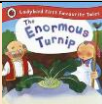


Geography Whole School Overview

EYFS Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core School Focus / Drop down days	Black History Month New Eco Team established	Human Rights Day Switch off fortnight	Children's Mental Health Week Big Schools Birdwatch Science Week	International Women's day Earth Day/ Waste Week	Sun awareness month Fair Trade Day What's Under Your Feet?	Festival of Fieldwork (Fieldwork Fortnight) Transition
Nursery Unit Titles <i>(Overall enquiry question title for each unit)</i>	What is our Nursery space like?		Where would make a good home for a bear?		How can I look after the garden?	
Nursery Geography Sessions <i>(Each lesson titled with a question that gradually builds up answers to overall enquiry unit question)</i>	1 What does our classroom look like? (Looking at map/ scale) 2 What does our outdoor area look like? (Looking at map/ scale) 3 What can we see/feel/hear in different parts of the outdoor area? (Fieldwork - taking videos) 4 Can you spot the difference between photos of our school and St George's School in Nairobi, Kenya? 5 Can you make a map of the outdoor area? 6 Can you create the Nursery using the small world?		1 Can you join in with the spatial words in the story ('Bear Hunt')? 2 What do our school grounds look like? (Looking at a map) 3 Can you go on a bear hunt around school grounds? (Fieldwork - take photo of different locations a teddy bear could hide) 4 Can you make a map of your journey? 5 Where do different bears come from? (linked to countries - using world map and globe) 6 Can you make a home for a bear using the small world?		1 How do you care for the Nursery garden? (weeding, watering) 2 Can you grow your own miniature garden? 3 Can you look after your seedlings? 3 Which living things can I spot on my trip? (Trip to Smithills Farm - use map) 5 Can you make a map of the Nursery garden area? 6 Can you role-play a garden centre?	
Key Vocabulary Introduced	map place building	weather	forest wood home	farm	Garden	people globe
Key Knowledge						
Substantive Concepts <i>(Which of the following does the unit include? Locational Knowledge/ Place Knowledge/ Human & Physical Processes/ Geographical Skills)</i>	Locational Knowledge Human & Physical Processes		Place Knowledge Geographical Skills		Locational Knowledge Place Knowledge Human & Physical Processes Geographical Skills	

Geography Whole School Overview

Disciplinary Concepts (Which of these does your unit include? Map Work/ Fieldwork/ Similarities & Differences/ Research & Enquiry/ Cause & Consequence)	Mapwork Fieldwork Research & Enquiry Cause & Consequence		Mapwork Fieldwork Research & Enquiry Cause & Consequence		Mapwork Fieldwork Research & Enquiry Cause & Consequence	
Development Matters objectives	Use all their senses in hands-on exploration of natural materials. Begin to talk about the differences they have seen in photos		Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos		Begin to understand the need to respect and care for the natural environment and all living things.	
Additional/ cross - curricular sessions		Can you use your senses to describe what you notice on an Autumn walk on the school grounds? (Fieldwork) Record as individual drawings and create a class mind map.		Can you recall and draw the route of the Little Red Hen?		- How do I care for minibeasts? - Where do different animals come from around the world? (countries)
Key Supporting Texts			 		 	 
RRSA/ BV links	Article 31: You have the right to play and rest.		Article 12: You have the right to give your opinion and be listened to.			Article 28: You have the right to a good quality education
Reception Unit Title (Overall enquiry question title for each unit)	Where do I live?			Where can I buy fruit and vegetables in Chorlton?		How is Chorlton different from a town in Burkina Faso?
Reception Geography	1 What does my house look like?			1 Why can't bananas grow in Chorlton? 2 Where is the local grocers?		1 Can I find Chorlton and X on a map?

Geography Whole School Overview

Sessions <i>(Each lesson titled with a question that gradually builds up answers to overall enquiry unit question)</i>	2 Fieldwork - record with picture/video/own house? 3 Looking at data 4 What does my town look like? 5 What can we do in Chorlton? 6 Does Annie the farmer live in Chorlton? Can I build Chorlton with the bricks and people? Can I draw a picture of where I live? Can I draw a map?			3 Can I look at a map and talk about how to get to the grocers? 4 Can I find out which vegetables I can buy in the grocers in Chorlton? 5 What have I learnt from my data? 6 Can I draw a map to show how I got to the grocers?		2 What is different about the bus ride in X? 2 What is different and what is the same about X? 3 Can I carry out a vehicle survey of vehicles which pass school? 4 Can I talk about which vehicles I saw? 5 Can I talk about similarities and differences between what I saw and what I might see in X?
Key Vocabulary Introduced	fieldwork building village park house	seasons	path countryside	grocers local	beach sea lake river	desert mountain hill town
Key Knowledge	- To know that our school is in Chorlton. - To know that Chorlton has a highstreet with shops. - To know that Chorlton has different kinds of homes² - To know that some people work in Chorlton - To know that Chorlton is a village in Manchester			- To know where our local grocers shop is. - To talk about features on my map.		Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.
Substantive Concepts <i>(Which of the following does the unit include?)</i>	Locational Knowledge Place Knowledge Human & Physical Processes Geographical Skills			Locational Knowledge Place Knowledge Human & Physical Processes Geographical Skills		Locational Knowledge Place Knowledge Human & Physical Processes Geographical Skills
Disciplinary Concepts <i>(Which of these does your unit include? Map Work/ Fieldwork/ Similarities & Differences/ Research &</i>	Map Work Fieldwork Similarities & Differences Research & Enquiry Cause & Consequence			Map Work Fieldwork Similarities & Differences Research & Enquiry Cause & Consequence		Map Work Fieldwork Similarities & Differences Research & Enquiry Cause & Consequence

Geography Whole School Overview

Enquiry/ Cause & Consequence)						
Additional/ cross-curricular sessions		Can you draw a map to show how the fire engine to get to the emergency (Following visit of the fire service to school.)	Can you draw a map to show how Little Red Riding Hood how to get to Granny's house?		Can I talk about different bodies of water?	
Development Matters objectives	Explore the natural world around them	Explore the natural world around them	Draw information from a simple map.	Draw information from a simple map.	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.
Core texts	  	   The christmas pine by julia donaldson		 	somebody swallowed Stanley Ponds, Emily Bone	All aboard for the BoBo Road The naughty bus
RRSA/ BV links	Article 9: You have the right to live with a family that cares for you.			Article 27: You have the right to food, clothing and a safe place to live.		Article 30: You have the right to practise your own culture, language or religion.

Geography Whole School Overview

Year 1							
	Autumn			Spring		Summer	
Core School Focus / Drop down days	Black History Month New Eco Team established	Human Rights Day Switch off fortnight		Children's Mental Health Week Big Schools Birdwatch Science Week	International Women's day Earth Day/ Waste Week	Sun awareness month Fair Trade Day What's Under Your Feet?	Festival of Fieldwork (Fieldwork Fortnight) Transition
Y1 Units	What is it like where we live?			How does life in Kenya compare to life in the UK?		Why do people from Manchester go to the Seaside for holidays?	
Y1 Geography Sessions	- Where in the World is the United Kingdom? - Where in the UK do we live? - Can we use and make a map of the school grounds? - How can we use an aerial photograph, plan perspectives and a map to recognise landmarks, human and physical features of the locality? - Fieldwork- Trip to beech road- can we identify the landmarks we saw on the maps? - What do we think about our local area and the people that live there?			- What are the human and physical features of Chorlton? - Where in the World is Kenya? - Why is the Weather in the UK and Kenya different? - What is similar and different between a village in the UK and a village in Kenya? - Can I use my understanding to tell me if an image is in Kenya or the UK? (link to PSHE- breaking stereotypes)		Revisit geography of the UK from Autumn term - Where are the seaside resorts located in the UK? - What was it like to live in Manchester in the Victorian era? (using sources to identify human geography) - Why did people start to go on Seaside holidays in the Victorian era? (comparing living conditions of towns to seaside) - How do people get to the seaside? (transport links) - Fieldwork: Trip to Lytham St Annes - Can you create a model of Lytham St Annes that shows the human and physical features of the area?	
Key Vocabulary Introduced	United Kingdom England Wales Scotland Northern Ireland London Cardiff Edinburgh Belfast	Manchester Chorlton My school my neighbourhood local area City Town Village	Country Capital city Street High Street aerial photograph map plan key	human feature physical feature Europe Africa Continent climate	equator world rural urban	Coast Coastline resort English Channel Irish Sea urban industry transport rail	cliff beach shore tourism hotels B&B campsite holiday park
Key Knowledge	- There are 4 countries in the UK: England, Wales, Scotland and Northern Ireland - The capital cities of these countries are London, Cardiff, Edinburgh and Belfast - Our School is located in Chorlton, a village in Manchester - The local area has lots of houses and a high street with shops - Maps can tell us more about what there is in a place - Aerial maps are the view of a place from above			- The UK is in the continent of Europe; Kenya is in the continent of Africa - Kenya is located close to the equator, and so the climate is hot and dry - There are large cities in Kenya, which are very similar to Manchester - Physical features of a place can help us to learn more about the place. - Human features of a place help us to learn more about the way that humans use and live in the place.		- The UK is an island and has a coastline - The main cities in the UK are built around industry and so lots of people live close together - The coastal regions are built around tourism - the physical geography of seaside areas includes beaches, coastlines and cliffs that we do not see in towns and cities	
Substantive Concepts	- Locational Knowledge - Place Knowledge - Human Processes - Geographical skills.			- Locational Knowledge - Place Knowledge - Human & Physical Processes - Geographical Skills		- Locational Knowledge - Place Knowledge	
Disciplinary Concepts	- Map work - Field work			- Similarities & Differences - Research & Enquiry		- Similarities & Differences - Research & Enquiry - Cause & Consequence	
N.C. Objectives	GSF1: Use world maps, atlases and globes to identify the United Kingdom and its countries. GSF3: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key GES2: Observe and record GES3: Express their own views about people, places and environments GES7: Use globes, maps, plans at a range of scales GES8: Use secondary sources of information [i.e pictures, photographs, stories, information texts, videos, artefacts] GES9: Make maps and plans			PK1: Understand geographical similarities and differences through studying human and physical geography of a small area of the UK (Chorlton), and of a small area in a contrasting non-European country Africa. HPG1: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles GSF1: Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at KS1 HPG2: Describe key physical features, including: beach, coast, mountain, sea, ocean, river, forest, hill, season and weather HPG3: Describe key human features, including: city, town, village, house, port, shop, farm		GSF1: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage GES7: Use globes, maps, plans at a range of scales GES8: Use secondary sources of information [i.e pictures, photographs, stories, information texts, videos, artefacts] GSF3: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. HPG2: Describe key physical features, including: beach, coast, mountain, sea, ocean, river, cliff, valley, forest, hill, season and weather HPG3: Describe key human features, including: city, town, village, house, port, shop, harbour, farm, office	
Additional/ Cross-curricular lessons				Spring 2: Local High Street study: Fieldwork Trip to Beech Road to collect evidence of landmarks, create own map GSF3: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key GES2: Observe and record GES7: Use globes, maps, plans at a range of scales GES9: Make maps and plans		Link to human impact on the environment through Clean Up: GES3: Express their own views about people, places and environments	

Geography Whole School Overview

Year 2							
	Autumn		Spring			Summer	
School Focus / Drop down	Black History Month New Eco Team established	Human Rights Day Switch off fortnight	Children’s Mental Health Week Big School’s Birdwatch Science Week	International Women’s day Earth Day/ Waste Week		Sun awareness month Fair Trade Day What’s Under Your Feet?	Festival of Fieldwork (Fieldwork Fortnight) Transition
Y2 Units	Why do birds migrate?		Why Don’t Penguins Fly?			Would you rather live on an island or in Chorlton?	
Y2 Geography Lessons	Week 1 – Which birds live in our local urban environment?(fieldwork) Week 2 – Why do they live here? Week 3 – Which birds might we find at the coast? Week 4 – Common UK birds Week 5 –Migrating birds and less common birds. Week 6 – Use secondary resources for research project.		Week 1 - Where is Pip’s home and what do we find there? (map skills labelling continents and oceans) Week 2 - How are penguins able to survive in Antarctica? Week 3 - How does Antarctica compare with the Sahara Desert? Week 4 - How is the Arctic different from the Antarctic? Week 5 - Why are there no Polar Bears in Antarctica? Week 6 - So why don’t penguins need to fly?			Week 1 – What is an island? Physical features Week 2 – Where is the island we are focusing on? Week 3 – Can you create a map and key of the island? Week 4 – How do you get to the island? What is island life like for children and families? Week 5 – Would you prefer to live in Chorlton or the island? How do the places compare and how do we describe the physical and human features?	
Key Vocabulary Introduced	The Equator Hemisphere Antarctica Africa Asia Europe	Western Northern North America Oceania	The continents Antarctica Africa Asia Europe North America Oceania	South America The oceans: Arctic Atlantic Indian Pacific Southern	Arctic Circle Antarctic Circle North Pole South Pole Hemisphere	beach cliff coastline forest temperature harbour port farm	island shop house town vegetation valley environment village
Key Knowledge	- There are 7 continents: Antarctica, Africa, Asia, North and South America, Europe, Australia/ Oceania - There are 5 oceans: Arctic, Atlantic, Indian, Pacific, Southern - The weather and climate varies around the world depending on how close to the equator a place is - Migratory birds travel to warmer climates in the Winter months		- There are 7 continents: Antarctica, Africa, Asia, North and South America, Europe, Australia/ Oceania - There are 5 oceans: Arctic, Atlantic, Indian, Pacific, Southern - The polar regions are far away from the equator and so are very cold - The arctic is a desert			- Islands are surrounded by a body of water - Islands have a coastline - Compass directions can be used to identify places on a map - The human and physical features of a place make it appealing/ less appealing for different groups of people	
Substantive Concepts	- Locational Knowledge - Geographical skills		- Locational Knowledge - Place Knowledge			- Place Knowledge - Human Processes - Geographical skills	
Disciplinary Concepts	- Field work - Research & Enquiry - Cause & Consequence		- Map work - Similarities & Differences - Research & Enquiry - Cause & Consequence			- Map work - Similarities & Differences - Research & Enquiry - Cause & Consequence	
N.C. Objectives	HPG1: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles GSF1: Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied at KS1 LK1: Name and locate the world’s seven continents and five oceans GSF2: Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map GES2: Observe and record GES3: Express own views about people, places and environments GES6: Use fieldwork skills		PK2: Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Antarctica/Arctic HPG2: Describe key physical features, including: beach, coast, mountain, sea, ocean, river, forest, hill, season and weather HPG3: Describe key human features, including: city, town, village, house, port, shop, farm			GSF2: Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map GES4: Communicate in different ways including through numerical and quantitative skills, maps and pictures. GES3: Express their own views about people, places and environments HPG2: Describe key physical features, including: beach, coast, mountain, sea, ocean, river, forest, hill, season and weather HPG3: Describe key human features, including: city, town, village, house, port, shop, farm	
Additional/ Cross-curricular lessons	Linked to Great Fire of London History topic: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas (links to London) Use aerial photographs to recognise landmarks and basic human/physical features Describe human features – city, river, shops						

Geography Whole School Overview

Year 3					
	Autumn		Spring		Summer
Core School Focus / Drop down days	Black History Month New Eco Team established	Human Rights Day Switch off fortnight	Children's Mental Health Week Big Schools Birdwatch Science Week	International Women's day Earth Day/ Waste Week	Sun awareness month Fair Trade Day What's Under Your Feet? Festival of Fieldwork (Fieldwork Fortnight) Transition
Y3 Units	Why are there no Rainforests in the UK?		How has Planet Earth changed over time?		Why Don't We See Orange Trees in Chorlton?
Y3 Geography Lessons	Retrieval: Can I identify the world's continents and oceans? 1. Can I identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn? 2. Where are the world's Rainforests? 3. What is a Rainforest biome? 4. What impact is human activity having on the world's Rainforests? 5. How is deforestation changing the geography of the Amazon Rainforest? 6. Why are there no Rainforests in the UK?		1. How did Britain look in the Stone Age? 2. Has there always been 7 continents? 3. What is an Earthquake? 4. What is a volcano? 5. How has the Earth changed as a result of natural phenomena in recent years? 6. How has the Earth changed as a result of human action? Fieldwork - Investigate criteria for safe earthquake-proof buildings. Investigate buildings around Chorlton and rate them for safety in the event of an Earthquake.		- How is land used on the school grounds?(sketch maps) - How do keys and legends help us to see how land is used on maps? - fieldwork: Can I survey my local area to see how land is used? - How was land used in an Ancient civilisation? (Choose from one studied, create sketch map based on research) - How is land used in Modern Day Egypt? - How is land used differently between UK and Egypt for farming and agriculture?
Key Vocabulary Introduced	Biome Climate Climate Change Equatorial Trade	Tropic of Cancer Tropic of Capricorn Latitude Longitude Tropical	tremor tectonic plates richter scale mantle magma	lava active dormant vibrations tsunami	Arid Climate rural urban agriculture farming fertile irrigation vegetation livestock
Key Knowledge	- Rainforests are found near to the equator between the tropic of Cancer and the tropic of Capricorn. - They can be found in every continent except Antarctica. - They are located in countries such as Brazil, India, Peru, Mexico, Australia and Malaysia - The climate in the rainforest is the same all year round: Usually rains every day and is hot and humid - Deforestation is where trees are cut down; there can be positives to this for local people, but there are also many negatives for the environment.		- A volcano is a very deep hole in the Earth's top layer that can let out hot gases, ash and lava. Many volcanoes are also mountains. - Volcanoes can be formed in three ways: plates moving apart; plates overlapping each other; a thin plate creating a 'hotspot'. - Volcanoes have long vents that go all the way down through the Earth's first layer, the crust, to magma in between the crust and the mantle (the Earth's second layer). It's so hot there that rocks melt into liquid. This is magma, which travels up through volcanoes & flows out as lava. - There are three ways to describe a volcano and explain what it's doing - active, erupting, and dormant - Tectonic plates have edges and sometimes the edges can get stuck but the plates keep shaking and vibrating. Pressure slowly starts to build up where the edges are stuck and, once the pressure gets strong enough, the plates will suddenly move causing an earthquake. Earthquakes are measured by the strength of the vibrations – the Richter Scale		- Landmarks on a map can tell us more about how a place is used - Maps can show landmark through keys and legends - Land is used differently in urban and rural areas - In rural areas, land can be used for agriculture or for farming livestock - Different countries farm their land in different ways; this results in different local produce
Substantive Concepts	- Locational Knowledge - Place Knowledge - Human & Physical Processes - Geographical Skills		- Locational Knowledge - Place Knowledge - Human & Physical Processes - Geographical Skills		- Locational Knowledge - Place Knowledge - Human & Physical Processes - Geographical Skills
Disciplinary Concepts	- Map Work - Fieldwork - Similarities & Differences - Research & Enquiry - Cause & Consequence		- Map Work - Similarities & Differences - Cause & Consequence		- Map Work - Fieldwork - Similarities & Differences
N.C. Objectives	GES7: Use globes, maps, plans at a range of scales GES8: Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts] GES6: Use fieldwork skills GES3: Express their own views about people, places and environments GES5: Use geographical vocabulary GSF1: Use maps, atlases, globes to locate countries and describe features studied LK1: Locate the world's countries, using maps to focus on and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities PK1: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a study of Brazil		HPG2: Physical geography, including: climate zones, mountains, volcanoes and earthquakes, and the water cycle (link to science) LK2: Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time LK1: Locate the world's countries, using maps to focus on and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch map To describe and understand key aspects of human geography including land use in the context of using sketch maps Describe and understand key aspects of human geography including land use in the context of using keys and legends Use fieldwork to observe, measure, record and present the human features in the local area in the context of creating sketch maps. Use maps and atlases to describe land use in the context of thinking about urban and rural areas Use maps and atlases to describe land use in the context of thinking about agriculture.

Geography Whole School Overview

Additional/ Cross-curricular lessons		UK map work: Mapping UK Stone Age settlements	map work- Mapping ancient civilisations
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Geography Whole School Overview

Year 4						
	Autumn		Spring		Summer	
Core School Focus / Drop down days	Black History Month New Eco Team established	Human Rights Day Switch off fortnight	Children's Mental Health Week Big School's Birdwatch Science Week	International Women's day Earth Day/ Waste Week	Sun awareness month Fair Trade Day What's Under Your Feet?	Festival of Fieldwork (Fieldwork Fortnight) Transition
Y4 Units	Where is the best place to build a castle in the UK?		How does the geography of the UK compare with Greece?		Is it possible to go back in time?	
Y4 Geography Lessons	- Fieldwork: Can I Use compass points to locate areas in the playground? - Use maps to locate countries and cities in UK - Fieldwork: Trip to Skipton Castle - Research location and make up of castles – why did they have certain features? Why were they built where they were? - Why did people settle in Britain? - Study human and physical to decide the best place to build a castle.		- Where in the world is Greece? (map work: identify bordering countries) - What is similar about different European capital cities? - Why is Athens a good place for a capital city? - Why is London a good place for a capital city? - Fieldtrip- local building study - Why do houses in Chorlton look different to those in Athens?		- What is the difference between countries in the Northern and Southern Hemispheres? - How can we use lines of longitude and latitude to find places on maps? - How does the geography of the polar regions compare to the UK? - What is the significance of the tropics of Cancer and Capricorn? - Which countries are on the Prime Meridian line? - Why are there different time zones across the globe?	
Key Vocabulary Introduced	settlement community valley mountain fertile	agriculture landscape relief map	border coastline island mainland	agriculture industry livestock crops vegetation	Prime Meridian equatorial northern hemisphere southern hemisphere	Tropic of Cancer Tropic of Capricorn climate desert
Key Knowledge	- castles were often built to defend strategic sites, like river crossings and passages through hills and mountains. - Castles were often built on top of hills so that they could see attacks - Castles were often built in the centre of a ruler's land		- Ancient Greece was made up of city states - Ancient Greece was made up of parts of modern Greece, but also some of what is now modern Turkey - In Europe, most capital cities are located just inland, by a river which connects it to a port; this helps with trade - Homes in Manchester have been designed with local resources (red brick) and weather in mind (rain, sloped roofs). - Greek houses are designed to keep the homes cool		- lines of latitude and longitude help us to measure a place's distance from the equator - the area between the tropics of cancer and capricorn is called the Torrid Zone; it has a very hot climate and the sun is most directly overhead in these areas - A meridian is a north-south line; The prime meridian line in Greenwich is separates the western and eastern hemispheres. - Greenwich Mean Time is a way of standardising and comparing time from place to place. Different countries fall into different time zones	
Substantive Concepts	- Locational Knowledge - Place Knowledge - Geographical Skills		- Locational Knowledge - Human & Physical Processes - Geographical Skills		- Locational Knowledge - Place Knowledge - Geographical Skills	
Disciplinary Concepts	- Map Work - Fieldwork - Research & Enquiry		- Fieldwork - Similarities & Differences - Cause & Consequence		- Map Work - Similarities & Differences - Cause & Consequence	
N.C. Objectives	Name and locate countries and cities in the UK, identifying human and physical characteristics (hills, coasts, mountains and rivers) Use the eight compass points and grid references to build their knowledge of the UK PK2: Understand geographical similarities and differences through the study of places linked to other topic area and the Lake District. HPG2: Physical geography, including: mountains		Locate the world's countries using maps with focus on Europe. Use maps, atlases and globes to locate countries Understand geographical similarities and differences between Athens and London 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.		Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies LK3: 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) LK1: Locate the world's countries, using maps to focus on and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities HPG2: Physical geography, including: climate zones, mountains	
Additional/ Cross-curricular lessons			<u>Geography Field Trip</u> Chorlton Meadows - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		- What impact do Humans have on the local wildlife in Chorlton? - Plan and conduct a local area field trip to measure the human and physical features of the area.	

Geography Whole School Overview

Year 5						
	Autumn		Spring		Summer	
Core School Focus / Drop down days	Black History Month New Eco Team established	Human Rights Day Switch off fortnight	Children's Mental Health Week Big School's Birdwatch ; Science Week	International Women's day Earth Day/ Waste Week	Sun awareness month Fair Trade Day; What's Under Your Feet?	Festival of Fieldwork (Fieldwork Fortnight) Transition
Y5 Units	What have the Romans ever done for us?		Why are Rivers so important?		Why would the Vikings settle in the United Kingdom?	
Y5 Geography Lessons	- How did Roman Britain compare to modern Britain? - What did the UK have to offer the Romans? Why did they come?(Physical geography and natural resources) - How have Roman innovations influenced modern British architecture, infrastructure and art? - Fieldwork- How have the Romans influenced the way my local area looks? - Data analysis: what did the Romans ever do for Chorlton?		- What is a river? Labelling parts of river - Why are so many major cities situated close to rivers? World rivers. Atlas/ place research - How many places does the River Thames run through? - How does the way that the Thames is used in London compare to the way it is used in Henley or Witney? - How has the Thames helped to make London such an influential world city? - Local rivers: study of the River Mersey- Mapping source to mouth. Fieldwork: River Bollin trip		- Where did the Vikings come from? Study of countries in Scandinavia, climate, natural resources etc - What would the Vikings have found surprising in Lindisfarne? - How is the UK similar and different to a Scandinavian country of choice?. (Research) - Present findings from group research, choose how to present. - Where might the Vikings Settle in our local area?	
Key Vocabulary Introduced	Great Britain administrative centre infrastructure architecture	aqueducts irrigation	river source tributary mouth meander	channel dam flood plain freshwater	natural resources trade human resources Scandinavia	Norden North Sea
Key Knowledge	- Romans had different names for major UK cities - The UK has natural resources such as copper, gold, iron, lead and tin - Britain had fertile land and cattle that the Roman Empire needed to feed people - The Romans helped to develop the infrastructure of the UK by building roads and settlements		- Many towns and cities are located close to rivers - Rivers can be used to transport goods - Rivers can be used for leisure purposes - The way that rivers are used in the UK has changed alongside technological advancements in transport		- Scandinavian countries are Sweden, Norway and Denmark - Norden countries are Denmark, Finland, Iceland, Norway, and Sweden. - Viking-age Scandinavians shared common features such as house forms, jewellery, tools and other everyday equipment. - Vikings traded resources such as timber, amber and fur as well as slaves - The Vikings raided Britain because they were looking for lucrative new items to steal and trade.	
Substantive Concepts	- Locational Knowledge - Place Knowledge - Human & Physical Processes		- Human & Physical Processes - Geographical Skills		- Place Knowledge - Human & Physical Processes - Geographical Skills	
Disciplinary Concepts	- Research & Enquiry - Cause & Consequence - Map Work		- Map Work - Fieldwork - Cause & Consequence		- Fieldwork - Similarities & Differences - Research & Enquiry	
N.C. Objectives	LK3: Locate and name the main counties and cities in England. LK4: Linking with History, compare land use maps of UK from past with the present. GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied HPG4 : Distribution of natural resources GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied GES1: Ask geographical questions GES2: Collect and record evidence GES3: Analyse evidence and draw conclusions GES5: Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, GES6: Use geographical vocabulary GES7: Use fieldwork techniques		HPG1: Physical geography including coasts and rivers including transpiration (revisit water cycle 3/4); GES9: Use secondary sources of info, including aerial photos GES10: Draw plans and maps at a range of scales GES11: Use ICT to help in geography investigations LK2: Compare 2 different regions in UK rural/urban. GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied GSF5: Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. HPG2: Human geography including trade between UK, Europe and ROW HPG3: Fair/unfair distribution of resources (Fairtrade). HPG4 : Distribution of natural resources GES1: Ask geographical questions GES2: Collect and record evidence GES3: Analyse evidence and draw conclusions GES5: Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills,		GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied PK1: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country PK2: Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. African study and places relevant to Anglo-Saxon/Viking Britain. GES5: Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, GES1: Ask geographical questions GES2: Collect and record evidence GES3: Analyse evidence and draw conclusions GES4: Identify and explain different views that people, including themselves, hold about topical geographical issues GES5: Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, GES6: Use geographical vocabulary GES7: Use fieldwork techniques	
Additional/ Cross-curricular lessons			GES1: Ask geographical questions GES2: Collect and record evidence GES3: Analyse evidence and draw conclusions GES5: Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, - How did the major industries of Manchester transport their goods to the rest of the UK and the wider world? - How has Salford Quays changed since the Industrial Revolution?		HPG2: Human geography including trade between UK, Europe and ROW HPG3: Fair/unfair distribution of resources (Fairtrade). - linked to DT- should we only eat locally grown produce? Where does the food that we eat come from? - Why is the Fairtrade standard important?	

Geography Whole School Overview

Year 6								
	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Core School Focus / Drop down days	Black History Month New Eco Team established		Human Rights Day Switch off fortnight		Children’s Mental Health Week Big School’s Birdwatch Science Week	International Women’s day Earth Day/ Waste Week	Sun awareness month Fair Trade Day What’s Under Your Feet?	Festival of Fieldwork (Fieldwork Fortnight) Transition
Y6 Units	Why were Children evacuated from Greater Manchester to the Countryside during WW2?			How did the Physical Geography of the Mayan civilisation impact their way of life?		What can we learn about Eyam?		
Y6 Geography Lessons	1. What were the major industries in the UK when WW2 broke out? 2. Why do people drop bombs in wars? 3. Why was Salford and inner city Manchester considered at risk of attack? 4. Why were children safer in the countryside and seaside? 5. What does the Manchester Evacuees Memorial in Sudbury tell us about their experiences? 6. How would life have been different for evacuee children in rural Derbyshire have compared to life in Ardwick?			1. Where in the world was the Mayan civilisation? 2. Can I use 6 figure grid references and compass directions to locate places? 3. How did the physical and human geography of the Mayan territory compare to Britain today? 4. What is a line of latitude? 5. Where can I find desert regions and other biomes. 6. Why was the Mayan diet so different to ours?		1. What can ordnance survey symbols tell us about places? 2. What can we learn about Eyam from maps? 3. What can we learn about Eyam from other sources of information? 4. Trip to Eyam: Can I use a map, compass and compass points to find my way around an unknown place? 5. Can I create a map of a place I have been? 6. How has the economy of Eyam been affected by the Black Death?		
Key Vocabulary Introduced	urban industrial docks shipping transport		infrastructure power centre coastal rural		grid reference biomes tropics indigenous	astrology agriculture	ordnance survey key landmark land use	economy finance residential urban
Key Knowledge	• Cities and towns were targeted by air-raids during WW2 in order to damage production and transportation of goods and arms that would support the war effort. • Major ports and docks were also targeted to prevent transport by water • Many evacuee children found life in rural and seaside areas different to the overcrowded, urban cities that they came from. •			• Maya crops of maize and cacao were highly prized commodities • The Maya built cities, pyramids and ornate sculptures in the rainforest • Mayan cities in the rainforest were abandoned in AD900 due to drought • Some Mayan cities have been rediscovered and are now tourist attractions		• Eyam is a village located in the Derbyshire Dales, within the Peak District National Park. • It has a population of less than 1000. It is a beautiful, scenic village which attracts visitors intrigued by its history. • Chorlton is a residential suburb located on the southern outskirts of Manchester City Centre • Early settlers to Eyam mined lead but by the 20th century most of the areas industry had died out • Eyam now relies on tourism to drive it’s economy		
Substantive Concepts	• Locational Knowledge • Place Knowledge • Human & Physical Processes • Geography skills			• Locational Knowledge • Place Knowledge • Human & Physical Processes • Geography skills		• Locational Knowledge • Place Knowledge • Human & Physical Processes • Geography skills		
Disciplinary Concepts	• Map Work • Similarities & Differences • Cause & Consequence			• Map Work • Similarities & Differences • Research & Enquiry • Cause & Consequence		• Map Work • Fieldwork • Research & Enquiry • Cause & Consequence		
N.C. Objectives	LK2: Compare 2 different regions in UK rural/urban. GSF5: Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. HPG4 : Distribution of natural resources			LK1: Locate main countries in Europe and North or South America. GSF3: Extend to 6 figure grid references with teaching of latitude and longitude in depth. GSF4: Expand map skills to include non-UK countries. HPG2: Human geography including trade between UK, Europe and ROW HPG1: Physical geography including climate zones, biomes and vegetation belts- PK1: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America LK5: Identify the position and significance of latitude/longitude. Linking with science, time zones, night and day		GSF2: Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. LK4: Linking with History, compare land use maps of UK from past with the present. GSF5: Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. GES1: Ask geographical questions GES2: Collect and record evidence GES3: Analyse evidence and draw conclusions GES7: Use fieldwork techniques GES8: Use atlases and globes, and maps and plans at a range of scales GES9: Use secondary sources of info, including aerial photos		
Additional/ Cross-curricular lessons	Can I use maps to locate main countries involved in WW2? Locate main countries in Europe and North America. • Use maps, atlases to locate countries.							