Geography				
Long Term Overview				
	Unit 1	Unit 2	Field Work	Locational Knowledge
Y1	Comparison Study: UK and Non-European	UK seasonal and daily weather patterns	1. School Grounds 2. Local Area: Route to school	Oceans, UK Countries and Seas
Y2	Hot and Cold areas of the world		1. School Grounds 2. Local Area: Local Park 3. Unfamiliar Area: Residential Visit	Continents, UK Capital Cities and Landmarks
Y3	The UK		1. School Grounds 2. River Study	UK Coastlines, Equator and Hemispheres
Y4	Europe	Comparison Study: UK and European	1. Local Area: Shops 2. School Grounds	UK Cities, Lines of Latitude: Equator and Tropics
Y5	North America	Comparison Study: UK and Non-European	1. Local Area: Reasonable walking distance 2. River Study	UK Mountains and Hills, Tropics, Poles and Time zones
Y6	European and UK Countries, Cities and Economic activity	South America	1. Local Area: Frodsham Wind Farm 2. Local Area: Helsby Quarry	UK Counties and Regions, Tropics and Poles, Lines of Latitude and Longitude

Geography	
EYFS preparation for National Curriculum	
Early Learning Goals	*EYFS adapt their curriculum offer based on children's interests throughout the year so this is not all they will cover in Understanding the World. The curriculum links below support geographical progression across their time with us and ensure that they have positive geography experiences from the beginning that enable them to progress onto the National Curriculum.* Using discussions around weather, EYFS will develop their knowledge of physical geography and different types of weather including: **wind, rain, snow** and **sun** through stories and observations of their environment. They will experience weather first-hand throughout the seasons. <u>What are our favourite places around school?</u> Taking a walk around the school grounds, EYFS will explore their special places. They will photograph their special place and a class book will be created. At the end of the year, EYFS will reflect and think of memories that have happened throughout their school year around the school grounds. Using sticky notes, they will take a walk around school, adding memories to their special places, e.g. 'Here I won the sack race', etc. Back in the classroom, look at an aerial map of the school grounds. Can they locate the places you
<u>Understanding the world:</u> <u>People, Culture and Communities</u> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-	

fiction texts and – when appropriate – maps. The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants. **Vocabulary** Home, house, building, caravan, trailer, live, water, city, country, town, village, farm, weather, land, sea, Helsby, England, world, Earth, wind, rain, snow, sun, week, wet, dry, hot, cold, map, animals, plants, street, road, field, woodland, weather, seasons, school grounds, path, park, address, place of worship, beach, pond, natural world, map, bird's-eye-view, local, place, globe, world, countries, observe, similarities, difference.	visited around school? Draw a simple map of the school grounds together. Using images taken over the year of 'special memories', place these images on the simple map in the location around school that they happened. Where do we live? Using Google maps, explore our world. Identify the water and the land. What colours are the sea and land? Discuss the land and why they are different colours e.g. white, green, brown. Link this to our knowledge of weather. Use the text 'The Street Beneath our Feet', to explore & promote discussion about our world further. Link parts of the world, to other learning throughout the year. What is life like in another country? Compare what life in like in another country compared to ours. Compare weather and any other visual physical differences children identify. This may be done when reading class stories/texts, whole school themed curriculum days and from children's interests that are observed in the environment, linked to each EYFS cohort. What animals & plants can we see? Linked to work on seasonal changes, discuss and observe animals and plants we may see in each particular season. Complete environment walks, drawing pictures of the different animals and plants that we see using pencils/ clipboards. Using the text 'The Leaf Thief' during the Autumn, 'Stickman' during the Winter season and 'Hattie Peck' during Spring, to enhance understanding of what we see in the natural world around us further.

Essential Learning

	Units of learning	Fieldwork	Locational Knowledge	Vocabulary	Related Texts
Y1	**Unit 1:** *How is the village of Helsby different or similar to the town of Pointe-a-Pierre in Trinidad?* **Children know:** • Some human and physical features in Helsby. • Human and physical features in an area using photographs and maps. • Similarities and differences in the human and physical features of our local area and Pointe-a-Pierre in Trinidad. **Unit 2:** *How does the weather in Helsby change over the year?* **Children know:**	**FW 1:** *What is my school like?* **Children know:** • How to use simple compass directions and locational language to describe where things are • How to use aerial photographs to identify and describe features and routes around school **FW 2:** *What is my local area like?* **Children know how to:** • Annotate and create simple maps • Use aerial photographs and plan perspectives to identify and describe features in their local area	**Children know:** • How to identify the United Kingdom on a globe and a map • The names of the four countries of the United Kingdom, and can identify them on a map • That the UK is surrounded by four seas, and can name these • The names of the five oceans around the world	United Kingdom, hill, sea, ocean, town, village, country, island season, weather, hail, fog, year, month, summer, winter, spring, autumn North, East, South, West, near, far, left, right	Coming to England (Floella Benjamin)

	• How to describe the weather that they see each day • The four seasons and can describe the weather patterns usually seen in each season • How to observe and discuss how the weather changes throughout the day and across the seasons in the UK	• Use simple compass directions and locational language to describe where things are		United Kingdom, England, Scotland, Wales, Northern Ireland, English Channel, Irish Sea, Celtic Sea, North Sea, Pacific, Atlantic, Indian, Arctic, Southern	
Y2	<u>Unit 1:</u> *Where are the hot and cold places around the world?* **Children know:** • That there are hot and cold places in the world, and can relate this understanding to the equator and the poles. • That places near the equator are hot and sunny • Poles are at the top and bottom of the world. They are very cold places. • The UK is not too close to the equator or the poles, so it's not too cold or hot most of the time • How the Earth's tilt and orbit around the sun causes areas of the world to be hot or cold at different times in the year	<u>FW 1:</u> *Where could the troll hide around school?* **Children know how to:** • Identify and describe human and physical features in the school environment. • Use aerial photographs to recognise key landmarks in the school grounds. • Create a simple map of the school grounds with a key for features. • Plan and describe routes using positional and directional language. • Evaluate why certain places make good hiding spots based on their features. <u>FW 2:</u> *Where can we play in Helsby?* **Children know how to:** • Use maps to plan and discuss different routes. • Identify and record human and physical features. • Annotate an OS map with observed features <u>FW 3:</u> *What is the area of our residential like?* **Children know how to:** • Use photographs to locate specific features in a new environment.	**Children know:** • The names of the seven continents of the world, and can identify them on a map • The names of the capital cities of the UK • The following physical landmarks in the capital cities: - <u>London</u>: Big Ben, Houses of Parliament, Buckingham Palace, The London Eye - <u>Cardiff</u>: Millennium Stadium, Cardiff Castle - <u>Edinburgh</u>: Edinburgh castle, Arthur's seat - <u>Belfast:</u> Belfast castle and in <u>County Antrim:</u> Giant's causeway	Asia, Africa, North America, South America, Antarctica, Europe, Australia (Australasia, Oceania) London, Cardiff, Belfast, Scotland Landmark, country, capital city, continent Key, aerial view, map, route	ABC UK (James Dunn) Come to the castle: A visit to a castle in 13th century England (Linda Ashman) This is Edinburgh (M.Sasek) Wales on the map (Elin Meek) Our wee place (Sophie Kirtley)

		• Use a key to represent different features.			
Y3	<u>Unit 1:</u> *Is the UK the same all over?* **Children know:** • How to locate the UK on a map. They can identify the four countries and surrounding seas. • The UK is an island that is surrounded by water on all sides. • The UK is made up of Great Britain and Northern Ireland. • The coast is where the land meets the sea. • That erosion wears away the coast over time. This happens because of wind, rain and waves wear away the land over time. • Key landforms across the UK: - <u>Mountains</u>: Ben Nevis, Cairngorms, Snowdon. - <u>Major rivers</u>: Thames, Severn, Clyde - <u>Hills</u>: Cotswolds, Mendip Hills - <u>Coastal Features:</u> White cliffs of Dover, Giant's Causeway	<u>FW 1:</u> *Where in our school do different plants grow best?* **Children know how to:** • Use maps and 4-figure grid references • Collect data by using a quadrat to record the number and types of plants observed • Record their data on a bar chart • Use the collected to help answer the enquiry question <u>FW 2:</u> *How does the shape of a rock change in a river?* **Children know how to:** • Collect data from different sites • Use a roundness scale to sort and classify rocks • Record data accurately • Draw conclusions from the data	**Children know:** • The UK is surrounded by coasts and seas • The shape of the coast around the UK changes • The coast can be described using terms: cliffs, beaches, bays, landmarks • How to describe the geographical features of the UK's coast: cliffs, beaches, bays, headlands, coves • The importance of seaside towns in contributing to the local economy • That the Earth is divided in two two halves: northern and southern hemisphere • The hemispheres affect the climate, seasons and weather patterns across the world	quadrat, plant species, grid-reference, site, data downstream, roundness scale, collect, sort, erosion coastline, cliffs, beach, cove, bay, headland, shore, erosion, weathering hemispheres, equator, climate, seasons	
Y4	<u>Unit 1:</u> *Is Europe the same all over?* **Children know:** • How to identify and locate the major countries and cities in Europe, including capitals: London, Paris, Rome, Berlin. • Key physical features across Europe: mountains, rivers and volcanoes. - <u>Mountains</u>: Alps, Pyrenees, Carpathians - <u>Rivers</u>: Danube, Rhine, Seine, Volga - <u>Volcanoes</u>: Mount Vesuvius, Mount Etna, Mount Stromboli	<u>FW 1:</u> *How busy is our local high street?* **Children know how to:** • Use an OS map (land use map) to record different types of businesses • Use tally charts and surveys to gather and organise data about how busy shops are • Interpret their findings by identifying which areas of the high street are busiest • Compare data from different locations <u>FW 2:</u> *Which areas around school are best for water filtration?*	<u>UK locational knowledge</u> **Children know:** • How to use OS maps and satellite images to locate places • The names of the major cities of the UK (see vocabulary for these cities) • The location of some of these cities on a map • That places have changed over time <u>World locational knowledge</u> **Children know:**	Germany, France, Italy, United Kingdom, Spain, Russia, Poland, Ukraine, Sweden, Netherlands Paris, Rome, Berlin, Madrid, Moscow, Amsterdam, Vienna, Warsaw, Athens. Mountain range, volcano, eruption,	A river: an epic journey to the sea (Patricia Hegarty and Hanika Clulow)

	• The importance of rivers in the development of human settlements • The key features of a river: source, mouth, bank, tributaries, meander <u>Unit 2:</u> *Was the Bay of Naples a good settlement for the Romans?* **Children know:** • Where the Bay of Naples is and can identify it on a map • The physical geography of the Bay of Naples, including its coastline, volcano, and surrounding landscape • The human geography of the Bay of Naples, including how people have lived and built settlements there • Both the Bay of Naples and the North-West of England have coastlines with different physical features • The Bay of Naples has a Mediterranean climate, while the North-West has a cooler, wetter climate	**Children know how to:** • Use grid references to locate specific sites of the school grounds on a map • Measure how much water seeps into the ground • Permeable surfaces (like soil and grass) absorb more water because they have small gaps that allow water to pass through • Impermeable surfaces (like concrete and tarmac) do not absorb water well, causing water to pool or run off instead	• Lines of latitude are imaginary horizontal lines that run across the Earth form West to East • The Equator is a line of latitude that is exactly half way between the North and South Pole • Latitude lines help us measure how far north or south we are from the equator • The Tropics are two important lines of latitude. • The Tropics are warm areas the sun shines directly overhead,	active, dormant, crater River, tributary, source, mouth, bank, meander, delta Economy Edinburgh, Leeds, Belfast, Glasgow, Manchester, Bristol, Nottingham, Cardiff, Southampton, London, Birmingham, Sheffield, Liverpool, Newcastle Lines of latitude, Equator, Tropic of Cancer, Tropic of Capricorn, Poles Bay, coastline, landscape, Mediterranean climate, Harbour	
Y5	<u>Unit 1:</u> *What is it like in North America?* **Children know:** • The names of the countries in North America • The names of some major cities across North America: New York, Toronto, Mexico City • North America is home to all six of the main biomes: Tundra, Rainforest, Woodland, Grassland, Desert, Savannah	<u>FW 1:</u> *What are the issues in our local area and how can we help?* **Children know how to:** • Identify issues in their local area by speaking with family members, neighbours, and school staff. • Collect data and gather different viewpoints to understand the issue better. • Suggest practical solutions to help address the identified issue in their community.	<u>UK locational knowledge</u> **Children know:** • How to recognise and describe different types of terrain across the UK: hills, valleys, mountains • Scotland is the most mountainous area of the UK • The tallest mountain in each country of the UK: Slieve Donard, Scafell Pike, Ben Nevis, Snowdon.	mild/wet climate, sea influence, natural resources, tourism upstream, downstream terrain, features	

	• How to locate Niagara Falls, and can describe its impact on tourism, the economy and the environment • How to describe key physical features of North America: <u>Mountains -</u> Rocky Mountains, Appalachian Mountains <u>Lakes -</u> The Great Lakes, Great Salt Lake <u>Rivers -</u> Mississippi River, Missouri River <u>Waterfalls -</u> Niagara Falls, Yosemite Falls <u>Deserts -</u> Mojave, Sonoran <u>Unit 2:</u> *How do the physical features and climate shape life in Wales and the Appalachian Mountains?* **Children know:** • Key physical features of both regions: mountains, rivers, forests, valleys • Both regions have mountainous terrain • Wales has a mild, wet climate and weather influenced by the sea • Appalachian Mountains have a cooler climate with distinct seasons • Natural resources are found in both regions: coal and forests (Wales), coal and timber (Appalachian Mountains). • How people have settled in both Regions • Both regions have been supported economically through mining, farming, and tourism.	<u>FW 2:</u> *Does the speed of water in a channel increase downstream?* **Children know how to:** • Investigate the speed of water in a river by measuring it at three different points downstream. • Measure the speed of the water using a floating object or a flow meter and record the time it takes to travel a set distance. • Present their findings by creating a bar chart to show the water speed at the three different points on the river.	• The key features of a mountain (see vocabulary) <u>World locational knowledge</u> **Children know:** • Latitude lines run east to west and help measure how far a place is from the Equator, while longitude lines run north to south and measure distance from the Prime Meridian. • GPS systems use longitude and latitude to provide accurate directions and locations. • Longitude lines run from the North Pole to the South Pole and measure how far a place is from the Prime Meridian. • Time zones are based on lines of longitude, helping to divide the world into different time regions.	peak, summit, slope, mountain range, valley, river/stream, base/foot	
Y6	<u>Unit 1:</u> *How did rivers and docks influence the impact of the Blitz on UK cities?* **Children know:**	<u>FW 1:</u> *What are local views on the windfarm?* **Children know:** • How wind farms generate electricity and contribute to renewable energy production.	<u>UK locational knowledge</u> **Children know:** • There are nine regions in England • Regions are areas of land with similar characteristics	docks, trade, industry, transportation London, Coventry, Birmingham,	

	• Cities across the UK that were impacted by the Blitz (see vocabulary) • Rivers and docks were crucial for trade and industry during WW2 • UK cities were targeted during the Blitz to disrupt trade, transportation and industry • Important trade route rivers across the UK: Thames, Mersey, Clyde • In the past, cities and settlements were often built near rivers because rivers made it easier to move goods and people. <u>Unit 2:</u> *What is it like in South America?* **Children know:** • The names of South American countries and some major cities: Sao Paulo, Rio de Janeiro, Buenos Aires, Lima. • The landscape of South America is varied and stretches from regions near the Equator to areas closer to the South Pole. • The different biomes found across South America • The major environmental regions: Amazon Rainforest, Andes Mountains and Pampas • That people choose to live in different environments for a variety of reasons, including cultural traditions, resources, climate, and lifestyle needs.	• How to gather and present data on public opinions about wind farms through surveys and charts. • How to create a sketch map • The benefits and challenges of windfarms <u>FW 2:</u> *How does land use affect water filtration?* **Children know:** • How to use a scatter graph to show data collected • How to use fieldwork evidence to explain why some areas drain water faster than others. • Permeable surfaces (soil, grass) allow water to infiltrate, reducing the risk of flooding. • Impermeable surfaces (concrete, tarmac) prevent water infiltration, increasing surface runoff and flood risk. • Natural landscapes like forests and fields help absorb rainwater, reducing water build up and flood risk.	• They live in the North-West of England • England is split into counties that help organise the country • The names of some counties and regions <u>World locational knowledge</u> **Children know:** • How to use longitude and latitude to describe locations by identifying coordinates on a map. • The Tropics mark warm regions where the sun shines directly overhead. • Different map projections represent the world in different ways, and some distort the size and shape of continents. • The globe is the most accurate representation of the Earth, while flat maps adjust shapes and distances to fit a two-dimensional format.	Liverpool, Manchester, Bristol, Glasgow, Sheffield, Nottingham Cultural traditions Renewable energy, sustainability water filtration, permeable, impermeable, infiltration, absorption regions, counties, North-West, land characteristics	