

# Aldwyn Primary School - Geography Overview



## Nursery

### People Culture and Communities 3- and 4-year-olds

- Talk about members of their immediate family and community.
- Names and describes people who are familiar to them.
- Show an interest in different occupations.
- Continues to develop positive attitudes about the differences between people.
- Understand that some places are special to members of their community.

### The Natural World 3- and 4-year-olds

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Use all of their sense in hands-on exploration of natural materials.
- Explore collections of materials with similar or different properties.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Talk about what they see, using a wide vocabulary.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Down the Farm	Bearly Busy	Snowy Days	Greedy Animals	Dinosaur Roar	Under the Sea
Identify and name different features of a farm environment.	Explore Autumn seasonal changes in the local area.	Share the experiences of how the change in weather makes us feel.	Know that there are different countries in the world and talk about the animals that live there.	Look at different terrains in the school environment and where creatures live.	Identify the different features of under the sea.

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## Reception

Reception					
People Culture and Communities Reception		The Natural World Reception			
<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Understands that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Draw information from a simple map.</li> </ul>		<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise that some environments are different from the one in which they live.</li> <li>Understand the effect of the changing seasons in the natural world around them.</li> </ul>			
People Culture and Communities ELG		The Natural World ELG			
<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>Understand some important processes and changed in the natural world around them, including the seasons and changing states of matter.</li> </ul>			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Down the Farm	Bearly Busy	Snowy Days	Greedy Animals	Enchanted Summer	Under the Sea
<p>Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar.</p> <p>Key knowledge- Talk about experiences of a farm – What animals live at a farm? Draw information from a simple map of the farm. Autumn weather Skills; draw simple map.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Key knowledge- Observing Autumnal changes and beginning to understand the effects on wildlife in the natural environment. Look at different terrains and environments. Skills; simple observation and field work outside.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Key knowledge- To observe and discuss the effects of cold weather on ourselves, plants and animals. Skills; simple observation work.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Key knowledge- Compare different places and countries to live Skills; comparison through communication.</p>	<p>Observations of change over time and growth in our allotment.</p> <p>Spring weather.</p>	<p>To understand, on a simple level, how the environment supports a range of wildlife as well as the positive and negative effects humans can have on it (polluting the oceans) Explore sea animals and their habitats. Trip to Blue Planet</p> <p>Respect for the environment.</p>

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## Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weather and climate		United Kingdom		Local Area	
<p>In Year 1 the children learn about weather and seasons and the change we see throughout the year. Key knowledge for this unit; In the UK, there are four different seasons. Each season has different weather types. Winter is cold, wet and windy. It snows in some areas and gets dark early. Spring brings warmer weather. Flowers start to grow and baby lambs are born.</p> <p>In summer, the weather becomes hotter; there is often less rain, but there may be thunderstorms. The weather starts to get colder in autumn. Leaves change colour and fall off the trees.</p>		<p>In Spring 1 the children learn about the UK as a country.</p> <p>Key knowledge:                      -The United Kingdom is part of the continent of Europe.                      -It is made up of four countries, which all have their own capital city.                      -Each country has its own flag.                      -The United Kingdom also has a flag, which is sometimes called the Union Jack.                      -The United Kingdom is an island: it is surrounded by water.                      -The UK has human and physical features. Human features are made by people and physical features are made by nature.</p>		<p>In Summer 1 children will study the local area.</p> <p>Key Knowledge;                      -An urban area has lots of people living there.                      -Towns, cities and suburbs are all urban areas.                      -A rural area has fewer people living there. Rural areas include the countryside, villages and hamlets.                      -An Ordnance Survey map is used to help people find their way around an area.</p> <p><i>The children will learn about the area surrounding school including Ryecroft park and the Snipe shopping retail park and the surrounding area to Aldwyn primary school.</i></p>	

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<p>Skills; -create a simple weather chart;</p> <p>-use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.</p>		<p>Skills; -annotate a simple map of the UK with some of its key features;</p> <p>-use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.</p>		<p>Skills; -look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used;</p> <p>-work together to create a simple map of the local area;</p> <p>-observe, record, discuss and ask questions about the main features of the local area, based on direct experience;</p> <p>-make connections between their investigation of the local area and what they have learned about weather, climate and the UK;</p> <p>-use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.</p>	
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## Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Continents and Oceans		Hot and Cold places		Mugamareno Village, Zambia	
<p>In Year 2 the children study continents and oceans. This recaps on the Year 1 learning about the U.K.</p> <p>Key knowledge for this unit;</p> <ul style="list-style-type: none"> <li>-The world is made up of many countries.</li> <li>-The countries can be grouped into continents.</li> <li>-The large amounts of water between each continent are called oceans.</li> <li>-Some of the continents are joined by land. Others are separated by oceans.</li> <li>-Human features are made by people.</li> </ul> <p>Physical features are created by nature.</p>		<p>Year 2 will study the location of hot and cold places in relation to the equator. They will learn about life in a hot and cold place and animals that live there.</p> <p>Key knowledge;</p> <ul style="list-style-type: none"> <li>-Rainforests are often close to the Equator. They are hot, with lots of rain!</li> <li>-Hot deserts are quite near to the Equator. They are very dry.</li> <li>-The North and South Poles are the coldest places on the planet.</li> <li>-Antarctica is very cold, with snow and ice covering much of the area.</li> </ul>		<p>Year 2 investigate life in a village in the Zambia and compare and contrast this to life in the UK (recap on Year 1 learning). Key knowledge; Mugurameno village is located right next to the River Zambezi and close to the Lower Zambezi National Park. People in Mugurameno use the river for many things: washing, fishing and watering crops. One of the main crops is maize, which is used for making nshima (a sort of porridge). People often build their own homes out of bricks made from local clay soil. While life is busy for the children of Mugurameno, they go to school and find time to play</p>	

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<p>Skills;</p> <ul style="list-style-type: none"> <li>-use globes and atlases to annotate maps</li> <li>-identify continents and oceans, including the location of the UK, Europe, Zambia and Africa.</li> <li>-use appropriate vocabulary for continents and oceans.</li> <li>-make use of the four main compass points when describing the location of these key locations and regions.</li> </ul>		<ul style="list-style-type: none"> <li>-How hot or cold a place is affects what plants or animals can live there.</li> <li>-People need to wear and use different things for hot places from those for cold ones.</li> </ul> <p>Skills;</p> <ul style="list-style-type: none"> <li>-use globes and atlases to annotate maps, to identify the world's hot and cold regions, locating the UK and Zambia within them;</li> <li>-use appropriate vocabulary for hot and cold regions.</li> <li>-make use of the four main compass points when describing the location of these key locations and regions.</li> </ul>		<p>Skills;</p> <ul style="list-style-type: none"> <li>-look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK.</li> <li>-use appropriate vocabulary for describing and comparing a contrasting locality in Zambia with their local area.</li> <li>-make use of the four main compass points when describing the location of these key locations and regions.</li> </ul>	
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# Aldwyn Primary School - Geography Overview



Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Climate Zones		North America		Rio and South East Brazil	
<p>Year 3 learn about climate zones which builds on previous learning from the Year 2 Hot and cold places unit.</p> <p>Key knowledge;</p> <ul style="list-style-type: none"> <li>-Climate is the average daily and seasonal weather patterns over a long period of time.</li> <li>-The Equator is an invisible line that runs around the centre of the Earth. The closer you live to the Equator, the hotter it is.</li> <li>-As the Earth is tilted on an axis, the Northern and Southern Hemispheres experience different types of weather at the same time of the year.</li> </ul>		<p>Year 3 then study North America.</p> <p>Key knowledge; The largest country in North America is Canada, but the United States of America has the largest population.</p> <p>The most commonly spoken languages are English, French and Spanish.</p> <p>North America has many amazing physical features, including Niagara Falls on the border of Canada and the USA.</p>		<p>Year 3 then study Rio and South East Brazil to compare and contrast to North America.</p> <p>Key knowledge; South America's biggest country is Brazil. Here you'll find the Amazon Rainforest, home to a huge number of animals, plants and insects.</p> <p>Brazil is the world's seventh largest economy. It is rich in natural resources such as Iron ore. They are also one of the largest exporters of coffee, beef, sugar and orange juice.</p> <p>In the summer of 2016 Brazil hosted the Olympic Games.</p>	

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<p>Skills;</p> <p>-know where the world's main climate zones are (building on their prior understanding of hot and cold regions)</p>		<p>Skills;</p> <p>-use globes, atlases and maps to identify the main human and physical features of North and South America;</p> <p>-interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales.</p> <p>-discuss and ask questions about their main features, and comparing these with places previously studied.</p> <p>-use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places when describing climate zones and human processes when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).</p>		<p>Skills;</p> <p>-interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;</p> <p>-use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places when describing climate zones and human processes and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).</p>	
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## Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rainforests		South America – The Amazon		Rivers	
<p>In Spring 1 the children learn about Rainforests.</p> <p>Key knowledge;</p> <ul style="list-style-type: none"> <li>-Tropical rainforests are found north and south of the Equator between the Tropics of Cancer and Capricorn.</li> <li>-Rainforests are home to over half the species of plants and animals in the world and are a fantastic source of foods and medicines.</li> <li>-A rainforest has many layers of vegetation (plants) growing within it.</li> <li>-All of these plants grow to different heights and create layers within the rainforest.</li> </ul>		<p>Building on prior learning, children will learn about the Amazon. South America’s biggest country is Brazil. Here you’ll find the Amazon Rainforest, home to a huge number of animals, plants and insects.</p> <p>Key knowledge;</p> <ul style="list-style-type: none"> <li>- Deforestation is a threat to the Amazon Rainforest. A lot of forest has been destroyed, for example to make space for cattle ranches, from which beef is exported worldwide.</li> <li>-Manaus is a city in the heart of the Amazon Rainforest region and sits on the Rio Negro, one of two major rivers that flow into the River Amazon.</li> </ul>		<p>Year 4 begin by studying rivers.</p> <p>Key knowledge;</p> <ul style="list-style-type: none"> <li>-The water cycle is the way in which water moves around the Earth. It never stops!</li> <li>-Rivers have many uses around the world, including cleaning, cooking, growing crops, transport and creating power.</li> <li>-A river has three main stages: upper course, middle course and lower course.</li> <li>-Flooding is caused by poor drainage around or close to a river.</li> </ul>	

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<p>Skills;</p> <ul style="list-style-type: none"> <li>-use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon;</li> <li>-interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it;</li> <li>-use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations.</li> </ul>		<p>Skills;</p> <ul style="list-style-type: none"> <li>-use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon;</li> <li>-interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it;</li> </ul>		<p>Skills;</p> <ul style="list-style-type: none"> <li>Interpret and explain key information on rivers;</li> <li>-evaluate a range of possible flood prevention measures;</li> <li>-use globes, atlases and maps to locate the world's principal rivers</li> </ul>	
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## Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Mountains		Volcanoes and earthquakes	European Region (Athens)	
	<p>Year 5 start Autumn 2 with Mountains.</p> <p>Key knowledge;</p> <ul style="list-style-type: none"> <li>-A mountain is a landform that sticks up, high above the surrounding land. It is much taller than a hill (600 metres or above, in the UK) and is often found grouped with others in a mountain range.</li> <li>-Mountains are formed when two of the earth's plates collide and land is pushed upwards or folded.</li> <li>-Mountains have their own climates.</li> </ul>		<p>What volcanoes are and how they are formed.</p> <p>Key Knowledge;</p> <ul style="list-style-type: none"> <li>-The Earth is made up of layers. The top layer, the Earth's crust, consists of large slabs of rocks, called plates.</li> <li>-The plates move as the hot mantle flows beneath them. The movement of the plates causes earthquakes and leads to volcanoes erupting.</li> <li>-Earthquakes are measured on the Richter scale, They can cause devastating damage to buildings, roads and land.</li> <li>-When volcanoes erupt they spew out lava. This is a very hot liquid that destroy anything in its path.</li> </ul>	<p>Study the geographical features of Greece.</p> <p>Key Knowledge;</p> <ul style="list-style-type: none"> <li>-Modern-day Greece is a country in the European Union. Its capital city, Athens, is rich in sites of human and historical interest.</li> <li>-Greece, with its warm climate, varied landscape and location on the Mediterranean Sea, is a popular destination for tourists.</li> <li>-It has also become a place that people migrate to from countries such as Syria. There are many reasons that can push and pull people away from their homes to live somewhere else.</li> </ul>	

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	<p>Skills;</p> <ul style="list-style-type: none"> <li>-use and apply appropriate vocabulary when describing the location and distinctive features of mountains</li> </ul>		<p>Skills;</p> <ul style="list-style-type: none"> <li>-use and apply appropriate vocabulary when describing the location and distinctive features of volcanoes, earthquakes</li> </ul>	<p>Skills;</p> <ul style="list-style-type: none"> <li>-interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean);</li> <li>-look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints;</li> <li>-use globes and atlases to identify the location of Greece and the Mediterranean;</li> </ul>	
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## Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The United Kingdom		Our local area and region			
<p>The United Kingdom includes England, Scotland, Wales and Northern Ireland.</p> <p>Key knowledge;</p> <ul style="list-style-type: none"> <li>-Each country in the UK has a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).</li> <li>-The UK has many physical features, including mountain ranges, rivers and coastlines.</li> <li>-There are a number of ways power is generated in the UK. Energy can be generated at gas-fired power stations, by nuclear power and by burning coal. There are also renewable power options that use the wind, sun or water to generate energy.</li> </ul>		<p>Study our local area, identifying geographical features.</p> <p>Key knowledge;</p> <ul style="list-style-type: none"> <li>-Locating our local area in relation to other places.</li> <li>-Local, regional, national and international links to our local area.</li> <li>-Locating the key features of our local area.</li> <li>-Carrying out fieldwork in the local area to gather evidence of how a region is meeting its population's needs.</li> </ul> <p>How to read and label an Ordnance Survey map with local sites.</p>			

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<p>Skills;</p> <ul style="list-style-type: none"><li>-interpret a range of maps of the UK and the local region and apply this information to their understanding of it;</li><li>-use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;</li><li>-use appropriate vocabulary when describing key information about the UK and the local region to external audiences.</li></ul>		<p>Skills;</p> <ul style="list-style-type: none"><li>-use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change;</li><li>-use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;</li></ul>			
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