



Geography Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Understanding the classroom and school environment, seasonal changes they can see and different places they have visited.					
Reception	Understanding their local environment using simple maps, observations and stories. Discuss the different places people can live and they types of homes they can live in. Understanding that there are different countries in the world and that they are different by looking at photographs, stories and holidays the children have been on. Comparing life in different countries based on hot or cold weather. Discuss that some animals are found on certain countries around the world and using a map to show this.					
Ongoing themes in early years - places in stories, drawing maps of journeys, knowing where they live and go to school, using simple maps, developing vocabulary linked to simple positional, directional and distance language.						
Key Stage 1 Cycle A	Bright Lights, Big City To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas. To use aerial photographs and plan perspectives to recognise landmarks and human and physical features.		Land - Ahoy To name and locate the world's seven continents and five oceans. To 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. To use world maps, atlases and globes to identify the UK, as well as the countries, continents and oceans studied at this key stage. To use simple compass directions and locational and directional language to describe the location of features and routes on a map.		Explorers To learn about places in our locality. To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.	
Key Stage 1 Cycle B	Towers, Tunnels and Turrets		Toys		Our Community	

	<p>To use aerial photographs and plan perspectives to recognise landmarks and human and physical features.</p> <p>To use basic vocabulary to refer to key physical and human features.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.</p>	<p>To explore different toys from around the world and locate countries on a map where they originate.</p> <p>To examine the countries exploring where the country is in relation to the UK.</p>	<p>To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans.</p> <p>To 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>To 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>To use 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>Lower Key Stage 2 Cycle A</p>	<p>Romans</p> <p>Human and Physical Geography - How volcanoes are formed (Mount Vesuvius - link to History - Pompeii). Locational Knowledge - world countries and using maps to focus on Europe (Italy). Comparing locations in Italy and Britain.</p>	<p>Where does my tea come from?</p> <p>Focus on India and how tea is produced and transported to Britain. Using positional vocabulary to locate India. Understanding fairtrade. Local field study - traffic and land use survey of the local area.</p>	<p>Anglo Saxons</p> <p>A study of York - Comparing York to Bergen. What do we mean by Scandinavia? Investigating Norway - its physical and human features, land use, climate and making comparisons to the UK (similarities and differences).</p>
<p>Lower Key Stage 2 Cycle B</p>	<p>Egypt</p> <p>Locate major rivers in the world. What are the major rivers in the UK? Yorkshire? Focus - River Nile. Where is this river located? What</p>	<p>Rainforests</p> <p>Where in the world are the rainforests? Where is the Amazon rainforest? What and who are the Indigenous tribes of the Amazon rainforest? What are the</p>	<p>Stone Age</p> <p>Study of Orkney - understanding the physical and human geography of the island. Explaining how to travel there from our location. Comparing Orkney to region in the U.K.</p>

	<p>settlements are found near the river? Why do people choose to live there? Use grid references to locate the rivers in the different countries.</p>	<p>reasons for deforestation? What is the impact of deforestation on climate change, animals and the tribes? Why does the Amazon need protecting? Investigate the climate, environment and vegetation of the Amazon.</p>	
<p>Upper Key Stage 2 Cycle A</p>	<p>Africa</p> <p>Locate Africa on a map and name countries within the continent. Identify water bodies that are founds surrounding the continent. Explore physical and human features of Africa by contrasting the various regions: North Africa, Western Africa, Eastern Africa and Southern Africa. Look at equatorial climates, natural resources, different biomes and diversity.</p>	<p>Victorians</p> <p>Locate Wakefield on a map. What region is it in? Simple 4 figure grid references. Use maps to locate mining areas. Look at urbanisation and industrialisation. Locate natural resources and trade links. Describe how Wakefield changed during the industrial revolution. Fieldwork study of Victorian architecture in Wakefield.</p>	<p>Yorkshire</p> <p>What nations make up the United Kingdom? Where is Yorkshire? What makes up this region? Look at human and physical characteristics. What coast is found in Yorkshire? What do we mean by coastal erosion? What impact will this have on the environment? What do we mean by a national park? Understand that other areas of the country have national parks. Use four and six figure grid references, symbols and keys to build up knowledge of Yorkshire using ordinance survey maps. Investigate what attracts tourists to Yorkshire and the industries that are found there. Investigate the positive and negative impact of tourism on Yorkshire.</p>
<p>Upper Key Stage 2 Cycle B</p>	<p>America - Maya Civilisation</p> <p>Locate the countries of Central and South America. Using maps, globes and atlases identify position of countries. Concentrating on their environmental regions (rainforests),</p>	<p>WWII</p> <p>Locate all the countries involved in the war (History topic). What is a river? How are rivers formed? How does a river shape the way land is used? Why are many towns located near</p>	<p>Ancient Greeks</p> <p>Locate Greece on a map. What do we mean by Attica? Look at the human and physical characteristics of the country. Explore the Mount Olympus. What is a mountain? How are mountains formed? What are the key</p>

	<p>climate zones and key physical and human characteristics.</p> <p>Examination of time zones through America and its relationship to the UK.</p> <p>What is an earthquake? How do earthquakes affect America?</p>	<p>rivers? Can rivers provide sustainable energy? Do rivers impact industries? How does pollution impact a river and its environment? Investigate the River Aire. What is its source? How do rivers contribute to the water cycle? What is the water cycle? Why is life on earth dependant on the water cycle? How does global warming affect the water cycle?</p>	<p>features of a mountain? How does Mount Olympus relate to other mountains in the world? Does the UK have any mountains? Do mountains attract people? Investigate the climate and environment of Greece and how this contributes to the foods that originate here. How is Greece's economic shaped by trade and tourism?</p>
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