

Geography: Long Term Overview

	Autumn Term	Spring Term	Summer Term
Reception	<p>Magical Me (Human & Physical Geography)</p> <p>To develop an understanding of Autumn and important changes in the world.</p>	<p>Once upon a time.... (Locational knowledge/Place Knowledge)</p> <p>To develop an understanding of maps and locate different places around the world.</p> <p>To describe homes.</p> <p>To understand where food comes from.</p> <p>To develop the understanding of places and compare.</p>	<p>The Big Wide World (Locational knowledge/Place Knowledge)</p> <p>To understand what a map is.</p> <p>To compare Africa to the UK (rural and urban life).</p>
Y1	<p>Changes (Human & Physical Geography)</p> <p>To understand weather and seasons.</p> <p>To read weathers charts and symbols.</p> <p>To compare two areas of the UK.</p>	<p>Up, up and away (Locational Knowledge)</p> <p>To develop their understanding of a simple map for the UK.</p> <p>To identify human and physical features of the UK and compare two places.</p>	<p>Alum Rock/Australasia (Geographical skills & Fieldwork)</p> <p>To use simple fieldwork and observational skills to study their local area.</p> <p>To use simple directional language.</p> <p>To create simple maps with human and physical features.</p> <p>To compare UK to Australasia.</p>
Y2	<p>The Great Fire of London (Geographical skills & Fieldwork)</p> <p>To look at the difference between countries and continents.</p> <p>To identify key features of localities on a map.</p> <p>To identify human and physical features of specific locality (London).</p> <p>To understand the purpose of a map.</p> <p>To identify modes of transport in London.</p> <p>To look at changes in London over time (1666-now).</p>		<p>Local Area/Antartica (Locational knowledge)</p> <p>To use maps to locate key countries and oceans.</p> <p>To compare Antarctica to the UK.</p> <p>To look at neighbouring countries, oceans and seas.</p> <p>To identify North Pole, South Pole and the equator and describe how climate has been affected.</p> <p>To compare 'Icy Village' to Kenya and identify ways to improve Antarctica.</p>

	<p>To identify human geographical features by exploring local landmarks.</p> <p>To understand keys and symbols and interpret local maps.</p> <p>To use simple landmarks showing route, scale and positioning.</p> <p>To use compass points to interpret maps.</p>		
Y3	<p>The Stone Age (Geographical Skills & Fieldwork/Human & Physical Geography)</p> <p>To use maps to locate countries and describe features.</p> <p>To use symbols and keys when creating maps.</p> <p>To make and describe mountains and identify and explain key features.</p> <p>To name and describe volcanoes and understand the positive and negative impacts on a locality.</p>	<p>Ancient Egypt (Locational Knowledge/Human & Physical Geography)</p> <p>To identify locate the equator, northern and southern hemisphere and identify countries within.</p> <p>To look at what happens to climate as you get nearer to the equator.</p> <p>To compare Egypt and London.</p> <p>To look at parts of a river and understand the land use along the river course.</p> <p>To identify and explain how the use of land has changed.</p> <p>To describe and understand the key aspects of desert biome.</p>	<p>South America (Geographical Skills & Fieldwork/Human & Physical Geography)</p> <p>To use atlas, globes and maps to locate rainforests.</p> <p>To describe, understand and compare features of rainforest and look at how people can improve or damage the environment.</p>
Y4	<p>Invasions – the Romans (Geographical Skills & Fieldwork/Human & Physical Geography)</p> <p>To locate continents on a world map and describe features (climate, population and economy).</p> <p>To use atlas to locate significant places and landmarks.</p> <p>To look at waterways and how to identify them on a map.</p> <p>To look at aqueducts and identify how and why they were built by the Romans and how this has changed over time.</p>	<p>Changing Britain – the Anglo-Saxons (Geographical Skills & Fieldwork/Locational Knowledge)</p> <p>To locate countries within Europe.</p> <p>To identify route of travel across Europe.</p> <p>To understand what settlements are, the importance during Saxon settlement and how they have changed over time.</p> <p>To learn about 4 figure grid reference and 8 points of a compass and why they are used.</p>	<p>Europe (Locational Knowledge)</p> <p>To identify and compare Turkey to a non-European country.</p> <p>To develop their understanding of weather and climate through the exploration of the equator, northern and southern hemisphere and tropics of Cancer/Capricorn.</p>

	<p>To understand what physical process is.</p> <p>To discuss the impact of volcanic eruption on Pompeii and how Pompeii recovered.</p>		
Y5	<p>Vikings (Geographical Skills & Fieldwork/Human & Physical Geography/Locational Knowledge)</p> <p>To label maps/globe.</p> <p>To locate Europe and describe its location and location of its regions.</p> <p>To compare digital maps/satellites, atlas and globes.</p> <p>To describe features of Scandinavia using digital/satellite maps.</p> <p>To explore biomes and compare biomes in UK and Scandinavia.</p> <p>To understand why the Vikings travelled to the UK.</p> <p>To label coasts and rivers and identify the features of a river impacted the Vikings.</p> <p>To compare why the Vikings settled here to modern day migration.</p>	<p>Ancient Greece (Geographical Skills & Fieldwork/Human & Physical Geography)</p> <p>To compare human and physical features of Ancient Greece to the UK.</p> <p>To name and label key landmarks, seas and neighbouring countries.</p> <p>To understand the trade links and why it was important to Greece's development.</p> <p>To know mountain ranges and how they have developed over time including naming examples of these mountains.</p> <p>To compare Crete and Athens.</p> <p>To create a map using landmarks, 6 figure grid reference and 8 points on a compass.</p>	<p>North America (Locational Knowledge/Place knowledge/Human & Physical Geography)</p> <p>To locate Mexico on a map of the world and create a map showing famous landmarks including one of the 7 wonders of the world.</p> <p>To explore the human and physical features of Mexico and how they affected settlements and land use.</p> <p>To understand the fair-trade coffee story and the process and impact to Mexico's economy.</p> <p>To create 3D models of Mississippi and the river Thames and compare.</p> <p>To explore the impact rivers have on a region.</p>
Y6	<p>WW2</p> <p>To understand and explain what lines of latitude and longitude are.</p> <p>To understand and explain time zones.</p> <p>To use maps, atlas, globes and digital technology to locate countries within the commonwealth and key cities within them.</p> <p>To locate main countries in Africa, Australasia and Europe and explain human and physical features.</p>	<p>Migration stories</p> <p>To compare London to a capital city within a non-European country.</p> <p>To describe and understand key aspects of natural disasters and the impact on population and migration.</p> <p>To use 6 figure grid references, symbols and keys to locate mining cities in the UK.</p> <p>To describe and understand key aspects of the natural distribution of natural resources.</p> <p>To identify countries on a map linked to migration to the UK.</p>	<p>Islamic Civilisation</p> <p>To understand and explain tropics and location of the equator and how they affect climate.</p> <p>To describe and understand key aspects of a grassland biome in a non-European country.</p> <p>To describe and understand key aspects of a tundra build in non-European country.</p> <p>To locate all the various biomes in a non-European country and explain why they are located there.</p> <p>To use digital technology to describe features of biomes studied.</p>

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