use field work to research their journey to their new school and identify human and physical features they pass



## Year 6

**Understand how some human and physical features have changed over time in different location**

- Look at differences in human and physical features of places before and after the war



The Unicef Articles: 29, 31  
British Values: Mutual respect

**Describe and understand key aspects of human geography such as the biomes**

- Study of Amazon rainforest and its physical features and ecosystem



**Describe and understand key aspects of human geography such as the water cycle**

**Understand geographical similarities and differences through the study of human and physical Geography of a region in the UK and a region in South America**

**Use fieldwork to measure human and physical features**

- Measure rainfall of local area then compare to Amazon rainforest

**Present findings using a range of methods including digital technologies including plans and graphs**

- Transfer findings onto a graph using Excel.

The Unicef Articles: 29, 31  
British Values: Tolerance of Different Cultures and Religions, Mutual respect

**Present findings using a range of methods, including sketch maps**

- Use a sketch map to present their journey including human and physical features

**Use four and six figure grid references, symbols and key (including Ordnance Survey maps)**

- Understand the importance of symbols and grid references
- Learn how to read symbols and grid references on maps
- Identify and mark places of importance in the children's daily lives on a map
- Create their own map of the local area marking places significant to them with grid references and symbols

**Use the eight points of a compass**

- Know the 8 points on a compass N, NE, E, SE, S, SW, W, NW
- Give directions using 8 points of a compass
- Follow the directions of an 8-point compass e.g. treasure hunt in the playground park

The Unicef Articles: 29, 31  
British Values: Tolerance of Different Cultures and Religions Mutual respect, Individual Liberty