

Weare Geography Curriculum Overview

Year One	Year Two	Year Three	Year Four
Autumn Term 1			
<p>Our school – All about me and my School</p> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Compare our school's grounds/surrounding area to a town – explore differences. On a walk around the school – List the things seen that gives us an insight into the kind of place we go to school in (Trees, fields, farm) – We live in countryside. <p>Geographical skills and fieldwork:</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 Draw a 'bird's eye view' of the school grounds – My map book/Aerial video of school grounds 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>Resource – Katie Morag and the Isle of Struay</p> <p>Locational knowledge</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>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – compare the Isle of Struay to Weare. <p>Geographical vocabulary</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather – Create a map of the Isle of Struay (whole class display) <p>Key human features</p> <ul style="list-style-type: none"> including: city, town, village farm, house, office, port, harbour and shop – identify and compare with Weare. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use simple compass directions (North, South, East and West) and locational and directional describe 	<p>HISTORY</p>	<p>HISTORY</p>

<p>Identify Weare and Bristol on the map of the UK. EXT: Identify countries in the UK on the map.</p> <ul style="list-style-type: none"> • 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. • On a walk around the school – List the things seen that gives us an insight into the kind of place we go to school in (Trees, fields, farm) – We live in countryside. 	<p>the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map</p>		
Autumn Term 2			
<p>Our City</p> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Compare Bristol and Weare <p>Geographical skills and fieldwork:</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 • Make the Beebots travel north east south and west on the map of Bristol and Weare 	HISTORY	<p>Comparing a Modern Day European Country to the UK (Norway)</p> <p>Locational knowledge</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. <p>Place knowledge</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 <p>Geographical vocabulary</p> <ul style="list-style-type: none"> • Map, atlas, modern Europe, climate, weather <p>Key human features, including:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, mountains 	HISTORY

		Geographical skills and fieldwork: <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	
Spring Term 1			
HISTORY	<p>Mexico</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans – learn oceans and continents songs. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area of a contrasting non-European country – Weare in England and Tocuaro in Mexico <p>Geographical vocabulary</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather – identify and compare between England and Mexico – earthquakes and volcanoes Mexico City and the village of Tocuaro, taste Mexican food <p>Key human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the UK and the location of hot areas in the world in relation to the Equator and the North and South poles. Visit Mexico with 	<p>Rivers and Mountains (1)</p> <p>Locational knowledge:</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 time <p>Place knowledge:</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 (Looking at different rivers across the United Kingdom) <p>Geographical vocabulary</p> <ul style="list-style-type: none"> River, river features, location, source, river channel, tributaries, confluence, mouth, the water cycle, evaporation, condensation, precipitation, groundwater, run off <p>Key human features, including:</p> <ul style="list-style-type: none"> Physical geography, including: rivers and the water cycle <p>Geographical skills and fieldwork:</p>	<p>Our European Neighbours</p> <p>Locational knowledge</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) <p>Geographical vocabulary</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Key human features, including:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> To be able to locate Europe on a world map and find out about its features. To be able to identify and locate countries in Europe. To be able to identify European countries according to their features. To be able to identify the major capital cities of Europe To be able to compare two European capital cities (London and Paris) <p>To find out about the human and physical features of a European country</p>

	<p>Barnaby Bear and meet the Hoarta family</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the UK and its countries, as well as, countries, continents and oceans • 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 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use 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. 	
Spring Term 2			
<p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • 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>Science Week – Seasonal changes – Observe the weather in spring and record the weather for the week.</p> <p>Geographical skills and fieldwork:</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><i>Science Week – make windsocks and use compasses to measure wind direction</i></p>	<p>HISTORY</p>	<p>Rivers and Mountains (2) continued</p> <p>Locational knowledge</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. • 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 time. <p>Place knowledge</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 	<p>The Rainforest</p> <p>Locational knowledge</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) <p>Geographical vocabulary</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Key human features, including:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • To find out what a rainforest is and where they are found • To explore the layers or vegetation in the rainforest

		<p>Kingdom, a region in a European country, and a region in North or South America (Identify the 7 tallest summits across the world).</p> <p>Geographical vocabulary</p> <ul style="list-style-type: none"> Continents, summit, peak, mountain range, Fold Mountain, Block Mountain, Dome Mountain, Volcanic Mountain, magma <p>Key human features, including:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> To investigate the climate of the rainforest To find out about the people and settlements of the rainforest <p>To explore why the rainforest is under threat and the measures taken to protect it</p>
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Summer Term 1

<p>Polar Regions – Polar Explorers</p> <p>Locational knowledge: Name and locate the world’s seven continents and five oceans Map work – locate the seven continents and the Arctic countries</p> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> 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 Weather and seasons in the Polar regions 	<p>Oceans and Seas - at the seaside in the UK</p> <p>Locational knowledge</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, focus the fact the UK is an island <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – identify the seaside where pupils have been on holiday describe the features of the seaside 	HISTORY	HISTORY
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<ul style="list-style-type: none"> • 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 weather • Valleys, glaciers, oceans, mountains, icebergs (No beaches, hills, forests, farms like we have in our country) • Human and physical geography of our area • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • People in the polar regions and their homes • Human and physical geography of our area <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • 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 • Locate and identify the seven continents and the arctic countries on a map of the world. 	<p>Geographical vocabulary</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <p>Key human features</p> <ul style="list-style-type: none"> • including: city, town, village farm, house, office, port, harbour and shop – identify and compare features of the coastline. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional describe the location of features and routes on a map - environmental responsibility saving our seas and pollution (link to literacy persuasive writing) <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map</p>		
Summer Term 2			
<p>Geography: Polar Explorers continued Place knowledge:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area 	HISTORY	HISTORY	HISTORY

<p>of the United Kingdom, and of a small area in a contrasting non-European country</p> <ul style="list-style-type: none">• Having previously studied our local area – Compare our local area to the polar regions. <p>Human and Physical Geography:</p> <ul style="list-style-type: none">• 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 weather• Valleys, glaciers, oceans, mountains, icebergs (No beaches, hills, forests, farms like we have in our country)• Human and physical geography of our area• Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop• People in the polar regions and their homes• Human and physical geography of our area			
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