

Yearly Overview of Geography

	EY	Y1	Y2	Y3	Y4	Y5	Y6
Autumn Term	<p>Myself Autumn Recycling and the environment</p> <p>The Autumn topic will begin to introduce basic geographical signs and changes.</p> <p>The Recycling and the environment topic will begin to introduce human geography and the impact this can have on the environment.</p> <p>Children will be given the opportunity to comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Familiar Places Materials</p> <p><u>Human and physical Geography</u> Use basic geographical vocabulary to refer to key human features.</p> <p><u>Geographical Skills and Fieldwork</u> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Create plans and draw simple features of familiar environments Add labels onto a sketch map, map or photograph of features</p> <p>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.</p>	<p>Animals</p> <p><u>Locational Knowledge</u> Name, locate and identify characteristics of the four countries and Capital cities of the United Kingdom and its surrounding seas.</p> <p><u>Human and physical Geography</u> Use geographical vocabulary to refer to key human and physical features.</p>	<p>County Durham Stone Age</p> <p><u>Locational Knowledge</u> UK Discovery – is the UK the same everywhere? Physical geography - hills, coasts, rivers, farms, industry, population.</p> <p>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 may have changed over time.</p> <p><u>Geographical Skills and Fieldwork</u> To use the eight points of a compass to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure and present the human and physical features in the local area (County Durham)</p>	<p>Ancient Greece Modern Greece/Europe</p> <p><u>Locational Knowledge</u> Locate Europe as a continent and countries of Europe, specifically Greece. Position on the globe and climates</p> <p><u>Place Knowledge</u> Understand geographical differences and similarities Focus on local area – linked to history Locational Knowledge: Towns, rivers, coastline, Regional map, Tees barrage. Languages and cultures. Compare human and physical features between countries/continents.</p> <p><u>Geographical Skills and Fieldwork</u> Large map work: locate key features. Compass points, scale and distance.</p>	<p>Vikings Space</p> <p><u>Locational Knowledge</u> Locate Scandanavia on a map, concentrating on the key physical characteristics Name regions of the UK and understand how these have changed over time.</p> <p>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) Locate China and the Gobi Desert on a map.</p> <p><u>Human and physical Geography</u> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p>Crime Maps</p> <p><u>Locational Knowledge</u> Use maps to locate world's countries, focusing on South America (Brazil)</p>

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				using simple grid references.		including energy, food, minerals and water. <u>Geographical Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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.	
Spring Term	Dinosaurs Where I live	Durham City and Cathedral	Explorers	Egyptians	Roman Empire Italy	Materials Robots	WW2 Rainforest
	Children will be given the opportunity to begin to look closely at basic geographical similarities, differences, patterns and change. The dinosaur topic will begin to introduce	<u>Human and physical Geography</u> Use basic Geographical vocabulary to refer to: Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,	<u>Locational Knowledge</u> Name and locate the world's seven continents and five oceans. <u>Geographical Skills and Fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as	<u>Locational Knowledge</u> Why do we have cities? UK towns, cities and counties. Counties, land use, settlement, contrasting cities. Identify human and physical characteristics.	<u>Locational Knowledge</u> Locate the world's countries, using maps with a focus on Europe. Concentrating on environmental regions, key physical features and human characteristics,	<u>Geographical Skills and Fieldwork</u> Local Geography Study Using maps Follow a short route on an OS map Describe the features shown on an OS map Use 8 figure compasses, begin to	<u>Human and physical Geography</u> Describe and understand key aspects of Brazil's physical geography and human geography

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	<p>physical geography through volcanoes.</p> <p>The where I live topic begin to introduce Durham to children and England. It will also focus on the capital city London.</p>	<p>vegetation, season and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><u>Geographical Skills and Fieldwork</u> Use simple directional language Draw basic maps including appropriate symbols or pictures to represent features or places.</p>	<p>the countries, continents and oceans studied at this key stage.</p> <p>Use Simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.</p>	<p><u>Geographical Skills and Fieldwork</u> Use maps and atlases to locate countries and describe features studied.</p>	<p>countries and major cities.</p> <p><u>Place Knowledge</u> Focus on European country – Italy (link to history topic) Earthquakes and natural disasters – Vesuvius and Pompeii</p>	<p>use 6 figure grid references.</p>	
Summer Term	<p>Animals and habitats Under the sea</p> <p>Animals and Habitats topic will focus on the Jungle and rainforest, polar regions and mountains.</p> <p>Know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Plants Seaside</p> <p><u>Locational Knowledge</u> Name, locate and identify characteristics of the four countries and Capital cities of the United Kingdom and its surrounding seas.</p> <p><u>Human and physical Geography</u> Identify daily and seasonal weather patterns in the UK</p> <p><u>Geographical Skills and Fieldwork</u> Begin to use world maps, atlases and globes to identify the United Kingdom and its surrounding Oceans.</p>	<p>Seaside</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through studying UK and a contrasting non-European country – Australia</p> <p><u>Human and physical Geography</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p>	<p>Rocks and Volcanoes Dragons Rivers</p> <p><u>Locational Knowledge</u> We've got it all! Why is the North East special? Regional focus with lead on rivers and coasts.</p> <p><u>Human and physical Geography</u> Describe and understand key aspects of: Physical Geography, including rivers, volcanoes and the water cycle. Looking at formation and impact.</p> <p><u>Geographical Skills and Fieldwork</u> Begin to use fieldwork to observe, measure, record and present the</p>	<p>Anglo-Saxon Britain Local History</p> <p><u>Locational Knowledge</u> Focus on local area linked to History. Identify key topographical features (including towns, rivers, coastline, regional map, Tees barrage), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Human and physical Geography</u> Describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resources. Understand</p>	<p>Exploring and Survival</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region within South America.</p> <p><u>Human and physical Geography</u> Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>	<p>Mining Cities</p> <p><u>Place Knowledge</u> Understand similarities and differences through comparing a region of the UK (North East) and a region within South America (Brazil)</p>

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				<p>human and physical features on the local area using a range of methods including, sketch maps, plans and graphs, and digital technologies.</p>	<p>some aspects of human geography including place names that describe the settlement.</p> <p><u>Geographical Skills and Fieldwork</u> Continue to use fieldwork to observe, measure, record and present the human and physical features on the local area using a range of methods including, sketch maps, plans and graphs, and digital technologies.</p>	<p>including energy, food, minerals and water.</p>	
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