

Cranford Park CE Primary School

Subject Overview for Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Title of unit Main Objectives /Skills	Title of unit Main Objectives /Skills	Title of unit Main Objectives /Skills	Title of unit Main Objectives /Skills	Title of unit Main Objectives /Skills	Title of unit Main Objectives /Skills
Foundation Stage	Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.					
Objectives	The world: They talk about the features of their own immediate environment and how environments might vary from one another. The world: children know about similarities and differences in relation to places, objects, materials and living things. The world: children know about similarities and differences in relation to places,.					
Early Years	<u>My New School</u> Exploring our new School environment – Teddy Trails	<u>All about me</u>	<u>Houses and Homes</u> Walk in the local area to see different styles of houses	<u>Countries around world</u> Traditions of other Countries Living things – plants and chicks	<u>Mini Beasts</u> Mini Beasts hunts and where different creatures live	<u>Holidays</u> Traveling to another Country
Key Stage One	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.					
Year 1	<u>Percy the Park Keeper</u> Seasons and weather – ongoing identify seasonal and daily weather patterns in the United Kingdom use simple compass directions (North, South, East and West) use simple fieldwork	<u>Lighthouse Keepers Lunch</u> human and physical – weather patterns (touch on) identify seasonal and daily weather patterns in the United Kingdom use simple compass directions (North, South, East and West)	<u>Fire Fire!!!</u> human and physical (Equator/Hot and Cold) what type of plants grow where identify seasonal and daily weather patterns in the United Kingdom use basic geographical vocabulary to refer to: vegetation,	<u>Out in the Garden</u> Equator – hot and cold countries - where do animals come from? 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 use simple compass		

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	and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		season and weather, soil, city, town, village, factory, farm use simple compass directions (North, South, East and West)	directions (North, South, East and West)		
Year 2			<p><u>Ahoy there!</u> Geography - Places – 7 continents, 5 oceans, 4 countries of UK, UK seas</p> <p>name and locate the world's seven continents and five oceans</p> <ul style="list-style-type: none"> ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>use simple compass directions (North,</p>	<p><u>Amazing Animals</u></p> <p>Human/ physical features, equator, hot and cold habitats.</p> <p>identify seasonal and daily weather patterns the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to key physical features</p>	<p><u>Out and About in Yateley</u></p> <p>Maps and fieldwork – compass directions. Contrast Yateley with an African village.</p> <p>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>	

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			<p>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> <ul style="list-style-type: none">▪ 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>vegetation, season and weather</p> <p>key human features</p>	<p>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</p> <ul style="list-style-type: none">▪ 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>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</p>	
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Key Stage Two	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.					
Year 3				<u>Red Sky At Night</u> Climate Zones and Weather physical geography, including: climate zones, biomes and vegetation belts 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,		<u>Opposites attract</u> – types of settlements and land use human geography, including: types of settlement and land use, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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				globes and digital/computer mapping to locate countries and describe features studied		
Year 4				<u>All steamed up!</u> Water cycle physical geography, including: the water cycle	<u>Here and there</u> Similarities and differences between two UK localities. 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 and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),	

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					and land-use patterns; and understand how some of these aspects have changed over time	
Year 5		<p><u>Row, Row, Row Your Boat</u> Geography – Rivers</p> <p>locate the world's countries, using map physical geography, including: rivers,</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		<p><u>Ola Amigos!</u> Similarities and differences – UK and European Spain?? → links with Mexico for next term??</p> <p>locate the world's countries, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied human geography, including: types of settlement and land use, economic activity including trade links, understand geographical similarities and</p>		

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				<p>differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		
Year 6				<p><u>Dangerous Disasters</u> Volcanoes and earthquakes use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Practise Makes Perfect</u> Volcanoes and earthquakes use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied physical geography,</p>	<p><u>Wish You Were Here</u> St Lucia use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

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				<p>physical geography, including, mountains, volcanoes and earthquakes</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>including, mountains, volcanoes and earthquakes</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the</p>
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