

Geography Overview 2022 – 2023

Foundation Stage

Forest school experiences and discussion each term provide exploration of the natural world. Children will explore the skills of being a geographer through their discovery time and learning linked to particular interests. Continuous provision offered gives children the opportunity to learn about the world around them.

Nursery

Activities	0-3 and 3-4 years olds will be learning to:
Discuss and offer different experiences – standing in rain with umbrellas, walking in tall grass, splashing in puddles etc.	0-3 <ul style="list-style-type: none"> ➤ Explore and respond to different natural phenomena in their setting and on trips. ➤ Notice differences between people 3-4 <ul style="list-style-type: none"> ➤ Know that there are different countries in the world and talk about the differences they have experienced and seen in photos. ➤ Use all their senses in hands-on exploration of natural materials. ➤ Begin to understand the need to respect and care for the natural environment and all living things.
Discussing holidays and places the children have been.	
Displays / books about different families around the world	
Use a diverse range of puppets / props / books to encourage children to discuss similarities / differences.	

Reception

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
3	Look at Arctic / Antarctic Find China on a globe	<ul style="list-style-type: none"> ➤ Draw information from a simple map ➤ Recognise some similarities and differences between life in this country and life in other countries ➤ Explore the natural world around them ➤ Recognise some environments that are different to the one in which they live. 	
4	Look at Africa, where it is and compare		
5	Map a journey from school to the park Look at aerial pictures of the school and make own aerial maps		

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Year 1- Within each Geography unit links will be made to the 4 key elements of the curriculum (locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork).

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1			
2	<ul style="list-style-type: none"> ➤ Compare UK and India- consider geographical similarities and differences through studying the human and physical geography. ➤ Recognise similarities and differences between UK and India ➤ Identify key features of the local environment. ➤ Explore the human features of a hot place (Gambia- POR) and a cold place (Antarctica- POR) ➤ Explore the weather patterns of Gambia and Antarctica. ➤ Discuss hot and cold parts of the world in relation to the equator and the North/South pole. ➤ Locate UK, India, Gambia and Antarctica on class world map. 	<ul style="list-style-type: none"> ➤ Use resources such as atlases and world map to locate countries. ➤ Explain the main features of a hot and cold place. ➤ Describe locality using words and pictures. ➤ Begin to explain what clothes they would wear in a hot place and cold place. ➤ Point out where the equator, north pole and south pole are on a globe or atlas. 	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, soil, vegetation, city, town, village, farm, house, office, port, harbour, shop
3			
4	<ul style="list-style-type: none"> ➤ Children create maps of their journey to school. Encourage to think about their local area- leisure, home, place of interest, shops. ➤ Identify where they live on a map. ➤ Describe their local area (Rainham) using geographical vocabulary. ➤ Name the capital cities of the UK. ➤ Name the seas surrounding the UK. ➤ Use aerial images to recognise landmarks and basic physical features ➤ Create a simple map of their journey using a simple key. 	<ul style="list-style-type: none"> ➤ Labelling the countries that make up the UK and their capitals using an atlas. ➤ Name and locate the four countries making up the British Isles using an atlas. ➤ Locate and identify the seas surrounding the UK using an atlas ➤ Use aerial images to recognise their locality. ➤ Describe their locality using words and pictures. ➤ Name key features associated with a town or village. ➤ Explore simple maps and keys and use this to create their own. 	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, soil, vegetation, city, town, village, farm, house, office, port, harbour, shop

5	<ul style="list-style-type: none"> ➤ Link to 'Where I live' topic by researching local castles and their locality ➤ Identify key features in their locality e.g. Rochester Castle. ➤ Use Digimaps to explore what Rochester looks like on an ordnance survey map now and in the past. ➤ Describe their locality using geographical vocabulary. ➤ Use aerial images to recognise landmarks and basic physical features 	<ul style="list-style-type: none"> ➤ Use aerial images to recognise their locality. ➤ Describe their locality using words and pictures. ➤ Use an atlas to locate castles. 	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, soil, vegetation, city, town, village, farm, house, office, port, harbour, shop
6	<ul style="list-style-type: none"> ➤ Explore seasons and weather patterns in the UK. Link back to weather patterns in Gambia and Antarctica (Term 2) ➤ Create weather charts and report the weather daily. ➤ Explain UK weather patterns, linking to what happens in each season (including clothes that may be worn) and how weather changes on a daily basis. ➤ Interpret simple weather charts. 	<ul style="list-style-type: none"> ➤ Explain why they would wear different clothes at different times of the year. ➤ Discuss hot and cold parts of the world in relation to the equator and North and South poles. Include conversations about clothing in hot and cold countries. ➤ Interpret simple weather charts. ➤ Create weather charts. ➤ Make sensible predictions about what the weather may be like later that day/ tomorrow. 	Hot, cold, cloudy, degrees, sunny, windy, foggy, stormy

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Year 2- Within each Geography unit links will be made to the 4 key elements of the curriculum (locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork).

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1			
2	<ul style="list-style-type: none"> ➤ Link to 'Great Fire of London' topic. Use Digimaps to explore what London looks like now and in 1666 on an ordnance survey map. ➤ Children explore maps of 1666 London in order to see where the fire spread. ➤ Using a 1666 map of London, children show where the fire spread creating a key to represent each day. 	<ul style="list-style-type: none"> ➤ Devise a simple map ➤ Use and construct a basic key. ➤ Use an atlas and world map to locate London. ➤ Use aerial images to look at London now. 	city, town, village, farm, house, office, port, harbour, shop
3	<ul style="list-style-type: none"> ➤ Link to 'Brilliant Britons' topic, finding residencies of the Royal Family in order to review the 4 countries of the UK and their capital cities. Plot on class world map ➤ Exploring how Rainham has changed throughout history using ordnance survey maps on Digimaps ➤ Encourage children to speak to family members who grew up in Rainham. ➤ Compare aerial photos of Rainham in 1930, 1990 and Google Maps view of now. Do they think that people every spoil the area? How and why? ➤ Explain how the human and physical features of Rainham have changed. ➤ Explain what facilities a town or village might need. 	<ul style="list-style-type: none"> ➤ Use atlases and maps to locate countries. ➤ Use features of maps to identify sea, land, mountains, lakes, rivers. ➤ Name and locate 4 countries in UK, capital cities, national flowers. ➤ Locate cities within UK. ➤ Find where we live in the UK on a map. ➤ Use aerial images to recognise landmarks and basic physical features ➤ Describe their locality using geographical vocabulary. ➤ Explain what makes a locality special. ➤ Describe some places that are not near the school. ➤ Describe some human features of their locality e.g. what jobs do some people do? 	sea, land, mountains, lakes, rivers, beach, cliff, coast, forest, hill, mountain, ocean, valley, soil, vegetation, city, town, village, farm, house, office, port, harbour, shop
4	<ul style="list-style-type: none"> ➤ Link to 'Explorers' topic. ➤ Name and locate the world's seven continents and 5 oceans. ➤ In conversation, review the children's learning from last year comparing weather in Antarctica vs UK. 	<ul style="list-style-type: none"> ➤ Use atlases and maps to locate countries, continents and oceans. ➤ Use features of maps to identify sea, land, mountains, lakes, rivers, deserts. 	sea, land, mountains, lakes, rivers, deserts, oceans, hot, cold, climate, continents

	<ul style="list-style-type: none"> ➤ Use class world map to review where places mentioned in topic are and journeys the explorers went on. 	<ul style="list-style-type: none"> ➤ Locate and name the continents on a world map and globe. ➤ Name and locate the oceans on a world map and globe. 	
5	<ul style="list-style-type: none"> ➤ Link to 'Amazing Australia' topic. ➤ Comparing Australia and the UK- human and physical geography, weather patterns, seasons. ➤ Explore features of an island- UK and Australia. ➤ Use aerial images of Australia and the UK to compare human and physical geography. ➤ Draw on Year 1 knowledge to discuss weather in hot and cold parts of the world. 	<ul style="list-style-type: none"> ➤ Compare country outside of Europe with the UK. ➤ Describe features associated with an island. ➤ Explain how the weather is different in different localities. ➤ Make comparisons using geographical vocabulary. ➤ Label photographs using geographical words. ➤ Describe Australia using geographical words. ➤ Explain how the weather affects different people. 	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, soil, vegetation, city, town, village, farm, house, office, port, harbour, shop, island,
6	<ul style="list-style-type: none"> ➤ Use simple fieldwork and observational skills to study the geography of their school, its grounds and its surrounding environment. ➤ Explore the school grounds using simple compass directions and locational and directional language e.g. through a treasure hunt. ➤ Create a map of the school ground and create a key. ➤ Create own maps of the local area and create a key 	<ul style="list-style-type: none"> ➤ Use aerial images to recognise landmarks and basic physical and human features. ➤ Use simple field work to observe, measure and record the human and physical features in the local area. ➤ Use a simple key to recognise physical and human features on a map. ➤ Create a simple map of the school grounds and its local area. ➤ Know and use the four points of a compass to describe the location of features on a map. ➤ Use locational and directional language such as near, far, left and right to describe the location of features on a map. 	near, far, left, right, North, South, East, West

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Year 3- Within each Geography unit links will be made to the 4 key elements of the curriculum (locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork).

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	English book/WOW activities	Key Vocab
3	<ul style="list-style-type: none"> ➤ Understand geographical similarities and differences by studying the human and physical geography of a region in the UK and a region in a European country. ➤ Locate the world's countries, using maps to focus on Europe and North and South America. Concentrate on their environmental regions, key physical and human characteristics, countries and major cities. ➤ Locate the Mediterranean and explain why it is a popular holiday destination. ➤ Describe how the lives of people living in the Mediterranean would be different to their own. ➤ Explore types of settlement and land use in the UK and a chosen European country. Use Ordnance Survey maps on Digimaps to reinforce. 	<ul style="list-style-type: none"> ➤ Locate and name the continents on a world map. ➤ Locate geographical regions and their identifying human and physical characteristics including hills, mountains, cities, rivers, key topographical features and land use. ➤ Identify main physical and human characteristics of the countries in Europe. ➤ Describe geographical similarities and differences between a region in the UK and one in a European country. ➤ Identify key features of a locality by using a map. ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ➤ Describe human features in a locality. ➤ Describe key aspects of human geography including settlements and land use in the UK and an area in a European country. ➤ Begin to use a 4 figure grid reference. ➤ Use maps and atlases appropriately by using contents and indexes. 	<p>Zeraffa Giraffa - plot giraffes journey from Africa up the Nile across Med to Southern France. Map journey through France.</p> <p>Create Seurat art work - pointillism</p>	Ocean, island, hills, mountains, cities, rivers, settlement
4	<ul style="list-style-type: none"> ➤ Link to 'The Power of Earth' topic. Understand key aspects of physical geography, focusing on volcanoes, earthquakes and tsunamis. ➤ Focus on the following key questions: <ul style="list-style-type: none"> - What is underground? - How are volcanoes formed? 	<ul style="list-style-type: none"> ➤ Describe human features in a locality. ➤ Explain why a locality has certain physical features. 	<p>Pebble in My Pocket</p> <p>Create volcanoes paper mache – erupt volcano</p> <p>Create tsunami</p>	Richter scale, aftershock, epicentre, foreshock, main shock, magnitude, microquake, magma,

	<ul style="list-style-type: none"> - How do volcanoes effect people's lives? - What causes earthquakes and how are they measured? - What causes tsunamis and tornadoes and what effects do they have? <ul style="list-style-type: none"> ➤ Locate and name some of the world's most famous volcanoes. ➤ Name and locate some well-known European countries. ➤ Describe how volcanoes have an impact on people's lives. 	<ul style="list-style-type: none"> ➤ Describe key aspects of physical geography, including volcanos, earthquakes and tsunamis. ➤ Describe how volcanos are created. ➤ Describe how earthquakes are created. ➤ Confidently describe physical features of a locality. ➤ Explain why a locality has certain physical features. 	Create bottle tornado	crater, mantle, lava, active, dormant
6	<ul style="list-style-type: none"> ➤ Link to 'Changes in Britain' topic. ➤ Explore the Battle of Medway and explore how Medway has changed since. Use Digimaps to explore ordnance survey maps. ➤ Use fieldwork to observe, measure, record and present the human and physical features in Medway. ➤ Use 4 grid references, symbols and keys. ➤ Use geographical terminology to describe a place and the events that happened there. ➤ Identify key features of a locality by using a map. 	<ul style="list-style-type: none"> ➤ Use fieldwork to observe, measure and record the human and physical features in Medway using a range of methods, including sketch maps, plans and graphs and digital technologies. ➤ Use basic OS symbols. ➤ Begin to use an 8-point compass, simple grid references, symbols and keys to communicate knowledge of the UK. ➤ Create maps of locations identifying some features using a key. ➤ Use locational and directional language such as near, far, left and right to describe the location of features on a map. ➤ Make accurate measurement of distances within 100km. 	Trip to Guildhall museum and have workshop DT – follow busy bees plan to create a suspension bridge.	Km, North, South, East, West, North- East, South-East, South-West, North- West, town, city, hill, river.

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Year 4- Within each Geography unit links will be made to the 4 key elements of the curriculum (locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork).

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1	<ul style="list-style-type: none"> ➤ Link to 'Europe' topic. ➤ Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in a European country (<u>different regions to year 3 unit</u>) ➤ Name and locate counties and cities of the UK ➤ Identify human and physical characteristics of the UK, key topographical features (including hills, mountains, coasts and rivers), land-use patterns and how these have changed over time. ➤ Locate countries in Europe ➤ Know UK cities and counties ➤ Compare localities ➤ Compare cities and villages and know why people may be attracted to live there 	<ul style="list-style-type: none"> ➤ Name and locate counties and cities of the UK ➤ Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns and understand how these have changed over time. ➤ Name and locate the countries of Europe. ➤ Find the same place on a globe and in an atlas ➤ Label the same features on an aerial photograph as on a map ➤ Describe the main features of a well-known city ➤ Describe the main features of a village ➤ Describe the main physical differences between cities and villages ➤ Use appropriate symbols to represent different physical features on a map ➤ Know the difference between the British Isles, Great Britain and UK ➤ Know the countries that make up the European Union ➤ Name up to six cities in the UK and locate them on a map 	hills, mountains, coasts and rivers), city, village
4	<ul style="list-style-type: none"> ➤ Link to 'Rivers' topic. 	<ul style="list-style-type: none"> ➤ Use appropriate symbols to represent different physical features on a map 	Evaporation, precipitation, ground

	<ul style="list-style-type: none"> ➤ Understand key aspects of physical geography including rivers, mountains and the water cycle. ➤ Explain why water is such a valuable commodity. ➤ Explain how the water cycle works. ➤ Name and locate many of the world's major rivers on maps. ➤ Name and locate many of the world's famous mountain regions on maps. ➤ Understand the key features of rivers, including formation. ➤ Explain how a locality has changed over time due to human and physical features. ➤ Trip to Riverside Country Park 	<ul style="list-style-type: none"> ➤ Explain how a locality has changed over time with reference to human and physical features ➤ Understand physical features of rivers and mountains including how they were formed. ➤ Understand and describe the water cycle. ➤ Use maps, atlases, globes and digital/computer mapping to describe features studied. 	<p>water, runoff, rivers, streams, source, bay, floodplain, waterfall, basin, upstream, erosion, meander, oxbow lakes, downstream, mouth, valley, base, mountain range, summit, ridge, face, slope</p>
6	<ul style="list-style-type: none"> ➤ Links to 'Rainforest' unit. ➤ Describe and understand key aspects of biomes and vegetation belts. ➤ Explore the rainforest layers, including researching into Kapok tree, and human impact on the rainforest e.g. deforestation ➤ Locate the Tropic of Cancer and the Tropic of Capricorn. ➤ Explain what a place rainforest might be like in the future, taking into account issues impacting on human features. ➤ Report on ways in which humans have both improved and damaged the environment. ➤ Creepy Claws 	<ul style="list-style-type: none"> ➤ Name and locate the Tropic of Cancer and the Tropic of Capricorn ➤ Find the same place on a globe and in an atlas ➤ Explain how a locality has changed over time with reference to human features ➤ 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>Tropic of cancer, Tropic of Capricorn, forest floor, understory, emergent layer, canopy, deforestation</p>

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Year 5- Within each Geography unit links will be made to the 4 key elements of the curriculum (locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork).

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1	<ul style="list-style-type: none"> ➤ Identify position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, The Greenwich Meridian ➤ Link to 'London' topic, explore economic activity including trade links. ➤ Explain how time zones work. 	<ul style="list-style-type: none"> ➤ Identify position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, The Greenwich Meridian ➤ Describe key aspects of human geography including settlements, land use and trade links. ➤ Begin to collect and analyse statistics about London trade links. ➤ Recognise key symbols used on an ordnance survey map. ➤ Name a number of countries in the Northern Hemisphere. ➤ Name a number of countries in the Southern Hemisphere. 	Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic Circle, Greenwich Meridian.
4	<ul style="list-style-type: none"> ➤ Standalone Geography lessons focusing on key geographical and fieldwork skills. ➤ Use maps, atlases, globes and digital/computer mapping to locate countries. ➤ Use the eight-point compass and 6-figure grid references to build knowledge of the UK and wider world. ➤ Use fieldwork to observe, measure and record the human and geographical features in the local area. ➤ Collect information about a place in the UK and use it in a report (a place explored in 'Tudors' unit?) ➤ Map land use. 	<ul style="list-style-type: none"> ➤ Use a range of fieldwork (random and systematic) to observe, measure and record human and physical features in the local area. ➤ Talk about effectiveness of different geographical representations of a location e.g. aerial images vs maps and topographical maps (such as the London Tube maps). ➤ Use an 8 point compass, 4 and 6 figure grid references, symbols and keys (including OS map) to build my knowledge of the UK and the wider world. 	North, South, East, West, North-East, South-East, South-West, North-West, town, city, hill, river
5	<ul style="list-style-type: none"> ➤ Link to 'Ancient Egypt' topic, explore economic activity. 	<ul style="list-style-type: none"> ➤ Identify and describe the main human and physical features affect the human activity within a location e.g. Towns, Cities and farmer being near the River Nile. 	River Nile, agriculture, trade
6	<ul style="list-style-type: none"> ➤ Link to 'South America' topic. 	<ul style="list-style-type: none"> ➤ Locate and name the main countries in South America on a world map and atlas 	Climate zone, biomes, vegetation belts, rivers, mountains, volcanoes,

	<ul style="list-style-type: none"> ➤ Understand geographical similarities and differences through a region of the UK (could link back to Term 1 London topic) and a region within South America. ➤ Locate North and South America on a map, concentrating on their environmental regions, key human and physical characteristics and major cities. ➤ Explain why many cities of the world are situated by rivers. Use ordnance survey maps on Digimaps in order to locate the position rivers vs cities. ➤ Plan a journey from London to a place in South America taking into account distance and time. 	<ul style="list-style-type: none"> ➤ Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. ➤ Use symbols and keys in order to build their knowledge of the UK and the Wider World. ➤ Identify human and physical characteristics South America. ➤ Begin to understand and explain how countries and geographical regions are interconnected and interdependent. ➤ Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes to make comparisons between South America and UK. ➤ Describe and understand key aspects of human geography including types of settlement, land use and economic activity including trade links to make comparisons between South America and the UK. ➤ Begin to recognise the climate of a given country according to its location on the map. 	<p>earthquakes, settlement, sea, land, mountains, lakes, rivers, beach, cliff, coast, forest, hill, mountain, ocean, valley, soil, vegetation, city, town, village, farm, house, office, port, harbour, shop</p>
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Year 6- **Within each Geography unit links will be made to the 4 key elements of the curriculum (locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork).**

Term	Focus / Activities / Resources	Knowledge, Skills, Understanding	Key Vocab
1	<ul style="list-style-type: none"> ➤ Make links to 'Our Changing World' topic. ➤ Explore physical features of places around the world and describe how some places are similar and different in relation to their physical and human features. ➤ Name and locate some countries and cities in the world and their identifying human and physical characteristics and understand how these have changed over time. ➤ Reflect on the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, The Greenwich Meridian. (covered in Year 5). ➤ Understand and describe key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water. (covered using Corey's Rock) ➤ Analyse population data on two settlements (London and another country explored during topic), report findings and questions raised. (covered using Corey's Rock) ➤ Explain how human activity has caused the world to change. ➤ Use maps, aerial photos, plans and web resources to describe what a locality might be like. 	<ul style="list-style-type: none"> ➤ Understand and describe key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water. ➤ Locate the world's countries on maps, atlases, globes and digital/computer mapping. ➤ Explain similarities and differences between places in relation to human features. ➤ Confidently use maps with a range of scales. ➤ Use ordnance survey maps to answer questions. 	Longitude, latitude, equator, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Antarctic Circle, Greenwich Meridian, food, minerals, distribution
3	<ul style="list-style-type: none"> ➤ Links to Mayans and looking at where Mexico is. 		
4/5	<ul style="list-style-type: none"> ➤ Make links to 'WW2' topic. ➤ Explore how WW2 altered economic activity and trade links. ➤ Explain how WW2 caused London to change. ➤ Use Digimaps to review ordnance survey maps from London before WW2 and now. 	<ul style="list-style-type: none"> ➤ Collect and analyse statistics to draw clear conclusions about different locations. ➤ Map land use with their own criteria 	City, river, economic activity, trade links.
6	<ul style="list-style-type: none"> ➤ Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features. ➤ Use 8-pint compasses, 6-figure grid references, symbols and keys (including OS maps) to build their knowledge of the wider world. 	<ul style="list-style-type: none"> ➤ Recognise key symbols on ordnance survey maps. ➤ Use OS maps to answer questions. ➤ Use maps, aerial photos, plans and web resources to describe what a locality might be like. ➤ Use a 4-figure grid reference. 	North, South, East, West, North-East, South-East, South-West, North-West, town, city, hill, river.

	➤ Use field work to observe, measure, record and present the human and physical features in the local area, including sketch maps, plans, graphs and digital technologies.	➤ Create sketch maps when carrying out a field study.	
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