

Steam Mills Geography Overview: Year A

	Autumn	Spring	Summer
Year R	<ul style="list-style-type: none"> Pre skills Enjoy books about places 	<ul style="list-style-type: none"> Use tracks on a carpet with cars Play with a globe 	<ul style="list-style-type: none"> Show interest in a continuous provision area such as travel agents
Class 2 Year 1/2	<p style="text-align: center;"><u>Epic Explorers</u> <u>Units: Seas and Coasts</u></p> <p>Ge1/1.1 Location Knowledge <ul style="list-style-type: none"> Ge1/1.1a name and locate the world's 7 continents and 5 oceans Ge1/1.4 Geographical Skills and Fieldwork <ul style="list-style-type: none"> Ge1/1.4a 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 Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map Ge1/1.3 Human and Physical Geography <ul style="list-style-type: none"> Ge1/1.3b use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, river, soil, valley, vegetation Maps: <ul style="list-style-type: none"> Identify where they have been on holiday, using a map Identify features on a map Identify the main regions of the world – continents, equator, tropics Begin to use the concepts of NSEW Knowledge and Understanding: <ul style="list-style-type: none"> Understand the concept of close and far away Identify parts of some physical features – e.g. coast </p>	<p style="text-align: center;"><u>Will I Need A Coat?</u> <u>Units: Weather Patterns and Hot and Cold Places</u></p> <p>Ge1/1.3 Human and Physical Geography <ul style="list-style-type: none"> Ge1/1.3a 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 Ge1/1.3 Human and Physical Geography <ul style="list-style-type: none"> Ge1/1.3b use basic geographical vocabulary to refer to: key physical features, including: soil, valley, vegetation, season and weather Geographical Study and Field Work: <ul style="list-style-type: none"> Collect simple statistics – longest, shortest, highest Fill in and use a class weather chart Use a digital camera to record what they see Show interest in what they have seen in field work Take and use digital photographs Make detailed sketches whilst on field Discuss changes in weather and seasons from a chart Use tally charts and simple tables to collect information </p>	<p style="text-align: center;"><u>Once Upon A Forest</u> <u>Units: Mapping School and Our Local Area</u></p> <p>Ge1/1.3 Human and Physical Geography <ul style="list-style-type: none"> Ge1/1.3b use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season Ge1/1.4 Geographical Skills and Fieldwork <ul style="list-style-type: none"> Ge1/1.4d 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. Geographical Study and Field Work: <ul style="list-style-type: none"> Record what they have seen in simple ways including, including pictures and diagrams with labels Make detailed sketches whilst on field work and/or draw labelled diagrams Maps: <ul style="list-style-type: none"> Use simple blocked maps and plans Mark the location of the school on a simple local map Draw simple maps and plans, sometimes with keys Make a plan of the classroom Mark some locations on a map of the UK – our town, our school visit, my holiday Knowledge and Understanding: <ul style="list-style-type: none"> Recognise characteristic physical and human features of places – built up, noisy, busy Express views about the local area and environment </p>
Class 3 Year 3/4	<p style="text-align: center;"><u>Ancient Egypt</u></p> <p>Geographical study and fieldwork:</p> <ul style="list-style-type: none"> Use prediction and prior knowledge to find out about unknown places and combine this with observations (knowledge about location of Egypt/ weather conditions) Use a range of secondary sources including google Earth (birds eye view of the River Nile/ location of Egypt) <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> Understand the different uses of different places (why did the Egyptians settle by the Nile?) Understand the concept of reciprocal link between physical and human features (What was the Nile used for? How were the pyramids built?) Identify how land use around a river impacts on people's lives (How did the river Nile central role in Egyptian life?) Begin to recognise geographical patterns and identify through aerial photographs (land in Egypt- desert) 	<p style="text-align: center;"><u>Vikings and Saxons</u></p> <p>Geographical study and fieldwork:</p> <ul style="list-style-type: none"> Use prediction and prior knowledge to find out about unknown places and combine this with observations (What was the land like where the Anglo-Saxons invaded from?) <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> Understand the different uses of different places (why did the Anglo-Saxons invade Britain? Why did they choose to settle in certain places?) Understand the concept of reciprocal link between physical and human features (Anglo-Saxon settlements- use of river, woods, land for growing crops) Identify how land use around a river impacts on people's lives (Settlements near rivers. Longboats to travel inland easily.) Understand why people chose to live in contrasting areas (What was land good for in different places) 	<p style="text-align: center;"><u>Local Industry</u></p> <p>Geographical study and fieldwork:</p> <ul style="list-style-type: none"> Use prediction and prior knowledge to find out about unknown places and combine this with observation. Use a range of primary and secondary sources, including the internet, Google earth and questionnaires. Suggest own ways of presenting information both graphically and written. Make detailed and labelled sketches. Record information on charts, graphs and tables (record the number of mines overtime) Examine, question, analyse what is discovered using a range of evidence. Discriminate between different sources of information. Offer explanations for some features seen in fieldwork underlying reasons for observations, giving own views and judgements. <p>Maps:</p> <ul style="list-style-type: none"> Draw maps of local places, including sketches from fieldwork. Use and draw maps with a simple key. Use maps with simple grid references. Work out routes on maps and plan. Find longest and shortest routes using maps (to travel from different tourist attractions) Plan routes using 4 point compass. Read and use the symbols of an OS map. Use four figure grid references to locate points on a map. Plan a route and work out the distance using map scales <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> Understand the different uses of different places (geology suited to different mines) Describe and identify how a place has changed.

			<ul style="list-style-type: none"> • Understand how economic development can change a place (tourist/ mining) • Suggest ways of improving local environment • Begin to recognise geographical patterns and identify through aerial photographs. • Consider the future of some physical and human features based on their understanding of change (what might industry look like in the future?)
<p>Class 4 Year 5/6</p>	<p style="text-align: center;"><u>Space</u></p> <p>Maps:</p> <ul style="list-style-type: none"> • Work out journey time, using their knowledge of time zones (linked to Science) 	<p style="text-align: center;"><u>South America</u></p> <p><i>Geographical study and field work:</i></p> <ul style="list-style-type: none"> • Use a range of primary and secondary sources, including the internet, Google earth and questionnaires. • Suggest own ways of presenting information both graphically and written. • Make detailed and labelled sketches. • Collect statistics about people and places • Begin to use a range of graphs, including pie charts • Carefully select sources of evidence, and sift information • Collect statistics about people and places, and set up a database from field work or research • Analyse data – e.g. population data – using similarity and difference <p>Maps:</p> <ul style="list-style-type: none"> • Use and draw maps with a simple key. • Use maps with simple grid references • Work out journey time, using their knowledge of time zones • Use a compass to follow a route <p><i>Knowledge and understanding:</i></p> <ul style="list-style-type: none"> • Know the difference between weather and climate (a continent/country can have several different climates and weather patterns) • Suggest ways towards reduction in climate change - deforestation • Understand the different uses of different places – Amazon River • Describe and identify how a place has changed – Human development of areas and the impact • Understand how economic development can change a place (tourists, trade) • Describe how change can lead to similarities between different places • Justify own viewpoint or decision, and use new information to adapt their own viewpoint • Suggest how human activities can cause changes to environment and to the different views people hold • Make a plausible case for environmental change • Interpret other people's arguments for change, analysing and evaluating their viewpoints 	<p style="text-align: center;"><u>Mayans</u></p> <p><i>Geographical study and field work:</i></p> <ul style="list-style-type: none"> • Suggest own ways of presenting information both graphically and written. <p>Maps:</p> <ul style="list-style-type: none"> • Use and draw maps with a simple key. • Use maps with simple grid references • Use and understand simple scale (comparing Brazil to the size of the UK) • Use 6 figure grid references <p><i>Knowledge and understanding:</i></p> <ul style="list-style-type: none"> • Understand how economic development can change a place (tourists, trade – modern day Mexico and how Mayans traded goods) • Understand the different uses of different places – Amazon River • Describe and identify how a place has changed – cenotes – why some become exposed • Describe how change can lead to similarities between different places – water sources in Central America different to Amazon. Yucatan water is below ground because it is flat no mountains or valleys. • Suggest how human activities can cause changes to environment and to the different views people hold – archaeologists know when they have found a Mayan Ruin because they are 'hills' or mounds – covered up buildings and there are very few natural hills in the Yucatan area. • Make a plausible case for environmental change • Interpret other people's arguments for change, analysing and evaluating their viewpoints

Steam Mills Whole School Theme Overview: Year B

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year R	<ul style="list-style-type: none"> Pre skills Enjoy books about places 	<ul style="list-style-type: none"> Use tracks on a carpet with cars Play with a globe 	<ul style="list-style-type: none"> Show interest in a continuous provision area such as travel agents
Class 2 Year 1/2	<p style="text-align: center;"><u>London's Burning</u> <u>Unit: Let's Explore London</u></p> <p>Ge1/1.1 Location Knowledge</p> <ul style="list-style-type: none"> Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p>Ge1/1.3 Human and Physical Geography</p> <ul style="list-style-type: none"> Ge1/1.3b use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Maps:</p> <ul style="list-style-type: none"> Know the main aspects of the British Isles using maps <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> Describe places using their characteristics and simple vocabulary – e.g. house, street, wood Describe different types of buildings Know that places are linked by paths or roads Use vocabulary of size to classify – hamlet, town, city 	<p style="text-align: center;"><u>Home and Away</u> <u>Unit: Let's Visit Australia</u></p> <p>Ge1/1.2 Place Knowledge</p> <ul style="list-style-type: none"> Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Ge1/1.3 Human and Physical Geography</p> <ul style="list-style-type: none"> Ge1/1.3b use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Ge1/1.4 Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Ge1/1.4c 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>Geographical Study and Field Work:</p> <ul style="list-style-type: none"> Remember and talk about what was seen Ask simple geographical questions <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> Talk about places seen in books, videos, internet Make lists of places with similar characteristics Understand similarities and differences in places Use aerial photographs to identify land use and other geographical features 	<p style="text-align: center;"><u>Important People</u></p>
Class 3 Year 3/4	<p style="text-align: center;"><u>Stone Age – Iron Age</u></p> <p>Geographical study and fieldwork:</p> <ul style="list-style-type: none"> Use prediction and prior knowledge to find out about unknown places and combine this with observation (Skara Brae and Stonehenge) Use a range of primary and secondary sources including the internet and google earth (Skara Brae, Cheddar Gorge and Stonehenge) Suggest own ways of presenting information including graphically and in writing (hunter gathers to settlers- why were there changes?) Offer explanations for some features seen in fieldwork, underlying reasons for observations, giving own views and judgements (Cheddar Gorge- why is there a gorge? Why did people live in caves?) <p>Maps:</p> <ul style="list-style-type: none"> Use maps with simple grid references (locate Stone Age points of interest- Stonehenge, Skara Brae and Cheddar Gorge) <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> Understand the different uses of different places (Cheddar Caves- homes, hunter gathers- move to sources seasonal food, iron mines) Understand the different places have different characteristics (gorge from ice age) Understand the reciprocal link between human and physical features (how did Stone Age people use the land/ natural foods/ caves for homes?) 	<p style="text-align: center;"><u>Earth</u></p> <p>Geographical study and fieldwork:</p> <ul style="list-style-type: none"> Make field measurements over time Collect statistics and present them appropriately Record information on charts, graphs and tables Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate Begin to use the computer to draw graphs Draw on own knowledge and understanding when setting up a field work investigation Test conclusions for accuracy Measure wind speed, rainfall and noise level Make good use of ICT in charts and graphs Use a database to record information Prepare questionnaires to investigate people's views on an environmental issue <p>Maps:</p> <ul style="list-style-type: none"> Compare information from atlases with that from a globe Use atlases which show physical and human features Use contents and index pages of an atlas Identify time differences around the world <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> Work out location using a range of information Understand that different places may have similar/different characteristics and give reasons for these 	<p style="text-align: center;"><u>Romans</u></p> <p>Geographical study and fieldwork:</p> <ul style="list-style-type: none"> Use prediction and prior knowledge to find out about unknown places and combine this with observation (What was life in Rome like?) Use a range of primary and secondary sources including the internet and google earth (Locating Roman empire) Suggest own ways of presenting information including graphically and in writing (why did the Romans invade Britain?) Offer explanations for some features seen in fieldwork, underlying reasons for observations, giving own views and judgements (Why did the Roman army settle in Caerleon?) Discriminate between different sources of evidence (primary sources- visit Caerleon) <p>Maps:</p> <ul style="list-style-type: none"> Use maps with simple grid references (locate places the Roman empire invaded) Work out routes on maps and plans (How did the Romans get to Britain?) Plan routes using 4 points of the compass. Use 4 figure grid references to locate points on a map Plan a route and work out distance using map scales <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> Understand the different uses of different places (why did the Romans invade Britain/ other countries?) Understand the different places have different characteristics (why was Caerleon a good place to settle the Roman army?)

	<ul style="list-style-type: none"> Begin to recognise geographical patterns and identify through aerial photographs (ceremonial grounds/ monuments- where are they located? How did they get there?) 	<ul style="list-style-type: none"> Understand and use the concept of reciprocal link between physical and human features Express views and recognise how people affect the environment, summarising the issues Understand how weather changes environment Know the difference between weather and climate Suggest ways towards reduction in climate change Understand why people choose to live in contrasting areas Compare the lives of people in two different environments or places Understand how people can both improve and damage the environment Explain the process of erosion and deposition, and its effects on people Explain their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of each 	<ul style="list-style-type: none"> Understand the reciprocal link between human and physical features Begin to recognise geographical patterns and identify through aerial photographs (Roman ruins in Britain) Understand why people chose to live in contrasting areas
<p>Class 4 Year 5/6</p>	<p style="text-align: center;"><u>World War II</u></p> <p>Maps:</p> <ul style="list-style-type: none"> Use and draw maps with a simple key. Use maps with simple grid references Use and understand simple scale Use 6 figure grid references (all above linked to looking at the expansion of the Nazi regime) <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> Understand how people can both improve and damage the environment – effects of war and pollution Begin to understand geographical pattern – e.g. why some countries were easier to invade than others. Describe and begin to explain patterns in physical and human changes – link to political changes of the time Recognise dependant links and relationships in both human and physical geography 	<p style="text-align: center;"><u>Rivers</u></p> <p>Geographical study and field work: (River study of stream at the back of school with the Wetlands Trust).</p> <ul style="list-style-type: none"> Suggest suitable questions for a field work study Rank information found in order of importance Come to accurate conclusions, using information Make careful measurements – e.g. rainfall, noise level, distance Suggest relevant issues for further study Speculate and hypothesise about what is found Suggest plausible conclusions, and back up with evidence <p>Maps:</p> <ul style="list-style-type: none"> Use and understand simple scale Use 6 figure grid references <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> Identify the parts of a river, and land use around it and how these can change people's lives Express views and recognise how people affect the environment, summarising the issues Understand how people can both improve and damage the environment Explain the process of erosion and deposition, and its effects on people Explain their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of each Begin to understand geographical pattern – e.g. industry by a river Describe and begin to explain patterns in physical and human changes Recognise dependant links and relationships in both human and physical geography 	<p style="text-align: center;"><u>Ancient Greece</u></p> <p>Geographical study and field work:</p> <ul style="list-style-type: none"> Use a range of primary and secondary sources, including the internet, Google earth and questionnaires. Suggest own ways of presenting information both graphically and written. <p>Maps:</p> <ul style="list-style-type: none"> Use and draw maps with a simple key. Use maps with simple grid references Use and understand simple scale – size of empire changing on the maps <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> Understand how economic development can change a place (tourists, trade both ancient and modern) Describe and identify how a place has changed – collapse of empire – country utilised differently Understand how weather changes environment – ability to grow certain things for trade Describe how change can lead to similarities between different places – human geography – invasion Begin to understand geographical pattern – how and why the Ancient Greeks were such successful invaders, location of their country relative to the countries they invaded Describe and begin to explain patterns in physical and human changes – link to how 'Ancient Greece is very different to Greece today – due to conquests etc. Suggest how human activities can cause changes to environment and to the different views people hold Interpret other people's arguments for change, analysing and evaluating their viewpoints.