

Steam Mills Geography Overview: Year A

	Autumn	Spring	Summer
Year R	<ul style="list-style-type: none">Pre skillsEnjoy books about places	<ul style="list-style-type: none">Use tracks on a carpet with carsPlay 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><u>Epic Explorers</u> <u>Units: Seas and Coasts</u></p> <p>Ge1/1.1 Location Knowledge ➤ Ge1/1.1a name and locate the world's 7 continents and 5 oceans</p> <p>Ge1/1.4 Geographical Skills and Fieldwork ➤ 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</p> <p>Ge1/1.3 Human and Physical Geography ➤ Ge1/1.3b use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, river, soil, valley, vegetation</p> <p>Maps:</p> <ul style="list-style-type: none">Identify where they have been on holiday, using a mapIdentify features on a mapIdentify the main regions of the world – continents, equator, tropicsBegin to use the concepts of NSEW <p>Knowledge and Understanding:</p> <ul style="list-style-type: none">Understand the concept of close and far awayIdentify parts of some physical features – e.g. coast	<p><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 ➤ 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</p> <p>Ge1/1.3 Human and Physical Geography ➤ Ge1/1.3b use basic geographical vocabulary to refer to: key physical features, including: soil, valley, vegetation, season and weather</p> <p>Geographical Study and Field Work:</p> <ul style="list-style-type: none">Collect simple statistics – longest, shortest, highestFill in and use a class weather chartUse a digital camera to record what they seeShow interest in what they have seen in field workTake and use digital photographsMake detailed sketches whilst on fieldDiscuss changes in weather and seasons from a chartUse tally charts and simple tables to collect information	<p><u>Once Upon A Forest</u> <u>Units: Mapping School and Our Local Area</u></p> <p>Ge1/1.3 Human and Physical Geography ➤ Ge1/1.3b use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season</p> <p>Ge1/1.4 Geographical Skills and Fieldwork ➤ 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.</p> <p>Geographical Study and Field Work:</p> <ul style="list-style-type: none">Record what they have seen in simple ways including, including pictures and diagrams with labelsMake detailed sketches whilst on field work and/or draw labelled diagrams <p>Maps:</p> <ul style="list-style-type: none">Use simple blocked maps and plansMark the location of the school on a simple local mapDraw simple maps and plans, sometimes with keysMake a plan of the classroomMark some locations on a map of the UK – our town, our school visit, my holiday <p>Knowledge and Understanding:</p> <ul style="list-style-type: none">Recognise characteristic physical and human features of places – built up, noisy, busyExpress views about the local area and environment
Class 3 Year 3/4	<p>Where in the World? NC:</p> <ul style="list-style-type: none">Locational knowledge □ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities □ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over timePlace knowledge □ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <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 cities weather conditions)Use a range of secondary sources including google Earth (birds eye view)Suggest own ways of presenting information both graphically and written.Make detailed and labelled sketches.Record information on charts, graphs and tables <p>Knowledge and understanding:</p>	<p><u>Vikings and Saxons</u></p> <ul style="list-style-type: none">uman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and wateruse maps, atlases, globes and digital/computer mapping to locate countries and describe features studies <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><u>Local Industry</u> <u>NC:</u></p> <ul style="list-style-type: none">Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over timehuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and wateruse fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <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.

	<ul style="list-style-type: none">Understand the different uses of different places? Settlements and why they are thereUnderstand 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 i.e. then the building of a bridge etcBegin to recognise geographical patterns and identify through aerial photographsConsider the future of some physical and human features based on their understanding of change <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		<ul style="list-style-type: none">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.Understand how economic development can change a place (tourist/ mining)Suggest ways of improving local environmentBegin 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?)
Class 4 Year 5/6	<p><u>Space</u></p> <ul style="list-style-type: none">identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Maps:</p> <ul style="list-style-type: none">Work out journey time, using their knowledge of time zones (linked to Science)	<p><u>South America</u></p> <ul style="list-style-type: none">locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesidentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South Americaphysical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cyclehuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and wateruse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <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.Make detailed and labelled sketches.Collect statistics about people and placesBegin to use a range of graphs, including pie chartsCarefully select sources of evidence, and sift informationCollect statistics about people and places, and set up a database from field work or researchAnalyse 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 referencesWork out journey time, using their knowledge of time zonesUse a compass to follow a route <p>Knowledge and understanding:</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 - deforestationUnderstand the different uses of different places – Amazon River	<p><u>Mayans</u></p> <ul style="list-style-type: none">understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South Americahuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and wateruse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Geographical study and field work:</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 referencesUse and understand simple scale (comparing Brazil to the size of the UK)Use 6 figure grid references <p>Knowledge and understanding:</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 RiverDescribe and identify how a place has changed – cenotes – why some become exposedDescribe 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 changeInterpret other people's arguments for change, analysing and evaluating their viewpoints

		<ul style="list-style-type: none">• 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	
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Steam Mills Whole School Theme Overview: Year B

	Autumn	Spring	Summer
Year R	<ul style="list-style-type: none">Pre skillsEnjoy books about places	<ul style="list-style-type: none">Use tracks on a carpet with carsPlay 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><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, woodDescribe different types of buildingsKnow that places are linked by paths or roadsUse vocabulary of size to classify – hamlet, town, city	<p><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 weatherkey 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 seenAsk simple geographical questions <p>Knowledge and Understanding:</p> <ul style="list-style-type: none">Talk about places seen in books, videos, internetMake lists of places with similar characteristicsUnderstand similarities and differences in placesUse aerial photographs to identify land use and other geographical features	<p><u>Important People</u></p>
Class 3 Year 3/4	<p><u>Stone Age – Iron Age</u></p> <ul style="list-style-type: none">understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South Americahuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and wateruse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <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>	<p><u>Earth</u></p> <ul style="list-style-type: none">identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleuse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Geographical study and fieldwork:</p> <ul style="list-style-type: none">Make field measurements over timeCollect statistics and present them appropriatelyRecord information on charts, graphs and tablesCollect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climateBegin to use the computer to draw graphsDraw on own knowledge and understanding when setting up a field work investigationTest conclusions for accuracyMeasure wind speed, rainfall and noise levelMake good use of ICT in charts and graphsUse a database to record informationPrepare questionnaires to investigate people's views on an environmental issue <p>Maps:</p>	<p><u>Romans</u></p> <ul style="list-style-type: none">Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South Americahuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and wateruse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <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?)

	<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?)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">Compare information from atlases with that from a globeUse atlases which show physical and human featuresUse contents and index pages of an atlasIdentify time differences around the world <p>Knowledge and Understanding:</p> <ul style="list-style-type: none">Work out location using a range of informationUnderstand that different places may have similar/different characteristics and give reasons for theseUnderstand and use the concept of reciprocal link between physical and human featuresExpress views and recognise how people affect the environment, summarising the issuesUnderstand how weather changes environmentKnow the difference between weather and climateSuggest ways towards reduction in climate changeUnderstand why people choose to live in contrasting areasCompare the lives of people in two different environments or placesUnderstand how people can both improve and damage the environmentExplain the process of erosion and deposition, and its effects on peopleExplain 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">Plan routes using 4 points of the compass.Use 4 figure grid references to locate points on a mapPlan 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 Cearleon a good place to settle the Roman army?)Understand the reciprocal link between human and physical featuresBegin to recognise geographical patterns and identify through aerial photographs (Roman ruins in Britain)Understand why people chose to live in contrasting areas
Class 4 Year 5/6	<p>World War II</p> <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedname and locate counties and cities of the United Kingdomlocate the world's countries, using maps to focus on Europe <p>Maps:</p> <ul style="list-style-type: none">Use and draw maps with a simple key.Use maps with simple grid referencesUse and understand simple scaleUse 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 pollutionBegin 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 timeRecognise dependant links and relationships in both human and physical geography	<p>Rivers</p> <ul style="list-style-type: none">physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycleuse maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedhuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and wateruse fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <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 studyRank information found in order of importanceCome to accurate conclusions, using informationMake careful measurements – e.g. rainfall, noise level, distanceSuggest relevant issued for further studySpeculate and hypothesise about what is foundSuggest plausible conclusions, and back up with evidence <p>Maps:</p> <ul style="list-style-type: none">Use and understand simple scaleUse 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 livesExpress views and recognise how people affect the environment, summarising the issuesUnderstand how people can both improve and damage the environmentExplain the process of erosion and deposition, and its effects on peopleExplain their own views on environmental change and topical issues and compare these with the views of others, evaluating the arguments of eachBegin to understand geographical pattern – e.g. industry by a riverDescribe and begin to explain patterns in physical and human changesRecognise dependant links and relationships in both human and physical geography	<p>Ancient Greece</p> <ul style="list-style-type: none">Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South Americahuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and wateruse maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <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 referencesUse 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 differentlyUnderstand how weather changes environment – ability to grow certain things for tradeDescribe how change can lead to similarities between different places – human geography – invasionBegin to understand geographical pattern – how and why the Ancient Greeks were such successful invaders, location of their country relative to the countries they invadedDescribe 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 holdInterpret other people's arguments for change, analysing and evaluating their viewpoints.

