

Geography Whole School – Subject Overview



Reception	In Reception the children explore 'The World' and 'People and Communities'. The children look at: <ul style="list-style-type: none"> • Similarities and differences in relation to places, objects, materials and living things. • Explore and talk about the features of their own immediate environment and how environments might vary from one to another. • Explore and make observations of animals and plants and explain why some things occur, and talk about changes. The children will be encouraged to talk about past and present events in their own lives and in those of family members. They will be learning to understand that other children don't always enjoy the same things and are sensitive to this. They will also be learning to understand about similarities and differences between themselves and others and amongst families, communities and traditions.		
	Where do the leaves go in winter? (link to Science – How do the season impact on what we do?) - Identifying seasonal and daily weather patterns in the United Kingdom.		
Year 1	Autumn	Spring	Summer
	Where do, and did, the wheels on the bus go? - Using world maps, atlases and globes to identify the United Kingdom and its countries.	Why can't a Meerkat live in the North Pole? - Identifying seasonal and daily weather patterns in the United Kingdom. - Locating hot and cold areas of the world in relation to the Equator and the North and South Poles.	
Year 2	Autumn	Spring	Summer
	What would Horrid Henry find exciting about Escomb? -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment Use the school and local area for field work and observational skills.	Where would you prefer to live England or Tanzania? -Understand geographical similarities and differences through studying the human and physical geog of Escomb /Bishop Auckland and a contrasting non-European country. in the United Kingdom and compare to hot and cold areas of the world. Use the school and local area for field work and observational skills. Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities	Why do you love to be beside the seaside? - identify seasonal and daily weather patterns in the United Kingdom human and physical features of a small area of the United Kingdom
Year 3	Geographical skills and fieldwork – on going across the year		
	Autumn	Spring	Summer
	What makes the Earth angry? - Volcanoes, earthquakes, tsunamis and hurricanes.		Why do so many people choose to go to the Mediterranean for their holidays? Understand geographical similarities and differences through the study of human and physical geography of Spain. Measure temperature/light changes and compare. Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people's culture
Year 4	Geographical skills and fieldwork – on going across the year		
	Autumn	Spring	Summer
	Where did the Romans come from? -Locate Rome on map, use atlas and google maps -where did they come from where did they go? Spread of Roman Empire -Plot journey on map and measure distances - Find Roman places names in local area -Roman settlements -Human and Physical features of landscape, volcanoes, colosseum -direction of travel using compass points	Would you like to holiday in Greece? -Locate Greece on maps -weather and climate -human and physical features -plan a holiday	Why is the River Wear so important to Sunderland/ Co Durham?- Settlements, land use, economic activity, including natural resources, especially energy and water supplies Trip to the river followed by work in the school water area Why is Sunderland / such a cool place to live? -Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied -name and locate counties and cities of the United Kingdom, geographical regions identifying human and physical -characteristics and understand how some of these aspects have changed over time.

Year 5	Geographical skills and fieldwork – on going across the year		
	Autumn	Spring	Summer
	<p>Why is Japan known as the Land of the Rising Sun? - What are Japan's primary exports -The way of the Samurai -To understand how the Japanese culture is different to our own.</p> <p>Rights Respecting Article 14 (freedom of thought, belief and religion)</p>		<p>Why is Brazil in the news again? - What do we already know about Brazil? -What natural resources is Brazil famous for?</p> <p>Why should the rainforests be important to us all? -Locate world's countries in South America -environmental regions Physical and human characteristics</p> <p>Deforestation Rights Respecting Article 29 (goals of education) Respect the environment.</p>
Year 6	Geographical skills and fieldwork – on going across the year		
	Autumn	Spring	Summer
	<p>What on earth is happening to our world?</p> <ul style="list-style-type: none"> -Cause and effect of Climate change - world Biomes - natural resources 		<p>I'm a Year 6 pupil, can you get me out of here?</p> <ul style="list-style-type: none"> -8 point of a compass -4 figure grid reference -OS maps -wider world -Local fieldwork <p>OAA games Geocaching</p>