

Geography Annual overview

All schemes of work and resources are on staff shared.

Year group	Autumn	Spring	Summer
Nursery	<p><u>Understanding the World</u></p> <p>Autumn/Woodland small world</p> <p>Find out about hedgehogs and hibernation</p> <p>“Squirrel Hunt” for acorns, leaves, etc</p> <p>Autumn Walk – find out about the changes that happen in Autumn</p> <p>Make prints/rubbings of leaves and look closely at the patterns and veins, etc.</p> <p>Night time and dark nights</p> <p>Build a nest for an owl</p> <p>Talk about bonfire night (watch clips of fireworks) and children’s experiences of this</p> <p>Gather a basket of clothes items (sun hats, scarves, etc) and sort into those that the children might need now that it is Autumn and the weather is changing</p>	<p><u>Understanding the World</u></p> <p>Talk about Spring weather and Rainbows</p> <p>Talk about our Mummies and special times we’ve shared with them</p> <p>Spring walk – look for changes, discuss new developments since our last seasonal walk</p> <p>Lamb visit??</p> <p>Plant seeds and watch them grow, ready for planting in our outdoor growing boxes</p> <p>Discuss our experiences of Spring – new flowers, lambs, (chicks?), etc.</p> <p>IWB games for children to access during exploring time</p> <p>Look at Tapestry Observations from home</p> <p>Use Computers to find out information about Spring and new life</p>	<p><u>Understanding the World</u></p> <p>Growing vegetables</p> <p>Investigating different houses in our community</p> <p>Look at different houses in the village (village walk) – talk about old and new houses and how they differ. Use computer to look at old and modern houses and talk about changes.</p>

<p>Reception</p>	<p><u>Understanding the World</u> Focused</p> <ul style="list-style-type: none"> <li>* “All About Autumn” PP</li> <li>* Trees &amp; their leaves – Research using books &amp; internet</li> <li>* One Little Acorn – Twinkl eBook</li> <li>* <u>Autumn Walk</u></li> </ul> <p>– looking for signs of autumn around our village</p> <p>- getting to know our village, comparing features</p> <p>- collecting autumn materials for tuff spot tray.</p> <ul style="list-style-type: none"> <li>* Taking part in Halloween &amp; Bonfire Night – similarities &amp; differences between family traditions</li> </ul> <p>Seasonal Display board:</p> <ul style="list-style-type: none"> <li>* <u>Bedtime routine</u> – noticing seasonal changes, dark nights, Autumn months, Autumn birthdays, warmer clothing, weather &amp; temperature.</li> <li>* <u>Class tree</u> – change green leaves for autumnal colours, begin to fall,</li> </ul>	<p><u>Understanding the World</u> Focused</p> <ul style="list-style-type: none"> <li>* Class visit to St. Mungo’s Church. Liaise with Reverend Mary to decide on activity, story &amp; prayer.</li> <li>* Holding a class egg dump – chocolate egg prize</li> </ul> <p>Enhancements</p> <ul style="list-style-type: none"> <li>* Easter Garden in the sand – wet sand</li> </ul> <p><u>Outdoor</u></p> <ul style="list-style-type: none"> <li>* Egg hunt with plastic numbered eggs</li> </ul> <p>Seasonal Display board:</p> <ul style="list-style-type: none"> <li>* <u>Class tree</u> – Decorating eggs to add to the border</li> </ul>	<p><u>Understanding the World</u> Focused</p> <ul style="list-style-type: none"> <li>* Learning about the life-cycle of a chick/duck/human</li> <li>* Taking care of our class eggs &amp; chicks/ducklings when they are born</li> <li>* Planting seeds &amp; growing flowers – sunflowers, cress seeds, sweet peas &amp; wild flower bombs.</li> <li>* Planting vegetables – peas, carrots &amp; pumpkins</li> </ul> <p>Visit to Fitz Park @ Keswick – Spring Walk</p> <p>Enhancements</p> <ul style="list-style-type: none"> <li>* Water Tray – Baby bathing</li> <li>* Hook-a-duck</li> </ul> <p><u>Outdoor</u></p> <ul style="list-style-type: none"> <li>* Notice the development of our spring bulbs, remind the children of their time planting the bulbs in the autumn.</li> <li>* Notice the development of our seeds in the garden</li> </ul> <p>Seasonal Display board:</p>
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	<p>* <u>Autumn for animals</u> – hibernation, food gathering (The Lost Acorns), migration of birds – geese.</p> <p>Enhancements</p> <p>* Autumn tuff spot – variety of leaves, conkers, sticks, seeds, pine cones, acorns alongside egg boxes of varying arrays, hedgehog number cards to 20, guttering &amp; tweezers.</p> <p>* Exploring pumpkins – lids taken off, children remove the seeds to keep for planting &amp; flesh to make soup</p> <p><u>Remembrance Day</u> – Cbeebies video clip to mark 2 minutes silence</p>		<p>* <u>Class tree</u> – a blossom covered tree surrounded by lambs, bunnies, chicks, tulips &amp; rainbows.</p> <p>Class Visitor – Mrs Haston &amp; her lamb and chicken</p> <p>A mother &amp; baby – bathing baby &amp; talking about what it needs help with. Comparing to us.</p>
<p>Year 1 and 2 cycle A</p>	<p><u>Celebrating Britain</u></p> <ul style="list-style-type: none"> <li>• Name and locate and identify the 4 countries of the UK and the capital cities.</li> <li>• Use basic geographical vocab to refer to physical and human features.</li> <li>• Use world maps, atlases and globes to identify UK and countries</li> <li>• Use simple compass directions and directional language.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks.</li> </ul>	<p><u>Circle of life</u></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small contrasting non European country.</li> <li>• Identify seasonal and daily weather patterns in the UK of hot cold areas of the world in relation to the equator.</li> </ul>	<p><u>Over the high seas.</u></p> <p>Name and locate the worlds seven continents and five oceans. Describe physical features such as beach, cliffs, coast and oceans. To find out about our local area and what it's like. To identify where they live.</p>

		<ul style="list-style-type: none"> <li>Use simple fieldwork skills to study the geography of their school and grounds.</li> </ul>	
Year 1/ 2 cycle B	<u>The Polar Regions</u> To mark UK , the Arctic and Antarctica To find out information about the Arctic. To explore the physical features of the Arctic. To find out information about Antarctica. To compare the Arctic and Antarctica. To find human features in the Arctic.	<u>Castles</u> To find out why some castles were built on hills. To find out which physical land features made castles easier to defend. To name and locate UK capital cities and their castles. To devise a simple map and use and construct a simple key.	<u>Jungle &amp; Rainforests</u> To find out facts about Jungles and Rainforests. To identify where rainforests are. To identify where rainforests are.  To find similarities and differences between UK and the Amazon rainforest.  To use simple compass directions and locational and directional language to describe the location of features and routes on a map
3	Why are jungles so wet and deserts so dry? Why is climate different across the UK? What are the world's climates? How do climate graphs help geographers compare the climate of one place with another? How does climate affect the plants and animals living in a place? Why is the jungle of the Amazon Rainforest so wet and humid?	Why do some earthquakes cause more damage than others? Why won't Paula and Richard forget 22 February 2011? How has New Zealand been affected by earthquakes in the past? Why does New Zealand have so many earthquakes? Why don't the largest earthquakes always cause the most death and destruction? Why do most volcanoes happen in the same places as earthquakes?	<u>How can we live more sustainably?</u> What does being sustainable actually mean? How can we help to make our school more sustainable? Why are we seeing more wind and solar farms in the countryside? How is sustainable development helping the lapwing out of the red? How are solar cookers helping Sunita and her family to live more sustainably?

	Why is Africa the driest inhabited place on Earth?	Write a non chronological report on the New Zealand earthquake (cross curricular-English)	(links with global learning activities and SDG 7, 11, 13, )
4	<p><u>The World Around Us</u></p> <p>Why do places change?</p> <p>How has my local area changed in the past?</p> <p>How did my local area change as a result of World War I?</p> <p>How and why does the quality of the environment change in my local area?</p> <p>How do NASA satellite images inform us of environmental change on a global scale?</p> <p>How has my local area changed in the past?</p> <p>Use digimaps for schools in computer room to look at old maps of Dearham.</p> <p>Cross Curricular: Links with Art – David Hockney landscape painting.</p>	<p><u>Florida: Beyond the Magic Kingdom</u></p> <p>Why is the Magic Kingdom the most popular theme park in the world?</p> <p>Where is the Magic Kingdom?</p> <p>Why did the great Maya civilisation of Central America come to an end?</p> <p>Why do tourists come to the Magic Kingdom from some countries and not others?</p> <p>Why is the state of Florida a peninsula?</p> <p>Why is the Kennedy Space Centre in Florida?</p>	<p><u>Megacities</u></p> <p>What are the difference between a village, town, city and megacity?</p> <p>What are megacities and where are they located?</p> <p>Why did Baghdad become the first city in the world with one million people?</p> <p>Why is Milton Keynes the United Kingdom's fastest-growing city?</p> <p>Why is Brasilia the fastest-growing city in Brazil?</p> <p>How do the advantages of living in cities compare with the disadvantages?</p>
5	<p>Rivers, South America and the Amazon</p> <p>Understand and use 4 and 6 figure grid references</p> <p>Name and describe parts of a river</p>	<p>Fair Trade and the Silk Road</p> <p>Describe and explain why the Silk Road was the most important trading route in the history of the world.</p>	<p>National Parks</p> <p>Identify, locate, describe and explain the distribution of the 15 National Parks in the UK;</p>

	<p>Locate rainforests around the world</p> <p>Locate the Amazon rainforest</p> <p>Name the countries of South America</p> <p>Research the continent of South America</p> <p>Know reasons for and consequences of deforestation</p> <p>Cross curricular: Write a balanced argument about deforestation</p>	<p>Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading.</p> <p>Use 4 and 6 figure grid references.</p> <p>Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences.</p> <p>Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world</p> <p>Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification.</p>	<p>Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces';</p> <p>Recognise those other special qualities of National Parks which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this;</p> <p>Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special;</p> <p>Identify and record the key physical and human geographical features of the Lake District</p> <p>Identify, describe through observation of the landscape of Brockhole in Lake District National Park, and explain the attraction of this area for visitors;</p> <p>Recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the UK;</p> <p>Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do;</p> <p>Compare and contrast the Everglades National Park with the Lake District National Park and understand through explanation the main similarities and differences between</p>
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			National Parks in the UK and those in the USA;
6	<p>How do volcanoes affect the lives of people on Hiemaey?</p> <p>Locational knowledge The countries (including the location of Russia), major cities and key physical and human geography of Europe. 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.</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>Human and physical geography Describe and understand key aspects of: Physical geography including climate zones and volcanoes. Human geography including economic activity and trade links, and the distribution of natural resources including energy.</p>	<p>Climate change</p> <p>Children to discover - What is a carbon footprint? Why do we think that the climate is changing? How does climate change affect our lives? And most important of all, what can we do about it?</p> <p>Objectives:</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>	Revision of map reading, continents, oceans and capital cities.

	<p>Geographical skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		
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