



Geography overview

Year	Term	Key Concept	Intent	Nat curriculum objective	Milestones	Essential Characteristics	Vocabulary	Prior Learning
Year 1	Autumn	<p>Main Concept</p> <p>Place</p> <p>Human and physical features</p> <p>Location</p>	<p>Normacot</p> <p>The purpose of this unit of focuses on the location of their school and the area in which the children live. The children will be familiar with the name Normacot but they will be introduced to the physical and human features. They will use simple fieldwork and observational skills to study the geography their local environment. Key questions – Where do I live? What is special about my local area? What can be found in my local area? What could people use to find their way around- how can I help them?</p> <p>WOW: Local area walk.</p>	<p>Ge1/1.1 Location Knowledge Children to name their town</p> <p>Ge1/1.2 Place Knowledge Children to understand similarities and differences through studying the human and physical geography of the local area</p> <p>GE1/1.3 Human and Physical Geography Identify simple human and physical features in the local area. e.g. road, school, house, town, city, shop, trees, grass, forest</p> <p>GE1/1.4 Geographical Skills and Fieldwork Use simple fieldwork and observational skills to study the geography of the school and its grounds. Use aerial photographs and plan perspectives to</p>	<p>Location – The children will know the area that they live in.</p> <ul style="list-style-type: none"> ✓ They will use maps to find where they live. ✓ Plan a route around school using language of forward, backwards, behind and next to. <p>Place –</p> <ul style="list-style-type: none"> ✓ Draw a map of different areas within school. ✓ Answer questions such as – What is this place like? What do people do here? <p>Human and physical features –</p> <ul style="list-style-type: none"> ✓ Name key physical features in local area. ✓ Name Key human features ✓ Identify key features of Normacot so that they can categorise it as a costal, city, town, village or rural area, ✓ Record use of human and physical features using a range of methods – maps, sketches, plans. 	<ul style="list-style-type: none"> ✓ Use and apply geographical vocabulary. ✓ Begin to understand human and physical features of familiar places. ✓ An understanding of where places are and what they are like. ✓ Use skills and fieldwork to reach conclusions and express ideas linked to work completed. 	<p>Geographical names – Alexandra Infants' School, Normacot, Stoke-on-Trent, Staffordshire, United Kingdom, England, Ireland, Scotland, Wales, English Channel, North Sea, Irish Sea</p> <p>Geographical processes – human, physical features, city, town, factory, house – terraced, semidetached, detached, bungalow, flat, place, office, shop, mosque, church, landmarks, similarities, differences, map,</p> <p>Career – We are cartographers!</p>	<p>In EYFS children have looked at different places that have occurred through units of work or books and compared them to where they live.</p>



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				recognise landmarks and basic human and physical features of the local area.				
Year 1	Spring	Location Communities and settlements.	Stoke- on- Trent Continuing on from the local rea study this unit deepens the children's understanding of their wider local area – the city of Stoke-on-Trent. They will further develop their geographical skills and fieldwork observational skills by using ariel photographs and maps to look at the key features of Stoke-on-Trent and describe ways in which the physical features supported the area becoming a city. Key questions - What country is Stoke on Trent in? What human features make Stoke on Trent famous? What do these features tell us about Stoke on Trent? How many towns are there in Stoke- on-Trent? What is different about where we live and the main town	<u>Ge1/1.1 Location Knowledge</u> - Children to name their town, city and country. - Children to name the four countries that make up the United Kingdom. <u>GE1/1.3 Human and Physical Geography</u> - Identify simple human and physical features in the local area. <u>GE1/1.4 Geographical Skills and Fieldwork</u> -Use world maps, atlases and globes to identify the United Kingdom and Stoke on Trent. - Use simple fieldwork and observational skills to study the geography of the school and its grounds. - Use aerial photographs and plan perspectives	Location – ✓ Children to name their town, city and country. Human and physical features – ✓ Identify key features of Stoke on Trent so that they can categorise it as a costal, city, town, village or rural area, ✓ 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. ✓ Know that the canal was a major human feature that supported the area in becoming a city. Communities and settlements ✓ That people settle in areas for a variety of reasons. ✓ That settlements		Geographical names – Alexandra Infants' School, Normacot, Stoke-on-Trent, Staffordshire, United Kingdom, England, Ireland, Scotland, Wales, Geographical processes – human, physical features, city, town, factory, house, canal – landmarks, similarities, differences, map, Career – We are cartographers!	The children will have been introduced geographical terminology that can be applied in this unit of work. Allowing them to compare the human and physical geography of Stoke on Trent.



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			Hanley? How is my city different to a village?	to recognise landmarks and basic human and physical features of the local area ;	can change due to population.			
Year 1	Summer	Human and physical processes. Location	Weather This unit of work enables the children to learn about different weather types and weather of their immediate environment. How seasonal change affects this. It also allows them to move beyond the UK and compare hot and cold areas of the world and the impact of different weather types. It also begins to develop the children's understanding of climate change. Key questions - What is the weather like in the UK? How is the weather different in seasons? Can I predict what kind of weather we will have in different seasons? How does the weather affect different places and why are some	<u>Ge1/1.1 Location Knowledge</u> - Children to name the four countries that make up the United Kingdom. <u>GE1/1.3 Human and Physical Geography</u> - Identify seasonal and daily weather patterns in the United Kingdom.	Location – <ul style="list-style-type: none"> ✓ Children to name their town, city and country. ✓ Name the 4 countries of the UK ✓ Use world maps and globes to identify the UK and begin to locate other countries. Human and physical features – <ul style="list-style-type: none"> ✓ Recognise and name weather types in the UK ✓ Identify daily/ seasonal changes in weather ✓ Explain dangers of weather ✓ Locate hot and cold countries of the world. 		Geographical names United Kingdom, England, Ireland, Scotland, Wales, English Channel, North Sea, Irish Sea, ocean weather, weather forecast, hot, cold, rain, snow, climate, sunshine, pattern, similarities, differences, map, globe, atlas, equator, extreme, flooding, drought, blizzard, heatwave, hurricane, temperature Career – we are atmospheric scientists – meteorologist! We are environmental scientists!	•



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			places hotter than the UK? How is our weather changing?					
Year 2	Autumn	<p>Location</p> <p>Human and physical processes.</p> <p>Place</p>	<p>The United Kingdom (Linked with history – Famous Queens of England)</p> <p>This unit of work widens the children understanding of the UK. Skills taught in year 1 when studying the local area will be applied to a national study. The children will also begin to locate the UK on world maps/ atlases and name the continents, oceans and seas. They will use aerial photographs to discover human and physical features, understand simple map symbols, and compass directions. They will look at the capital cities of the UK, in particular London and what identifies it as a capital city.</p> <p>Key questions – Can I plan a simple route? Do I know the compass points? Can I draw a sketch map? What countries make up the UK? Where in the world is the UK? What oceans</p>	<p><u>Ge1/1.1 Location Knowledge</u></p> <p>- Children to name the four countries that make up the United Kingdom.</p> <p><u>GE1/1.3 Human and Physical Geography</u></p> <p>- Identify simple human and physical features in the UK.</p> <p><u>GE1/1.4 Geographical Skills and Fieldwork</u></p> <p>-Use world maps, atlases and globes to identify the United Kingdom and Stoke on Trent.</p> <p>- Use simple fieldwork and observational skills to study the geography of the UK.</p> <p>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the local area ;</p>	<p>Location –</p> <ul style="list-style-type: none"> ✓ Children to name their town, city and country. ✓ Use an atlas to locate 4 countries of the UK, capital cities and other key places (S-O-T). ✓ Use an atlas to locate the seven continents of the world. ✓ Use an atlas to locate the five major oceans of the world <p>Place</p> <ul style="list-style-type: none"> ✓ Draw a simple sketch map of their local area and plan a route to the junior school using the points of a compass. <p>Human and physical features</p> <ul style="list-style-type: none"> ✓ Use aerial photographs to 'view from above' and recognise basic human and physical features ✓ Ask geographical questions – Where is 		<p>Geographical names United Kingdom, England, Ireland, Scotland, Wales, English Channel, North Sea, Irish Sea, ocean continent,</p> <p>Sketch moan, key, compass rose, map symbol, route, compass,</p> <p>Atlas, physical feature, aerial view, human feature</p> <p>Career – We are cartographers!</p>	



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			and seas are close by? Which continent does the UK belong to? What are the characteristics of a capital city?		it? What is this place like? How near/far is it?		
Year 2		Place Location Human and physical features	<p>Stoke-on-Trent and Seaside The purpose of this unit is to compare their locality to a coastal location within the UK. The children will now know the different countries of the UK and surrounding seas. They will compare human and physical features of a coastal location and use aerial photographs to do this. They will construct a simple map using a key and a grid reference.</p> <p>Key questions – Why do people visit a seaside? How is the location different to where we live? Which is the UK next to? How seas surround the UK? How do we know on a map of the UK where the seaside towns are? What do you notice about the coast and how it is different to where we live? Can you sort physical and</p>	<p><u>GE1/1.3 Human and Physical Geography</u> Identify simple human and physical features in the UK.</p> <p><u>GE1/1.4 Geographical Skills and Fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and Stoke on Trent. Use simple fieldwork and observational skills to study the geography of the UK. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the local area ;</p>	<p>Location –</p> <ul style="list-style-type: none"> ✓ Children to name their town, city and country. ✓ Use an atlas to locate 4 countries of the UK, capital cities and other <p>Human and physical features</p> <ul style="list-style-type: none"> ✓ Use aerial photographs to 'view from above' and recognise basic human and physical features ✓ Ask geographical questions – Where is it? What is this place like? How near/far is it? <p>Place</p> <ul style="list-style-type: none"> ✓ The differences between localities <p>Communities and settlements</p> <ul style="list-style-type: none"> ✓ That people settle in areas for a variety of reasons. 		<p>Geographical names United Kingdom, England, Ireland, Scotland, Wales, English Channel, North Sea, Irish Sea, ocean Local area, national, resort, pier, promenade,</p> <p>Geographical processes – human, physical features, city, town, factory, house, beach, coast, coastal, climate, bay</p> <p>Career – We are cartographers!</p>



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			human features? What sources of information can you use to find out about a seaside? How can we help our seas and seaside? (climate/ plastic / rubbish/ recycling link)					
Year 2	Summer	Place Location Human and physical features	<p>England and Pakistan After being introduced to comparing locations nationally the children will then apply the skills to an international study. They will look at the physical features which define the countries. The children will locate Pakistan on a world map and look at its surrounding seas and oceans and compare this to the UK. They will identify the equator and draw conclusions about the weather in each country.</p> <p>Key questions – Where in the world is Pakistan? Is it close to the UK? Which direction on a map would you travel to get there? What continent is it on? What Ocean(s) is it</p>	<p>Ge1/1.2 Place Knowledge Children to understand similarities and differences through studying the human and physical geography of the United Kingdom and of a small area in a contrasting Non-European country.</p> <p>GE1/1.3 Human and Physical Geography Identify locations of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Identify human and physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean,</p>	<p>Location</p> <ul style="list-style-type: none"> ✓ Use an atlas to locate the seven continents of the world. ✓ Use an atlas to locate the five major oceans of the world <p>Human and physical features</p> <ul style="list-style-type: none"> ✓ Use aerial photographs to 'view from above' and recognise basic human and physical features ✓ Ask geographical questions – Where is it? What is this place like? How near/far is it? <p>Place</p> <ul style="list-style-type: none"> ✓ The differences between localities 		Geographical names United Kingdom, England, Ireland, Scotland, Wales, English Channel, North Sea, Irish Sea, ocean continent, Atlas, physical feature, aerial view, human feature Pakistan	



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			<p>next to? Is it close to the Equator? What is the same/ different about Pakistan and where we live? What is Pakistan's capital city? Is it like London? Does it have a major river like London? What is the weather like? Can you compare the weather to the UK? Is Global warming effecting Pakistan's weather?</p>	<p>river, valley, vegetation, village, factory, farm, port, harbor</p> <p>Use simple compass directions and locational language.</p>				
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