



# Subject: Geography

RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Our School Environment:	Continents of the world	Dinosaur habitats.	<b>The world outside my window</b> Seasonal Change Human/Physical Geography  Weather: Temperature, windsock and rain gauges  Map of the world (land/sea) Key vocabulary and physical features. Treasure Island map with a key	<b>Castles</b> Locational Knowledge of Human/Physical features across the UK Skills & Fieldwork  Where would you build a castle and why? Locating famous castles on a map of UK 3D model (whole class)  <b>Me on a Map</b> Local Area Study Contrasting human and physical features  Map of the world (land/sea) Key vocabulary and physical features. Treasure Island map with a key  <b>Pirates</b> Comparing localities Sleaford and a non-European location  Me on a map (world/Europe/UK (country)) Land use in the locality Skills and fieldwork	<b>Rumble in the jungle</b> Animals around the world (locate on world map)  To locate hot and cold areas of the world in relation to the Equator  Use of maps and globes to identify continents and oceans.  <b>Potty about plants</b> Directional language to study school grounds and Lollycocks field Physical and human features - Lollycocks Plant growth linked to weather	<b>Journey</b>  Continents and oceans  Location of hot and cold areas of the world in relation to the equator  Mapping oceans and continents  Comparing hot and cold countries  <b>London's Burning</b>  London's location in comparison to Sleaford.  Use of aerial photos and maps through the ages.	<b>India</b>  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	<b>Location, Location, Location.</b>  The United Kingdom, Great Britain and British Isles  With a focus on coastal and inland towns: Observational comparison between Hunstanton and Sleaford.		<b>Rocks, Rumbles &amp; Eruptions</b>  European Geography  Mountains, Volcanoes, Earthquakes  Settlements Land Use, comparing UK town with European Town.	<b>This is Me</b>  UK and Local Geography  Changes to UK and local area over time.  Map skills	<b>Rivers (Upper, middle, lower, erosion &amp; deposition, key UK and World rivers, map reading). Our locality study River Slea – fieldwork opportunity. How has the land/river use changed over time?</b>  Maps and mapping – focus on Sleaford and the locality and how it has changed over time. OS maps  Countries and cities of UK.			South American countries  Brazil – Carnival Include Trade links etc as well as time difference and time zones. Earth Hour	<b>Coasts</b> Describe and understand key aspects of human geography, fishing, wind farms and coasts in the form of coastal defences and local area . Physical geography Features of coastlines and erosion. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>SkillsUnit</b> Locate the world's countries, using maps to focus on 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 (including day and night). Use the 8 points of a compass, 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) orienteering	Environmental unit Recognise how human activity has influenced climate change. Understand why the sea levels have risen. Understand how climate change has impacted people in different ways. Understand how we can reverse climate change. Understand how individuals can impact climate change.	<b>Stone Age-Iron Age.</b>  Using fieldwork to observe, measure and record the human and physical features in the local area.  Create their own range age settlement map, showing land uses and the height of the land.  Describe how locations around the world have changed.  Describe & understand how physical features affect the human activity within the location settlements, land use, economic activity) – comparison between American and UK features. Collect and analyse statistics to draw clear conclusions about locations. Describe and understand key aspects of physical geography climate zones, biomes, rivers etc.) Describe and understand human geography including settlements, land use etc.)	<b>WW2</b>  JK knowledge link to WW2 bombing sites. Discuss how topographical features may have impacted sites.  Use a range of geographical resources to describe features of a location. What would a pilot use?  Name and locate the countries and cities of the world and identify their human and physical characteristics and how these have changed over time.  Describe how countries and geographical regions are interconnected and interdependent.  Use six-figure grid references to locate bombing sites in the UK.  Use the eight points of a compass.	Name and locate the countries of North and South America and identify their main physical and human characteristics.  Identify and describe the geographical significance of latitude, longitude etc. Understand some of the reasons for geographical similarities and differences between countries. Describe geographical diversity around the world.

## Alvey Values

We are interested in finding out about the physical features, people and culture of countries around the world and comparing them with our own locality.  
 An excellent knowledge of where places are and what they are like.  
 An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.  
 An extensive base of geographical knowledge and vocabulary.  
 Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.  
 The ability to reach clear conclusions and develop a reasoned argument to explain findings.  
 Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.  
 Highly developed and frequently utilised fieldwork and other geographical skills and techniques.  
 A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there  
 The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.