

Geography				
Long Term Overview				
	Unit 1	Unit 2	Field Work	Locational Knowledge
Y1	Comparison Study: UK and Non-European	UK seasonal and daily weather patterns	1. School Grounds 2. Local Area: Route to school	Oceans, UK Countries and Seas
Y2	Hot and Cold areas of the world		1. School Grounds 2. Local Area: Local Park 3. Unfamiliar Area: Residential Visit	Continents, UK Capital Cities and Landmarks
Y3	The UK	Comparison Study: UK and European	1. School Grounds 2. River Study	UK Coastlines, Equator and Hemispheres
Y4	Europe		1. Local Area: Shops 2. School Grounds	UK Cities, Lines of Latitude: Equator and Tropics
Y5	North America	Comparison Study: UK and Non-European	1. Local Area: Reasonable walking distance 2. River Study	UK Mountains and Hills, Tropics, Poles and Time zones
Y6	European and UK Countries, Cities and Economic activity	South America	1. Local Area: Frodsham Wind Farm 2. Local Area: Helsby Quarry	England's Regions, Counties, and Mapping the World.

Geography	
EYFS preparation for National Curriculum	
Early Learning Goals	<i>EYFS adapt their curriculum offer based on children's interests throughout the year so this is not all they will cover in Understanding the World. The curriculum links below support geographical progression across their time with us and ensure that they have positive geography experiences from the beginning that enable them to progress onto the National Curriculum.</i>
<u>Understanding the world:</u> <u>People, Culture and Communities</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge	Using discussions around weather, EYFS will develop their knowledge of physical geography and different types of weather including: wind, rain, snow and sun through stories and observations of their environment. They will experience weather first-hand throughout the seasons. <u>What are our favourite places around school?</u> Taking a walk around the school grounds, EYFS will explore their special places. They will photograph their special place and a class book will be created. At the end of the year, EYFS will reflect and think of memories that have happened throughout their school year around the school grounds. Using sticky notes, they will take a walk around school, adding memories to their special places, e.g. 'Here I won the sack race', etc. Back in the classroom, look at an aerial map of the school grounds. Can they locate the places

from stories, non-fiction texts and – when appropriate – maps. <u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. <u>Vocabulary</u> Home, house, building, caravan, trailer, live, water, city, country, town, village, farm, weather, land, sea, Helsby, England, world, Earth, wind, rain, snow, sun, week, wet, dry, hot, cold, map, animals, plants, street, road, field, woodland, weather, seasons, school grounds, path, park, address, place of worship, beach, pond, natural world, map, bird's-eye-view, local, place, globe, world, countries, observe, similarities, difference.	they visited around school? Draw a simple map of the school grounds together. Using images taken over the year of 'special memories', place these images on the simple map in the location around school that they happened. <u>Where do we live?</u> Using Google maps, explore our world. Identify the water and the land. What colours are the sea and land? Discuss the land and why they are different colours e.g. white, green, brown. Link this to our knowledge of weather. Use the text 'The Street Beneath our Feet', to explore & promote discussion about our world further. Link parts of the world, to other learning throughout the year. <u>What is life like in another country?</u> Compare what life is like in another country compared to ours. Compare weather and any other visual physical differences children identify. This may be done when reading class stories/texts, whole school themed curriculum days and from children's interests that are observed in the environment, linked to each EYFS cohort. <u>What animals & plants can we see?</u> Linked to work on seasonal changes, discuss and observe animals and plants we may see in each particular season. Complete environment walks, drawing pictures of the different animals and plants that we see using pencils/ clipboards. Using the text 'The Leaf Thief' during the Autumn, 'Stickman' during the Winter season and 'Hattie Peck' during Spring, to enhance understanding of what we see in the natural world around us further.
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Essential Learning

	Units of learning	Fieldwork	Locational Knowledge	Vocabulary
Y1	Unit 1: <i>How is the village of Helsby different or similar to the town of Pointe-a-Pierre in Trinidad?</i> Children know: - Human features are things that people have made or built. - Physical features are things that are naturally found in the environment. - Some human and physical features found in Helsby. - Some human and physical features found in Pointe-a-Pierre, Trinidad. - Places can be compared by looking at their human and physical features. Unit 2: <i>How does the weather in Helsby change over the year?</i> Children know:	FW 1: <i>What is my school like?</i> Children know: - How to use simple compass directions and locational language to describe where things are - How to use aerial photographs to identify and describe features and routes around school FW 2: <i>What is my local area like?</i> Children know how to: - Annotate and create simple maps - Use aerial photographs and plan perspectives to identify and describe features in their local area - Use simple compass directions and locational language to describe where things are	Children know: - How to identify the United Kingdom on a globe and a map - The names of the four countries of the United Kingdom, and can identify them on a map - That the UK is surrounded by four seas, and can name these (North Sea, Irish Sea, English Channel, Atlantic Ocean) - The names of the five oceans around the world	human feature physical feature village, town, compare, similar, different, map, photograph weather, season, spring, summer, autumn, winter, sunny, cloudy, rainy, temperature map/plan, location, feature, near, far, next to/beside, in front of/behind

	- How to describe the weather that they see each day - The four seasons and can describe the weather patterns usually seen in each season - How to observe and discuss how the weather changes throughout the day and across the seasons in the UK	Begin to distinguish human and physical features		local area, route, map, aerial photo, landmark United Kingdom (UK), country, sea, ocean, map, globe, island
Y2	Unit 1: <i>Where are the hot and cold places around the world?</i> Children know: - There are hot and cold places around the world. - Places near the Equator are usually hotter. - Places near the North and South Poles are usually colder. - The UK is between the Equator and the North Pole, so it is usually neither extremely hot nor extremely cold. - People, plants and animals adapt to the climate where they live.	FW 1: <i>Where could the troll hide around school?</i> Children know how to: - Identify and describe human and physical features in the school environment. - Use aerial photographs to recognise key landmarks in the school grounds. - Create a simple map of the school grounds with a key for features. - Plan and describe routes using directional language. FW 2: <i>Where can we play in Helsby?</i> Children know how to: - Use maps to plan and discuss different routes. - Identify and record human and physical features. - Annotate an OS map with observed features FW 3: <i>What is the area of our residential like?</i> Children know how to: - Use photographs to locate specific features in a new environment. - Use a key to represent different features.	Children know: - The names of the seven continents of the world, and can identify them on a map - The names of the capital cities of the UK - The following landmarks in the capital cities: <u>London:</u> Big Ben, Houses of Parliament, Buckingham Palace, The London Eye <u>Cardiff:</u> Millennium Stadium, Cardiff Castle, Taff River <u>Edinburgh:</u> Edinburgh castle, Arthur's seat, Forth Rail bridge <u>Belfast:</u> Belfast castle, Titanic Belfast, Albert Memorial Clock	Equator, North Pole, South Pole, climate, adapt, globe, hot climate, cold climate human/physical feature, aerial photograph, map, key, landmark, route route, map, OS map, play space feature, map, locate continent, ocean, UK, atlas, globe
Y3	Unit 1: <i>Is the UK the same all over?</i> Children know: - The UK is made up of England, Scotland, Wales and Northern Ireland. - The UK is made up of two main islands surrounded by water. - The seas surrounding the UK are the North Sea, Irish Sea, Celtic Sea and English Channel.	FW 1: <i>Where in our school do different plants grow best?</i> Children know how to: - Use maps and 4-figure grid references - Collect data by using a quadrat to record the number and types of plants observed - Record their data on a bar chart	Children know: - The UK is surrounded by coasts and seas - The shape of the coast around the UK changes - The coast can be described using terms: cliffs, beaches, bays, landmarks	island, Great Britain, coast, erosion, mountain, hill, river, landform, physical feature, topography bay, coastline, volcano, climate,

	- The coast is where the land meets the sea. - Erosion is the process of wind, waves and rain wearing away the land over time. - Physical features are naturally formed and help make different parts of the UK unique. - Different parts of the UK look different because they have different physical features. Unit 2: <i>Was the Bay of Naples a good settlement for the Romans?</i> Children know: - The Bay of Naples is in southern Italy. - The Bay of Naples has a varied coastline, including beaches, cliffs and a sheltered bay. - Mount Vesuvius is a volcano near the Bay of Naples. - The Bay of Naples has a warmer climate than North-West England. - Fertile volcanic soil helps plants and crops grow. - Physical and human features influence where people choose to live. - Living near a volcano has both advantages and disadvantages. - North-West England has a varied coastline, including beaches, cliffs and estuaries. - The Bay of Naples and North-West England have similarities and differences.	- Use the collected data to help answer the enquiry question FW 2: <i>How does the shape of a rock change in a river?</i> Children know how to: - Collect data from different sites - Use a roundness scale to sort and classify rocks - Record data accurately - Draw conclusions from the data	- How to describe the geographical features of the UK's coast: cliffs, beaches, bays, headlands, coves - The importance of seaside towns in contributing to the local economy - That the Earth is divided in two halves: northern and southern hemisphere - The hemispheres affect the climate, seasons and weather patterns across the world	settlement, fertile, estuary, sheltered quadrat, species, habitat, grid-reference, data downstream, roundness scale, transportation, attrition, source, mouth coast, coastline, cliff, bay, equator, hemisphere
Y4	Unit 1: <i>Is Europe the same all over?</i> Children know: - How to identify and locate the major countries and cities in Europe, including capitals: London, Paris, Rome, Berlin. - Key physical features across Europe: mountains, rivers and volcanoes. Mountains: Alps, Pyrenees, Carpathians Rivers: Danube, Rhine, Seine, Volga Volcanoes: Mount Vesuvius, Mount Etna, Stromboli	FW 1: <i>How busy is our local high street?</i> Children know how to: - Record different types of businesses on a land use map - Use an OS map to identify features on our local high street - Use tally charts and surveys to gather and organise data about how busy shops are - Interpret their findings by identifying which areas of the high street are busiest - Compare data from different locations	UK locational knowledge Children know: - How to use OS maps and satellite images to locate places - The names of the major cities of the UK, including London, Birmingham, Manchester, Liverpool, Cardiff, Edinburgh, Belfast.	country, capital city, mountain range, volcano, river, source, mouth, tributary, bank, meander, settlement high street, footfall, survey, tally, service, land use water cycle, infiltration,

	- The importance of rivers in the development of human settlements - The key features of a river: source, mouth, bank, tributaries, meander	FW 2: <i>Which areas around school are best for water filtration?</i> Children know how to: - Use grid references to locate specific sites of the school grounds on a map - Measure how much water seeps into the ground - Permeable surfaces (like soil and grass) absorb more water because they have small gaps that allow water to pass through - Impermeable surfaces (like concrete and tarmac) do not absorb water well, causing water to pool or run off instead	- The location of some of these cities on a map - That places have changed over time World locational knowledge Children know: - Lines of latitude are imaginary horizontal lines that run across the Earth from West to East - The Equator is a line of latitude that is exactly half way between the North and South Pole - Latitude lines help us measure how far north or south we are from the equator - The Tropics are two important lines of latitude. - The Tropics are warm areas the sun shines directly overhead,	permeable, impermeable, runoff, grid-reference OS map, satellite image, city, latitude, equator, tropic of Cancer/Capricorn
Y5	Unit 1: <i>What is it like in North America?</i> Children know: - North America is made up of 23 independent countries, including Canada, the USA and Mexico. - The names of some major cities across North America: New York, Toronto, Mexico City - North America contains a wide range of biomes, including tundra, forest, grassland and desert. - The location of Niagara Falls and how this physical feature influences tourism, the economy and the surrounding environment. - How to describe key physical features of North America: <u>Mountains</u> - Rocky Mountains, Appalachian Mountains	FW 1: <i>What are the issues in our local area and how can we help?</i> Children know how to: - Identify issues in their local area by speaking with family members, neighbours, and school staff. - Collect data and gather different viewpoints to understand the issue better. - Suggest practical solutions to help address the identified issue in their community. FW 2: <i>Does the speed of water in a channel increase downstream?</i> Children know how to:	UK locational knowledge Children know: - How to recognise and describe different types of terrain across the UK: hills, valleys, mountains - Scotland is the most mountainous area of the UK - The tallest mountain in each country of the UK: Slieve Donard, Scafell Pike, Ben Nevis, Snowdon. - The key features of a mountain (see vocabulary)	biome, climate, mountain range, physical/human feature, tourism, economy, environmental region natural resource, land use, settlement, industry, mining, forestry, timber, agriculture local area, community, viewpoint, survey, data, issue, solution

	<u>Lakes</u> - The Great Lakes <u>Rivers</u> - Mississippi River, Missouri River <u>Waterfalls</u> - Niagara Falls <u>Deserts</u> - Mojave, Sonoran Unit 2: <i>How do the physical features and climate shape life in Wales and the Appalachian Mountains?</i> Children know: - Both Wales and the Appalachian region contain extensive areas of mountainous terrain. - Wales is generally mild and wet, while the Appalachian region has greater climate variation, with colder winters and warmer summers. - Both regions contain important natural resources, including coal, forests/timber, water and land used for farming and food production. - The physical landscape and natural resources have influenced where people have settled and how people make a living, including through mining, farming, forestry and tourism.	- Investigate the speed of water in a river by measuring it at three different points downstream. - Measure the speed of the water using a floating object or a flow meter and record the time it takes to travel a set distance. - Present their findings by creating a bar chart to show the water speed at the three different points on the river.	<u>World locational knowledge</u> Children know: - Latitude lines run east to west and help measure how far a place is from the Equator, while longitude lines run north to south and measure distance from the Prime Meridian. - GPS systems use longitude and latitude to provide accurate directions and locations. - Longitude lines run from the North Pole to the South Pole and measure how far a place is from the Prime Meridian. - Time zones are based on lines of longitude, helping to divide the world into different time regions.	current, flow rate, downstream, upstream, channel, velocity terrain, mountain, hill, summit (peak), slope, valley, ridge, latitude, longitude, prime meridian, Arctic/Antarctic circle, GPS, time zone, Greenwich Mena Time (GMT)
Y6	Unit 1: <i>How did rivers and docks influence the impact of the Blitz on UK cities?</i> Children know: - Cities across the UK that were impacted by the Blitz, including London, Liverpool, Glasgow, Bristol, Hull and Portsmouth. - Rivers and docks were crucial for trade, transport and industry during WW2 - UK cities were targeted during the Blitz to disrupt trade, transportation and industry - Important trade route rivers across the UK: Thames, Mersey, Clyde - In the past, cities and settlements were often built near rivers because rivers made it easier to move goods and people. Unit 2: <i>What is it like in South America?</i> Children know:	FW 1: <i>What are local views on the windfarm?</i> Children know: - How wind farms generate electricity and contribute to renewable energy production. - How to gather and present data on public opinions about wind farms through surveys and charts. - How to create a sketch map - The benefits and challenges of windfarms FW 2: <i>How does land use affect water filtration and flood risk?</i> Children know: - How to use a scatter graph to show data collected - How to use fieldwork evidence to explain why some areas drain water faster than others.	<u>UK locational knowledge</u> Children know: - There are nine regions in England - Regions are areas of land with similar characteristics - They live in the North-West of England - England is split into counties that help organise the country - The names and locations of some counties and regions <u>World locational knowledge</u> Children know: - How to use longitude and latitude to identify the	economic activity, trade, trade route, port, dock, industry, transport, settlement, river climate zone, biome, vegetation belt, altitude, mountain range, tectonic plate, plate boundary, earthquake, natural resource, population density windfarm, renewable energy, turbine, survey, data, survey, sketch map, opinion

	• South America is a continent made up of 12 independent countries; major cities include São Paulo, Rio de Janeiro, Buenos Aires and Lima. • The Equator crosses northern South America and the Tropic of Capricorn crosses the south, contributing to differences in climate across the continent. • South America contains contrasting environmental regions, including the Amazon Rainforest, Andes Mountains and Pampas grasslands. • South America contains different biomes and vegetation belts, which are influenced by climate and altitude. • Physical geography, climate and natural resources influence where and how people live across South America.	• Permeable surfaces (soil, grass) allow water to infiltrate, reducing the risk of flooding. • Impermeable surfaces (concrete, tarmac) prevent water infiltration, increasing surface runoff and flood risk. • Natural landscapes like forests and fields help absorb rainwater, reducing water build up and flood risk.	coordinates of places on a map. • Different map projections represent the world in different ways, and can distort the size and shape of continents. • A globe is the most accurate representation of the Earth, while flat maps adjust shapes and distances to show the curved Earth on a two-dimensional format.	permeable, impermeable, infiltration, absorb, runoff, scatter graph
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