

GEOGRAPHY WHOLE SCHOOL OVERVIEW 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus:	Knowledge and Understanding of the World Developmental milestones					
Nursery	<u>My Local Area/Ourselves</u>	<u>Festivals and celebrations/Winter</u>	<u>Traditional Tales/Spring</u>	<u>Settings/Animals</u>	<u>Plants and Changes</u>	<u>Holidays/Journeys/Summer</u>
Concepts and skills taught:	<p>Wk 1: Sense of place – surroundings within the nursery</p> <ul style="list-style-type: none"> Using positional language e.g. on the wall, next to the ... Sense of place – surroundings within the nursery Using positional language e.g. on the wall, next to the ... Autumn-changes in the season My Family Paintings/ collage/ photos of some of the children – attach to world map to show where they came from Walk around the school: wider environment Positional/directional language Photos of parts of school – put faces of some of the staff where they are in the school <p>The World</p> <ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. <p>People and their Communities</p> <ul style="list-style-type: none"> Show interest in the lives of people who are familiar to them. 	<p>Wk 2: Autumn-changes in the season</p> <ul style="list-style-type: none"> Daily weather chart with symbols. Clothing: computer prog: dressing the teddy in appropriate clothing School playground: collecting autumn leaves: collage Autumn to Winter-changes in the weather Daily weather chart with symbols. Clothing: computer prog: dressing the teddy in appropriate clothing <p>The World</p> <ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. <p>People and their Communities</p> <ul style="list-style-type: none"> Show interest in the lives of people who are familiar to them. 	<p>Wk 1: Winter-changes in the weather</p> <p>Daily weather chart with symbols.</p> <p>Clothing: computer prog: dressing the teddy in appropriate clothing</p> <ul style="list-style-type: none"> Spring-changes in the weather Daily weather chart with symbols. Farm animals Read Fairy Tales. Discuss positional language e.g location of 3 Pigs Houses Look at pictures of the countryside. Compare with town/ cities. Sorting items: town or countryside? <p>The World</p> <ul style="list-style-type: none"> Talk about some of the things they have observed such as plants, animals, and found objects. Talk about why things happen and how things work. 	<p>Wk 2: Jungle animals and habitats</p> <ul style="list-style-type: none"> Jungle animals and habitats Collage/ paintings of features of a jungle Show where jungles are on a world map. Discuss climate. Read Walking through the Jungle: positional language describing where Rhino's toy is/ where his friends look for it. Pictorial or physical map showing Forests/Woodlands Read and discuss 'Gruffalo's Walk'. Map journey using pictures or physical items Around the world: where are you from Tasting fruit from around the world – showing on a world map where it came from – are any children from that continent? Read Handa's Surprise: describe/ map journey. <p>The World</p> <ul style="list-style-type: none"> Know about similarities and differences in relation to places, objects, materials and living things. <p>Visit to Brampton Park - what can I see/hear? Land use? Who is using it?</p>	<p>Wk 5: Outside Area (photos)</p> <ul style="list-style-type: none"> Teacher/ chn to take photos of parts of the outside area/ school playgrounds (e.g. dining room/ library) Chn to use photos to find places. Describe where they are using positional language. Describe route taken. Discuss importance of looking after our school/ the wider environment. Chn to program Beebots to follow a given route/ describe route taken. Simple map of .route taken. Discuss importance of looking after our school/ the wider environment. Observe growing, plants, animals, change. <p>The World</p> <ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time. Show care and concern for living things and the environment. <p>Visit to Discovery centre -What can I see/hear?How are things same/ different to where I live?</p>	<p>Wk 2 Types of Transport</p> <p>Looking at different types of transport in London.</p> <ul style="list-style-type: none"> Looking at different types of transport in London. Talking about journeys they've made. Where did they go? (Teacher to show on map of UK/ world) What transport did they use? Why? Read 'The Train Ride'. Describe/ map journey Clothing: computer prog: dressing the teddy in appropriate clothing Where are we going/ have been on holiday? Teacher to show on map of UK/ world Packing suitcase – what do I need to take? Why? Look at pictures of the seaside – sorting items into whether found in a town or at the seaside. Role play being at the seaside (carnival visit) Read 'Maisy goes on holiday'. Hot and cold places on a world map. Animals that live in hot and cold places. Sorting clothing: hot and cold <p>Read 'Spot goes on holiday'</p> <p>The World</p> <ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time. Show care and concern for living things and the environment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus:	Knowledge and Understanding of the World Developmental milestones					
Reception	Rules/All About Me	Looking After Ourselves/Around the World/Celebrations	Super heroes/Transport	Growing/Changing	Scientific Enquiry /Investigation/Habitats/The Environment	Can We Build it? Hot/Cold
Concepts and skills taught:	<ul style="list-style-type: none"> Getting to know our school environment Walk around the bottom floor/ playgrounds using positional language (indoors, outdoors, next to, across the hall...) to describe location of significant places e.g toilets, dining room Using given photos, children have to locate places Using photos, make a map of areas e.g. classroom Creating rules: how to look after the classroom/ outdoor area inc care of equipment/ limiting wastage/ recycling. Discussing why we need to do these things. Care for the local environment Discuss problems of litter. What should we do? Discuss why the park is a desirable place. How should we look after it? How could it be improved <p>People and their Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines.Visits from police/ paramedic/ NHS (oral health) <p>The Natural World</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>Visit to Plaistow Park (park and journey) - what can I see/ hear? What is the land used for? Who is using it?</p>	<ul style="list-style-type: none"> Around the World: Where am I from? Chn to do paintings/ photos/ paper plate collages to be displayed next to world map. Chn to make passports. Chn to discuss different cultures and religions and what countries they originate from. <p>The Natural World</p> <ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. <p>People and Communities</p> <ul style="list-style-type: none"> Show interest in the lives of people who are familiar to them. <p>Visit to Nature reserve/Cable Cars, Visit Local Gurdwara, Visit Local ChurchWhat can I see/hear?How are things same/ different to where I live?</p>	<ul style="list-style-type: none"> Wk 4: Places I have visited intro chn to map of the UK. Do chn know any places they've visited? Why did they visit? Teacher to show on map. Look at pictures of London landmarks. Have they been to any? Look at pictures of the seaside. Have they been to? Why? What did they do there? Choosing a place they have visited/ would like to visit and write a postcard Traffic survey - type of vehicles/ devices for slowing vehicles etc. <p>The Natural World</p> <ul style="list-style-type: none"> Talk about some of the things they have observed such as plants, animals, and found objects. Talk about why things happen and how things work. <p>People and their Communities</p> <ul style="list-style-type: none"> Remember and talk about significant events in their own experience. Recognise and describe special times or event for family or friends <p>Visit to Pizza Express/ Transport Museum - What can I see/hear? How are things same/ different to where I live?</p>	<ul style="list-style-type: none"> Wk 1: Holiday News Discussing places visited during Easter holidays. Where are they? What are they like? Why do people visit these places? Looking at different environmental changes and why. Ie growing of plants, animals. <p>The World</p> <ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time. Show care and concern for living things and the environment <p>Visit to Mudchute Farm What can I see/hear? How are things same/ different to where I live?</p>	<p>Wk 1: The Savannah Show chn where Africa is on the world map. Show pictures of the Savannah. What are grasslands like? What types of animals would you find there?</p> <ul style="list-style-type: none"> Wk 2: Sea creatures/ oceans Show map of the world. Ask chn to indicate what parts are land and what parts ocean? Repeat with UK? Intro term island. Wk 4: Going on A Bear Hunt. Read book. Chn act out story in PE/ class using appropriate positional language and names of different terrains. Sorting correct sound to terrain. Why that sound/ action? Using pictures/ photos/ actual objects chn order and map journey. <p>The Natural World</p> <ul style="list-style-type: none"> Talk about some of the things they have observed such as plants, animals, and found objects. Talk about why things happen and how things work. <p>People and their Communities</p> <ul style="list-style-type: none"> Remember and talk about significant events in their own experience. Recognise and describe special times or event 	<ul style="list-style-type: none"> Wk 1: Around the world: different cultures and countries Read 'Harry and the Dinosaurs go to Australia'. Locate Australia on the World map. Discuss how different to UK. Try foods from different continents. Look at a significant landmark from each of the continents e.g Pyramids in Africa, Great Wall of China in Asia. Wk 4: Secret map adventure Using a teacher drawn map of the classroom/ outdoor area – chn have to locate 'treasure'. Look at drawn maps (rather than plans). Chn draw and label a map of the back playground (e.g outreach centre, play equipment. Trees) Look at aerial photo of our playground - What is an aerial photo? What can we see? Wk 7: Hot and cold countries Look at a globe and world map. Children sort pictures and animals into hot and cold places. Sorting into a suitcase what might wear on a holiday to a hot place/ cold place and why.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus:	Locational and Place Knowledge; Human and Physical Geography; Fieldwork	Locational and Place Knowledge; Human and Physical Geography; Fieldwork	Locational and Place Knowledge; Human and Physical Geography; Fieldwork		Locational and Place Knowledge; Human and Physical Geography; Fieldwork	
Autumn 2	<u>My Local Area</u>	<u>The UK</u>	<u>Features of the UK</u>	<u>California</u>	<u>The Lake District National Park</u>	<u>The Mediterranean</u>
Concepts and skills taught:	<ul style="list-style-type: none"> To produce a simple plan To investigate/ record land use using photos/ sketches To mark a route on a given map To answer a simple question To compare and contrast To use basic key vocabulary 	<ul style="list-style-type: none"> To use paper and digital maps and the internet to locate, name and identify characteristics of the 4 countries and capital cities of the UK To use simple compass directions To use basic key vocabulary To explain the effect of location/ land type on the way people live. To produce a pictorial map of a route 	<ul style="list-style-type: none"> To name and locate counties, cities, key human and physical geographical features of the UK. To use key features to explain land use. To use key geographical vocabulary To design a fieldwork questionnaire 	<ul style="list-style-type: none"> To use different scale maps to locate California. To use maps/ climate tables to compare/ contrast California with London To explain extreme weather/ earthquakes in relation to California's location To begin to use the 8-point compass To understand the human and physical implications of tourism 	<ul style="list-style-type: none"> To use different scale maps to locate the Lake District National Park To produce and analyse graphs comparing land use in Plaistow, Windermere and The National Average To research and explain similarities and differences between The Lake District and Plaistow (human and physical) To recognise OS map symbols To use OS map scale to calculate actual distances 	<ul style="list-style-type: none"> To use different scale maps to locate The Mediterranean. To explain the impact of location on trade links and GDP. To explore the pros and cons of tourism. To use 6 figure grid references.
Spring 2	<u>Basic World Knowledge</u>	<u>India</u>	<u>The Continents of the Northern Hemisphere</u>	<u>Brazil: The rainforest</u>	<u>Changes in our Local Area</u>	<u>Natural Phenomena</u>
Concepts and skills taught:	<ul style="list-style-type: none"> To use world maps to locate the UK, world's continents, oceans and hot and cold places To produce a simple pictorial map To follow a plan 	<ul style="list-style-type: none"> To use a world map and globe to locate India To use and devise a simple key, marking features using appropriate symbols To recognise and explain human and physical similarities and differences between local area and a contrasting non-European area. 	<ul style="list-style-type: none"> To use different scale maps to locate Europe and some of its countries and capitals. To use a physical map to identify key physical features. To use a range of geographical sources to research life in a small Indian Village and compare with life in the UK To recognise and interpret key map symbols (inc OS) 	<ul style="list-style-type: none"> To describe the position of Brazil using appropriate locational vocabulary. To understand features/ structure of a rainforest biome. To understand the need for balance between human and physical processes; the effect if this balance isn't maintained; and how we, as individuals can help maintain balance. 	<p>To use Google Earth to identify land use.</p> <p>To produce a plan.</p> <p>To ask and answer a question through carrying out of and analysing fieldwork: questionnaires.</p>	<ul style="list-style-type: none"> To name and locate key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. To explain volcanoes and earthquakes – linking their location to the Earth's structure (plate tectonics and 'the Ring of Fire').
Summer 2	<u>Weather</u>	<u>The Seaside</u>	<u>Improving the Local Area</u>	<u>Climate Change</u>	<u>Latitude and Longitude</u>	<u>Refusing, Reducing, Reusing, Repurposing, Recycling</u>
Concepts and Skills taught:	<ul style="list-style-type: none"> To identify seasonal and daily weather patterns To observe and record weather To explain the effects of weather To use fieldwork to answer a simple question 	<ul style="list-style-type: none"> To use basic key vocabulary To recognise and explain human and physical similarities and differences between contrasting areas within UK To investigate/ record land use using photos and sketches. To use aerial photos to recognise human and physical features. 	<ul style="list-style-type: none"> To use Google Earth to identify physical and human features To ask and answer a question through carrying out of and analysing fieldwork: photos/ recording on a map To use 4 figure grid references To produce a plan 	<p>To explain the significance of climate change</p> <p>To answer a given question through carrying out and analysing fieldwork: tally chart or questionnaire (with support).</p> <p>To describe/ follow a route using appropriate directional language/ 8-point compass.</p>	<ul style="list-style-type: none"> To explain the purpose and function of lines of longitude and latitude. To use longitude and latitude to locate key places. To relate understanding to the 24-hour clock and the world's biomes. 	<p>To understand the importance of the 5Rs</p> <p>To ask and answer a question through carrying out of and analysing fieldwork using an appropriate method of choice.</p> <p>To use map scales to calculate actual distances.</p> <p>To produce a scaled plan.</p>

