

## Whole School Geography Overview 2020-2021

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
<b>Reception</b>	<p>Whole school fieldwork – What is our school environment like? – Sensory trail.</p> <p><b>UNDERSTANDING THE WORLD</b> Know about the world around them and notice differences. Know the difference between man-made vs. natural</p> <p>Key Skills:</p> <ul style="list-style-type: none"> <li>- Talks about or responds to what they are seeing or experiencing in the natural world</li> <li>- Able to share things they know about, including the places which are familiar to them (park/shops/school)</li> <li>- Responds to experiences and explorations of why things happen and how things work in the natural and man-made world</li> <li>- Looks closely at similarities, differences, patterns and change in own environment and that of others</li> <li>- Knows about similarities and differences in relation to places</li> </ul>					
<b>Year 1</b>	<p><b>Local Area Study (linked to history)</b> GEOGRAPHICAL SKILLS AND FIELDWORK</p> <ul style="list-style-type: none"> <li>- Use world maps to identify the UK and its countries.</li> <li>- Use world maps to identify the continents and oceans.</li> <li>- Use observational skills to study the geography of the school and its grounds.</li> <li>- Understand the geographical location of our school.</li> <li>- Use observational and basic fieldwork skills to study the key human and physical features of the area around our school.</li> <li>- Understand familiar history in our locality – link to Jowett.</li> </ul> <p>Whole school fieldwork – What is our school environment like? – Sensory trail.</p>		<p><b>Our World</b> HUMAN and PHYSICAL GEOGRAPHY (weather patterns), place and locational knowledge</p> <ul style="list-style-type: none"> <li>- Name, locate and identify characteristics of the four countries in the UK.</li> <li>- Name, locate and identify characteristics of the capital cities of the UK.</li> <li>- Name, locate and identify characteristics of the seas surrounding in the UK.</li> <li>- Know that a human feature is anything to do with people (things that they have made – the number of people) and find examples of this where I live</li> <li>- Know that a physical feature is anything to do with how the world is made (hills, rivers, trees) and find examples of this where I live</li> <li>- Explore how Idle is different to a location outside of Europe (eg. Florida, New York)</li> </ul>			
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Looking at globes/atlasses</li> <li>• Knowing the difference between human and physical features.</li> </ul>		<ul style="list-style-type: none"> <li>• Knowing the difference between human and physical features.</li> </ul>			

## Whole School Geography Overview 2020-2021

Year 2	<p><b>SALTAIRE</b></p> <ul style="list-style-type: none"><li>- Use geographical language to discuss the differences and similarities of human and physical features of Idle and Saltaire.</li><li>- Use aerial photographs and bird’s eye maps to recognise key landmarks and physical features of Idle and Saltaire.</li><li>- Draw my own basic map using basic symbols as a key.</li></ul>	<p>Geographical Skills and Fieldwork</p> <p>Use simple fieldwork and observational skills</p> <p>Whole school Geography fieldwork project - What is our school environment like? Photo trail – human and physical features.</p>			<p><b>Animals around our World</b></p> <p>Locational Knowledge</p> <p>Name and locate the world’s seven continents and five oceans</p> <p>Compare and contrast a small area of the UK with a non-European country</p>	<p><b>THE SOUTH POLE</b></p> <ul style="list-style-type: none"><li>- Identify my two localities on a world map and use locational vocabulary to describe where it is.</li><li>- Know what a human feature is and use key vocabulary to make comparisons between a UK locality and a non - European locality.</li><li>- Know what a physical feature is and use key vocabulary to make comparisons between a UK locality and a non - European locality.</li><li>- Explore the weather patterns in a UK locality and a non - European locality and comment on their similarities and differences.</li><li>- Use aerial images and bird’s eye view maps to identify the physical features taught above.</li></ul>
Key Skills	<ul style="list-style-type: none"><li>• Compare physical and human features.</li></ul>				<ul style="list-style-type: none"><li>• Using globes/atlasses.</li><li>• Noticing differences between localities.</li><li>• Use locational vocabulary.</li><li>• Compare physical and human features.</li></ul>	

## Whole School Geography Overview 2020-2021

<p><b>Year 3</b></p>	<p><b>COASTLINES</b></p> <ul style="list-style-type: none"> <li>- Identify the key physical features of coast using maps, pictures and aerial view maps.</li> <li>- Use key geographical vocabulary to describe the features of a coast.</li> <li>- Understand how and why coastlines change over time. (consider human and physical reasons)</li> <li>- Compare and comment on the difference between coastlines.</li> <li>- Use four figure grid references (co-ordinates).</li> </ul> <p><b>Whole school fieldwork</b></p> <ul style="list-style-type: none"> <li>- <i>To undertake geographical enquiry and to specifically use fieldwork skills</i></li> <li>- To identify physical and human features around our school.</li> <li>- To identify positive and negative features</li> <li>- To make decisions about the health of our environment</li> </ul>		<p><b>VOLCANOES AND EARTHQUAKES</b></p> <ul style="list-style-type: none"> <li>- Use maps to name and locate the equator, the northern hemisphere, southern hemisphere.</li> <li>- Use maps and pictures to explore the physical topographical features of a volcano</li> <li>- Use maps, atlases, globes and digital/ computer mapping to locate key areas eg the ring of fire.</li> <li>- Compare and contrast different types of volcanoes (dormant, extinct, active)</li> <li>- Describe key features of volcanoes and earthquakes.</li> <li>- Explore how volcanoes affect the human and physical characteristics in a local area.</li> <li>- Identify the key features of an earthquake.</li> <li>- Use models and images to support understanding and knowledge of what an earthquake is.</li> <li>- Explore how earthquakes alter the human characteristics of an area.</li> </ul>	<p><b>X-curric – Ancient Egypt</b></p> <p><b>GEOGRAPHICAL SKILLS AND FIELDWORK</b></p> <ul style="list-style-type: none"> <li>-Using maps, atlases and globes.</li> <li>- Locate and identify the features of the The River Nile</li> </ul>	<p><b>X-curric – Prehistoric Period</b></p> <p><b>LOCATIONAL KNOWLEDGE -</b></p> <p>Locate human and physical features of the UK from the past --(hill forts- Danebury, Maiden Castle, Stone Henge, Skara Brae</p>	
----------------------	--	--	--	---	--	--

## Whole School Geography Overview 2020-2021

Year 4	<p><b>RIVERS</b></p> <ul style="list-style-type: none"> <li>- Identify the main rivers of the UK on a map.</li> <li>- Use maps to find and track a river from source to mouth.</li> <li>- Use key vocabulary and a range of resources to describe the features of a river.</li> <li>- Observe and record the physical features of a local river using a range of methods (sketch maps, plans, graphs and digital tech) – Nell Bank</li> <li>- Observe, comment and compare the physical differences as a river journeys to the sea.</li> <li>- Explore the impact of rivers on human settlement.</li> <li>- Use four figure grid references (co-ordinates).</li> <li>- Explore and model key aspects of the water cycle.</li> </ul> <p><b>Whole school fieldwork</b></p> <ul style="list-style-type: none"> <li>- <i>To undertake geographical enquiry and to specifically use fieldwork skills</i></li> <li>- To identify positive and negative impacts of people on our world</li> <li>- To carry out a survey to answer questions.</li> <li>- To explore and implement the idea of responsible citizenship.</li> </ul>					<p><b>ROMAN SETTLEMENTS</b></p> <ul style="list-style-type: none"> <li>- Use maps to physical characteristics that affect where humans settle. (<i>hills and mountains and vegetation belts.</i>)</li> <li>- Explain the impact of humans on the physical geography of an area.</li> <li>- Identify changes in land use over time. (growth, electricity, water, food, trade)</li> <li>- Compare and contrast the features and size of modern day settlements and roman settlement considering land use.</li> </ul>
--------	---	--	--	--	--	--

## Whole School Geography Overview 2020-2021

<p><b>Year 5</b></p>	<p><b>INGLEBOROUGH - LAND USE/ SETTLEMENTS</b></p> <ul style="list-style-type: none"> <li>- Use Ordnance survey maps, and digital maps to identify the human and physical features of Ingleborough.</li> <li>- Use the correct vocabulary to discuss the topography of Ingleborough (hills, mountains, cities, rivers)</li> <li>- Use maps to identify land use in Ingleborough and how this has changed over time.</li> <li>- Explain what you think are key characteristics of Ingleborough.</li> <li>- Create sketch maps and plans of Ingleborough/ Idle.</li> <li>- Describe the similarities and differences between Ingleborough and Idle.</li> <li>- Use the eight points of a compass to navigate using a map.</li> </ul> <p><b>Whole school fieldwork</b></p> <ul style="list-style-type: none"> <li>- <i>To undertake geographical enquiry and to specifically use fieldwork skills</i></li> <li>- To identify lines of enquiry to explore our positive and negative impacts on a locality.</li> <li>- To link local issues to global issues.</li> <li>- To carry out a survey to answer questions and present my findings.</li> <li>- Use geographical evidence to implement positive change.</li> </ul>	<p><b>X curricular – SPACE</b></p> <ul style="list-style-type: none"> <li>- identify and explain the Prime/ Greenwich Meridian and time zones.</li> </ul>				
----------------------	--	---	--	--	--	--

## Whole School Geography Overview 2020-2021

<p><b>Year 6</b></p>	<p><b>Whole school fieldwork</b></p> <ul style="list-style-type: none"> <li>- To undertake geographical enquiry and to specifically use fieldwork skills</li> <li>- To question and investigate the impact of human choices upon our world.</li> <li>- To ask questions about environmental issues.</li> <li>- To investigate and collect evidence to support an argument.</li> </ul>	<p><b>RAINFORESTS</b></p> <ul style="list-style-type: none"> <li>- Use symbols and keys on a map to locate and identify the main rainforests on and name their countries.</li> <li>- Name and locate key points on our planet (the equator, northern hemisphere, southern hemisphere and the tropics of Cancer and Capricorn, lines of latitude &amp; longitude)</li> <li>- Explain the impact of locational points on our planet upon the climate and the location of rainforests.</li> <li>- Identify and compare key physical characteristics of a rainforest and deciduous forest using maps, images and other resources (weather, topography, vegetation)</li> <li>- Identify key human characteristics and impact of a rainforest using (and consider how these are changing over time)</li> <li>- Apply learning about rainforests to express views about the changes over time.</li> </ul>				<p><b>Survivors topic</b> (Amazing Americas)</p> <ul style="list-style-type: none"> <li>- Explore the impact of the date and time zones including day and night across the hemispheres.</li> <li>- Create maps using symbols and keys to communicate information.</li> <li>- To compare regions in South and North America.</li> <li>- Identify human and physical features of N and S American regions.</li> </ul>
----------------------	---	--	--	--	--	---