



WENSLEY FOLD CE PRIMARY ACADEMY

GEOGRAPHY OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	People, Culture and Communities: Early Learning Goal: Children can describe immediate environment from observation, discussion, stories, non-fiction, maps. Children know some similarities and differences between religious and cultural communities in this country. Children can explain some similarities and differences between life in this country and life in other countries.					
	Marvellous Me! Children know where school is, both the road and town. Children can describe the school area. Children look at aerial images of school and describe different things we can see. Children know that school is a place where we learn and make friends Children know that adults in school help us and keep us safe. Children know what a community is, describing shops and other amenities in our community – children visit local amenities e.g. post office. Children visit local post office – collaboratively make a simple map of the journey Children note changes in the weather and season.	Once Upon a Time Children draw simple maps of imaginary settings from stories they know well e.g. Three Billy Goats Gruff Children explore similarities and differences between different religious and cultural communities including story-telling, singing songs, looking at clothing and celebration foods. Children show awareness of differences and similarities between groups from around the world.	Starry Night Children discuss what they know about the Earth Children learn that the moon is in space and compare it to the Earth. Children note changes in the weather and season. (Winter) Children find out where it is always cold. Children discuss the features of contrasting cold places. Children learn what life is like in cold counties including where children live there, travel there, go to school, clothing.	Dangerous Dinosaurs - Children will discuss how the world looked different millions of years ago, including changes in physical features. Children discuss environment in world when dinosaurs were alive e.g. no man made features and compare to world now. Children go on Welly Walks, describing features of spring, drawing simple maps of their route. Children note changes in the weather and season (Spring).	Sunshine and Sunflowers Children make simple maps of our outdoor environment when designing a new garden. Children describe their immediate environment when looking at new flowers and changes in Summer. Children note changes in weather and season (Summer).	Big Wide World Children describe their immediate environment Children learn about contrasting environments in our locality – parks vs local streets/community (Corporation Park VS Manor Road) Children learn how to look after their local environment, including recycling and litter picking (on school grounds). Children learn about contrasting environments in our region – countryside. Travel on a train to Clitheroe to compare. Children learn that the world is made of land and seas and oceans

	Autumn 2	Spring 2	Summer 2
Y1	Family Album: UK countries and capital cities. In this theme, children learn to name, locate and identify the characteristics of the four countries of the United Kingdom (England, Scotland, Wales and Northern Ireland) as well as their capital cities (London, Edinburgh, Cardiff and Belfast).	My Classroom, My School: Fieldwork in and around the school grounds. In this theme children will learn simple fieldwork skills, including observation and recording, to study the geography of their school and its grounds. They will also investigate the key human and physical features of its surrounding environment, i.e. the housing estate, village, or part of the town in which the school is located etc. They will consider similarities and differences between their own school's environment and one other (St Silas'). The key questions and activities start with the school and its grounds before moving out into the immediate neighbourhood and town in year 2.	Hot and Cold: Hot and cold places of the Earth. The purpose of geography study is to inspire in children a curiosity and fascination about the world. This unit aims to help children to think geographically and to equip them with some knowledge about continents, oceans, hot and cold places of the world and how these are different from the UK.
Digimap Progression	DfS maps and aerial photos on the big screen – search by postcode and/or place name locally – children to see where they live in relation to others. Label school and zoom out to view its place in the UK. Visit other relevant places e.g. four countries of the UK and their capital cities in map and aerial view. Print off large scale maps and aerial photos of the school grounds. Children match and label real features that they recognise to the corresponding OS map symbols.		

	Autumn 1	Spring 1	Summer 1	Summer 2
Y2	The Place where I Live (and Play!): Small area in the UK (Blackburn). This unit aims to build on children's fieldwork skills learnt in Y1 by looking further afield into the local community.	Explorers: Serekunda <u>Small area</u> in a contrasting non-European country (Serekunda). In this theme, children will learn about a small area within a contrasting non-European country (Serekunda). It is an area	ECO Schools: The areas of ECO schools. Children will learn about the different areas of ECO and about the importance of taking care of our environment. It will include	The Seaside: The children will learn the names and location of the 7 continents and 5 oceans.

	This includes observation and recording, to study the geography of Blackburn. Where do the children play and have fun and what are these places like? Which are built places e.g. recreation grounds, swimming pool and which are natural places e.g. woods, fields, parks? Do they have a garden or other outside space at their home? Where in the school grounds do they play? Where do they go to play at the weekends or on holiday?	similar in size to Blackburn to aid comparison. The children will learn the broader geographical context of Serekunda, which is located in the Gambia in Africa. Children will explore similarities and differences between Serekunda and Blackburn (building on the knowledge, skills and understanding from the previous Yr 2 theme - The Place Where I Live).	issues around litter and waste e.g. damage to the environment; reducing the level of resource use; and reuse, as well as recycling, of resources. Children will recognise how people can adversely affect, as well as improve, the environment e.g. transport and energy use. They will consider environments at a range of scales from their classroom to the school grounds to the community they live in, touching briefly on whole world impact.	They will also use their map skills to find the seas surrounding the UK and locations of seaside towns.
Digimap Progression	Children use DfS to search for their school and house and add simple labels to their map or aerial photo. Maps can be saved within DfS or printed off for the children to add to later. Children use a pre-prepared map of the school grounds to follow a trail, search for an object and follow a route. Children can use directional language such as North, South, East and West and left and right when following a route.			

	Autumn 1	Summer 1	Summer 2
--	----------	----------	----------

Y3	A Kingdom United: The Geography of the UK. In this unit children will learn the geographical context of the UK (in Europe) and identify and locate human and physical characteristics. They will begin to realise that different types of maps e.g. Ordnance Survey, Google Maps, Bing Maps, Google Earth etc show different features in more/less detail. For example, their school will not always appear on Google Maps but will definitely feature on large scale Ordnance Survey maps such as Digimap.	Water, Water, Everywhere: River Study. In this theme, children learn about rivers and the water cycle. This will lead on from work the children have done about the UK and the Lake District. Children will also take part in a local river study (fieldwork) and will look at key aspects of the main rivers in the UK. Children will learn that rivers have sources, channels, tributaries and mouths, that they receive water from a wide area and that most flow eventually into a lake or the sea. They will learn that human activity affects and is influenced by rivers. They will link their learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans.	The Lake District: Region in the UK. This unit builds on work based on the local area covered in year 2 - The Place Where I Live. It will focus on The Lake District in Cumbria, in the UK. The children will study key aspects of human and physical geography in the Lake District. They will consider geographical similarities and differences between the Lake District and other regions of the UK, including their own locality. <i>(Children could also refer back to their learning on the Lake District when studying other regions later in KS2).</i>
Digimap Progression	Draw a basic route on the map e.g. following the route of a rover. Add explanatory labels. Save personalised maps within DfS (these can be opened later on any device.) Save and print maps for children to label manually. Introduce historical maps to compare how things have changed over time. Zoom in and out of the maps to locate places further away e.g. Lake District and its mountains and lakes, Roman features etc.		

	Autumn 2	Spring 1	Spring 2
Y4	Passport to Europe: The Geography of Europe. In this unit children will learn the geographical context of Europe and its place within the wider world. They will locate some European countries and identify and locate human and physical characteristics. They will then be able to identify similarities and differences between these countries and the UK.	Rock and Roll: Volcanoes and Earthquakes. In this theme, children will investigate earthquakes and volcanoes: what they are; why they happen; and how they affect the landscape and human activity. They will learn that the Earth is constantly moving and changing, inside and on the surface (plate tectonics) resulting in physical features such as earthquakes and volcanoes. They will begin to ask questions about what they hear in the news and make links between what is happening around the world (e.g. natural disasters) and what they have learned in school.	Passport to Europe: Region in a European country (the Campania region in Italy). In this theme, children learn about a region in a European country (the Campania region). The children will learn the broader geographical context of the Campania region, which is located in Italy, In Europe. Children will explore similarities and differences between the region and regions of the UK (Blackburn and the Lake District). This theme builds on the knowledge, skills and understanding from the Y3 theme - a region of the UK.)
Digimap	Use printed off maps to use 4 figure coordinates to locate features. Use scale bars to calculate distances. Children use the DFS Userguide to help them work independently with this mapping tool.		

Progression			
	Spring 1	Spring 2	Summer 1
Y5	A Continent of Extremes: The Geography of South America. In this unit children will learn the geographical context of South America and its place within the wider world. They will locate some South American countries and identify and locate human and physical characteristics. They will then be able to identify similarities and differences between these countries, European countries and the UK.	Amazon Adventure: <u>Region</u> in a South American country (the Amazon Basin). In this theme children study the location geography of the Amazon Basin which is the region of South America drained by the Amazon River and its tributaries. As most of the region is covered by tropical rainforest (biome) they will learn about this and, briefly look at other rainforests of the world. Children will start to learn how the future of tropical rainforests and other ecosystems is closely connected to human lives and lifestyles. They will also learn that Brazil is where most of the Amazon rainforest is located.	The Great Debate: World Wide issues. Pupils research issues surrounding The Amazon Rainforest and research other rainforests in other countries – are the issues similar? A world-wide topical issue relating to the rainforest such as deforestation and the issues around palm oil could be researched and debated.
Digimap Progression	Use historical maps to demonstrate changes over time. Use printed maps of various scales – understand larger and smaller scale maps. Locate and measure rivers – local and/or nationally to compare with the Amazon River. Use 4 and begin to use 6 figure coordinates to locate features. Give directions and instructions up to 8 cardinal points with support.		

	Spring 1	Spring 2	Summer 2
Y6	Exploring America: The Geography of North America. In this unit children will learn the geographical context of North America and its place within the wider world. They will locate some North American countries and	The Rockies: <u>Region</u> in a North American country (the Rocky Mountains). In this unit children will study the location and geography of the 5 sections of the Rocky Mountains and the countries that they pass through. They will learn about mountain formation	The Great Debate: World Wide issues. Pupils research some specific countries – any countries in the news; countries of special relevance to individual children.

	identify and locate human and physical characteristics. They will then be able to identify similarities and differences between these countries, South American countries, European countries and the UK.	and locate volcanic activity in the region. This will also develop their enquiry and investigation skills. Children will identify and locate human and physical characteristics of the region including the biome and what this means in terms of habitats and living things in the region. They will use different types of maps e.g. Ordnance Survey, Google Maps, Bing Maps, Google Earth etc to see different features in more/less detail.	A world-wide topical issue such as climate change and the geography of plastics could be researched and debated.
Digimap Progression	Add photos to maps. Use a wider range of measuring and annotation tools. Use maps to discover and describe different types of patterns (including distribution maps for information), land use and place-names. Identify relief features e.g. contour lines, hills, mountains, slopes, valleys. Use 6 figure coordinates to locate features on printed maps. Use 4 and 6 figure coordinates to locate features. Give directions and instructions up to 8 cardinal points.		

DfS – Digimap for Schools