

Geography Coverage Termly Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - 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 - Explore the natural world around them, making observations and drawing pictures of animals and plants - 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 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 					
Yr 1/2 Cycle A Topic	A Knight's Tale	Hythe , Our wonderful town	Here come the aliens	Fur, feather and scales	Name a piece of Art	Lighthouses
Key Engagement Questions		<p>1.Where are we in the world? Using a map of UK children to locate Hythe. Introducing location vocabulary e.g. next to coast north/south</p> <p>2.What can we find in our school grounds? Use simple aerial photographs of Hythe for children to identify human and physical features</p> <p>3.What landmarks do the seagulls see? Building on last lesson and the features spotted children to explore local area to take photos and record what they see in the context of human and physical features.</p> <p>4.What do we see? With class decide what survey data they would like to collect e.g traffic on the ring road .Carry out investigation, collecting, recording and analysing</p>		<p>1. Where is Trixie's home and what do we find there? Identify, recognise and describe the key geographical features of the Antarctic environment</p> <p>2. How are penguins able to survive in Antarctica? Identify ways in which penguins are adapted to the Antarctic environment</p> <p>3. How does Antarctica compare with the Sahara Desert? Identify countries in Africa which lie within the Sahara Desert Identify, recognise and describe the key geographical features of the Sahara Desert Explain why Antarctica is a desert despite being the coldest place on Earth</p> <p>4. How is the Arctic different from the Antarctic? Describe ways that the Arctic region and</p>		<p>Ensure Retrieval practice through intentional planned links.</p> <p>Make observations about and describe the local area and its physical and Human geography.</p>

		<p>data found.</p> <p>6. Let's be Cartographers! Can we create maps of the streets around our school and Hythe and use simple compass directions?</p>		<p>North Pole is similar to and different from Antarctica and the South Pole and offer reasons for such differences</p> <p>5. Why are there no Polar Bears in Antarctica? Describe and explain the components of the food chain of an Emperor Penguin</p> <p>Identify and describe 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica</p> <p>6. So why don't penguins need to fly? Talk about what they have learned during the enquiry and use the information to answer the question.</p>		
ONGOING	Keep a weekly weather chart based on first-hand observations using picture symbols, and present this data. Identify seasonal and daily weather patterns in the United Kingdom					

<p>Skills & Knowledge Links to the National Curriculum:</p>		<p>Locate features of the school grounds on a base map.</p> <p>Know about the local area, and name and locate key landmarks.</p> <p>Create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings.</p> <p>Describe a journey on a map of the local area using simple compass directions and locational and directional language.</p> <p>Use aerial photos to identify the physical and human features of a locality.</p> <p>Draw a simple map with a basic key of places showing landmarks.</p>		<p>Use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>Describe which continents have significant hot or cold areas and relate these to the poles and equator.</p> <p>Recognise a natural environment and describe it using key vocabulary.</p> <p>Describe the Human and physical geography of a distant place</p> <p>Describe their locality and how it is different and similar to the distant place.</p>		
<p>Yr 1/2 – Cycle B</p>	<p>People who help us</p>	<p>Once upon a tale....</p>	<p>Curiosity and Exploration</p>	<p>Animals</p>	<p>Growing</p>	<p>‘Oh I do like to be beside the Seaside’</p>
<p>Key Engagement Questions</p>		<p>This term our Travelling teddy will explore the four Countries of the UK and the Capital cities. Focusing on Landmarks, identifying features both physical and Human. Incorporating map skills.</p> <p>1. Where is England located? Where is the capital city and does it have any special landmarks?</p> <p>2. Where is Wales located? Where is the capital city and does it</p>		<p>Based on ‘Meerkat Mail’</p> <p>1. Where in the world does Sunny live?</p> <p>Read together the opening of the story. Where does Sunny live?</p> <p>Use google earth to find and zoom onto the Kalahari desert. Discuss continent, countries and distance from UK.</p> <p>Note the equator, how close is the Kalahari to the equator and so one of the world’s hotter places. How is the location different to the location of the UK?</p> <p>Support pupils to locate the Kalahari on a simple world map. Model use of an atlas. Why do they think Sunny is hot? Explain the significance of country location close to</p>		<p>‘Discover the UK’ (Based on Snail & the Whale book)</p> <p>1. What did the snail and the whale see?</p> <p>During reading the book as children to notice the human and physical features. Possible activity label features from a page in the book.</p> <p>2. Where did the whale take the snail?</p> <p>The snail wanted to travel the world but where did they go? Look at each page in turn. What type of places are they? Allocate each group a</p>

have any special landmarks?
3. Where is Scotland located? Where is the capital city and does it have any special landmarks?
4. Where is Northern Ireland located? Where is the capital city and does it have any special landmarks?

Focus on Once upon a map book to give the children opportunities to create their own maps with landmarks .

the equator.

2. What is Sunny's home place like?

Satellite view of the Kalahari –What features can be seen? Highlight vegetation, any sign of water? What animals might live here? A hot or cold place? Record the key words. Give each pupil one of the photographs or fact files about the Kalahari desert collect information about each aspect of the Kalahari (See resource file). A simple table may be used to record the animals, vegetation, climate, rivers, vegetation, soil, and people.

3. How is Sunny's place different to mine?

Link back to question 2 .Make comparison with aspect of UK e.g animals, vegetation

4. Where will Sunny go to visit his cousins?

Revisit the next section of the story – Sunny wanted to go and visit his cousins who live in different places. Have a look at their pictures again. look at where each cousin lives. Locate on map. Which countries will Sunny visit – discuss the countries Sunny will have to travel to; which is nearest, furthest, North, South , East, West? Which continents will Sunny visit? A range of written tasks could be set at this point to reinforce locational awareness, map skills or use of the key vocabulary.

5. Where could Sunny go next around the world? What different animals would he find?

Review the locations Sunny has been to already. Do the pupils think Sunny will be happy to stay at home now? What if he was to have some more adventures and visit some famous places around the world?

Think of places he could visit. Use World map to plan his travels. Possible writing task postcards from destinations

different place in the story to look at- think about what the snail heard, saw, felt. As a class try to track his journey on a world map

3.Where did the whale go next?

Explain snail & whales are now back in the UK. Zoom in from space for children to locate UK.

Introduce names of surrounding seas. Possible activity- use printed maps of UK for children to add names of seas and then they can have a picture of a whale which they will use to move their whale around the seas using the direction given by teacher (N/S/E/W)

4.Where did the snail go?

Explain snail wants to stay on dry land for a while and needs some help. He wants to visit the countries and capitals of UK. Chn to locate & label on map. How could the snail travel now? Think about directions, sights on the way. Snail could send postcard from his destination

5.Why did the whale get stuck on the beach?

Way of introducing the concept of the effect of human actions on the world e.g. jet skis scared him, litter confused him. Possible activity- poster for caring for environment

**FIELDWORK
OPPORTUNITY TO VISIT
OUR BEACH**

<p>Skills & Knowledge Links to National Curriculum:</p>		<p>Draw a simple map with a basic key of places showing landmarks.</p> <p>Use aerial photos to identify the physical and human features of a locality.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur using key vocabulary.</p> <p>Make observations about and describe the local area and its physical and Human geography.</p>		<p>Describe which continents have significant hot or cold areas and relate these to the poles and equator.</p> <p>Recognise a natural environment and describe it using key vocabulary.</p> <p>Describe the Human and physical geography of a distant place</p> <p>Describe their locality and how it is different and similar to the distant place.</p> <p>Use a world map, atlas or globe to name and locate the seven continents and five oceans.</p>		<p>Name and locate the UK's surrounding seas on a map (English Channel, North Sea, Irish Sea and Atlantic Ocean)</p> <p>Make observations about and describe the local area and its physical and Human geography.</p> <p>Describe which continents have significant hot or cold areas and relate these to the poles and equator.</p> <p>Name and locate the seven continents and five oceans on a globe or atlas.</p>
<p>Yr 3/4 Cycle A</p>	<p>Term 1 Body Works</p>	<p>Term 2 Smashing Saxons</p>	<p>Term 3 Dragonology Shang Dynasty</p>	<p>Term 4 Vikings</p>	<p>Term 5 Rainforest Riches</p>	<p>Term 6 Our Ever changing world!</p>
<p>Key Engagement Questions</p>	<p>1. 'I Spy Hythe' Recall what they know about Hythe and revisit maps of locality. Make a map of route to significant place in Hythe.</p> <p>2. What's the biggest problem in Hythe? Traffic is an issue, especially over the summer. Children carry our traffic survey and present findings.</p> <p>3. 'I spy Europe' What are the main countries of Europe? Map investigators – France, Germany, Italy, Spain, UK</p> <p>4. Can we become City experts and create a Class book on 5 main European countries?</p>				<p>1. What is the Amazon rainforest like? Location and key physical features. Observations related to the Equator and the tropics of Cancer and Capricorn.</p> <p>2. Did you know the rainforest has layers? Children learn about the layers that make up the Rainforest.</p> <p>4. Does anyone live in the rainforest? How does this compare to how we live? Introduction to the five main Amazonia tribes.</p>	<p>1. What are the coldest places on Earth? Why are some places so much colder than others? What are latitude lines and climate? To know that the Arctic covers eight countries.</p> <p>2. Where is the Arctic circle? Children to desirable location using geographical knowledge and vocabulary.</p> <p>3. Is the Arctic circle only made of ice? Describe the physical geography of the Arctic.</p> <p>4. What is it like to live in the Arctic circle?</p>

	<p>Using maps and information files that will identify physical features to complete fact files including Rivers, mountains, weather, capital city.</p> <p>5. Class experts to present their findings.</p>				<p>5. What water sources do you find in the Rainforest? The Role of water in the Amazon</p> <p>6. Can we compare the physical and the Human geography of Hythe and the Amazon? To make comparisons between the physical and human geography of Hythe and the Amazon</p>	<p>Make comparisons with the human geography of the different Artic regions.</p> <p>5. How is climate change affecting the people who live in the Artic? To understand how climate is linked to Biomes.</p> <p>6. What does the future hold for the Artic? To understand how changes in temperature effect the biomes.</p>
<p>Skills & Knowledge Links to National Curriculum:</p>	<p>Describe where the UK is located.</p> <p>Name and locate some major urban areas; locate where they live in the UK using locational terminology.</p> <p>Locate and describe some human and physical characteristics of the UK.</p> <p>Use the zoom function of a digital map to locate places.</p> <p>Locate some countries in Europe on a map or Atlas, such as Russia</p> <p>Use a map or atlas to locate some countries and cities in Europe.</p> <p>Use an atlas to locate the UK and locate some major urban areas: locate where they live in the UK.</p> <p>Make a map of a short route with features in the correct order and in the correct places.</p> <p>In a group, carry out fieldwork in the local areas selecting appropriate techniques.</p>				<p>Use the zoom function of a digital map to locate places.</p> <p>Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>Use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>Describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</p> <p>Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p> <p>Identify and sequence a range of settlement sizes from village to a city.</p> <p>Understand how climate and vegetation are connected in biomes.</p>	<p>Can explain why some regions are different from others.</p> <p>Describe and compare similarities and differences between some regions in Europe and North or South America.</p> <p>Understand how physical processes can cause hazards to people.</p> <p>Describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>Understand the physical and human environments.</p> <p>Give instructions up to eight compass points.</p> <p>Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</p> <p>Locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude.</p>

	<p>Present information gathered in fieldwork using simple graphs.</p> <p>Use four figure grid references</p> <p>Give instructions up to eight compass points.</p>					<p>Understand how climate and vegetation are connected in biomes.</p>
Yr 3/4 Cycle B	Term 1 Stone Age to Iron Age	Term 2 The Romans	Term 3 Volcanoes	Term 4 Elizabethan Britain	Term 5 Bloomin' Marvellous	Term 6 Migration
Key Engagement Questions			<p>1: What is the Earth made of? What are the four layers of the Earth? What are the different types of crust? Where are the major tectonic plates?</p> <p>2: How are mountains and volcanoes formed? What are fold mountains? What are the two types of volcanoes? Where are volcanoes located?</p> <p>3: How do earthquakes and volcanic eruptions happen? How do earthquakes happen? How do volcanoes erupt? Why don't we have earthquakes or volcanic eruptions in the UK?</p> <p>4: What are the effects of earthquakes and volcanic eruptions? What can people do to deal with earthquakes? What can people do to deal with volcanic explosions? What are the immediate and secondary effects of earthquakes and volcanic eruptions?</p> <p>5: Do the benefits of living near a volcano outweigh the risks? What are the benefits of living near a volcano?</p>		<p>1. How does the location of Kathmandu compare with where I live?</p> <p>2. How do people's homes at Kathmandu compare with mine?</p> <p>3. How does the weather at Kathmandu compare with the weather where I live?</p> <p>4. How do people in Kathmandu travel around compared with how people travel around where I live?</p> <p>5. How does going to school in Kathmandu compare with my school?</p> <p>6. How does the natural environment around Kathmandu compare with the natural environment around where I live?</p>	<p>1. What is migration? What terms are used to describe types of migration? Which continents have the most emigrants and immigrants? How is food one way in which host countries benefit from migration?</p> <p>2. What causes people to migrate? What are push factors? What are pull factors?</p> <p>3. How does migration affect people and places? What are the advantages of migration for source countries? What are the advantages of migration for host countries? What are the disadvantages of migration for source countries? What are the disadvantages of migration for host countries?</p> <p>4. Can I create a profile of a migrant? What is a character profile? What is a refugee? What details should a profile of a migrant contain?</p> <p>5. What is the Windrush generation? Why did people migrate from the Caribbean to Britain? What happened to the Windrush migrants?</p>

			<p>What are the risks of living near a volcano?</p> <p>6:How has Nepal been affected by earthquakes in the past?</p>			<p>Do we appreciate the contribution of migrants enough?</p>
<p>Skills & Knowledge Links to National Curriculum:</p>			<p>Use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>Understand how physical processes can cause hazards to people.</p> <p>Describe some advantages and disadvantages of living in hazard-prone areas.</p> <p>Understand how human activity is influenced by climate and weather.</p>		<p>Use simple geographical vocabulary to describe significant physical features and talk about how they change.</p> <p>Describe a river and mountain environment in the UK, using appropriate geographical vocabulary and compare this with a contrasting country.</p> <p>Use a map or atlas to locate some countries and cities in Europe or North and South America.</p> <p>Locate places studied in relation to the equator, the Tropics of Cancer and Capricorn, and their latitude and longitude.</p> <p>Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use.</p>	<p>Understand how human activity is influenced by climate and weather.</p> <p>Describe geographical diversity across the world</p> <p>Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use.</p> <p>Use a map or atlas to locate some countries and cities in Europe or North and South America.</p>
Year 5/6	Term 1 Mayan Civilisation	Term 2 'Twas the night before Christmas	Term 3 Out of this World	Term 4 Conservation	Term 5 Great Inventions Greeks	Term 6 Survival
Key Engagement Questions		<p>1. Our town and our counties – what do we remember about how the UK is divided? What can we remember about the capital cities? Can we investigate these using maps and atlas?</p>		<p>1.What does being sustainable actually mean? Why is the environment under so much pressure today? What are examples of sustainable and unsustainable practices?</p>		<p>1. Where is Brazil? An identification of the human and physical features. 2. What can we learn about the Brazilian climate? Locate the different environmental regions of</p>

		<p>2. Did you know that the UK is divided into countries and counties?</p> <p>3. Do we understand that there are a number of major cities in the UK and can name and locate them?</p> <p>4. Can we use the geographical language that we have previously learnt to describe the human and physical features of the regions, counties of the UK?</p> <p>5. Could you plan a route for Santa on Christmas Eve to leave from Hythe and deliver in a city in each county of the UK using the eight points of a compass, four and six-figure grid references?</p> <p>CHALLENGE</p> <p>6. Can you plan a route for Santa travelling from London around the world visiting different capital cities and covering different time zones?</p>		<p>What new technology is encouraging sustainability? Which countries rely a lot on renewable energy? What kinds of renewable energy are there? How is renewable energy generated?</p> <p>2. What are Fossil Fuels? What are the ways humans can generate energy? What are 'renewable' and 'non-renewable' forms of energy? What are fossil fuels?</p> <p>3. How can we help to make our school more sustainable?</p> <p>4. Why are we seeing more wind and solar farms in the countryside?</p> <p>5. Who do you think should be responsible for climate change?</p> <p>6. How does climate change link to the global goals?</p>		<p>Brazil and key physical characteristics.</p> <p>3. What do you think the statement: 'a city of two halves' means? Locate the continent South America and country Brazil using maps. Concentrate on key physical and human characteristics of the city Rio de Janeiro.</p> <p>4. Who are the Awa tribe? What are lives of the Awa tribe like? What are the threats facing the Awa tribe? To develop a knowledge and understanding of the indigenous people of Brazil To understand the similarities and differences between the lives of the indigenous people and other people living in Brazil. To understand the threats facing the indigenous people of Brazil.</p> <p>5. What is life like in Brazil? To assess knowledge and understanding of Brazil. To develop an in-depth understanding of the geographical features of Brazil.</p>
		<p>Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>Make sketch maps of areas</p>		<p>Understand hazards from physical environments and their management, such as avalanches in mountain regions.</p>		<p>Understand how a region has changed and how it is different from another region of the UK.</p> <p>Know information about a region of Europe and North or South America, its physical</p>

		<p>using symbols, a key and a scale.</p> <p>Use digital maps to investigate features of an area.</p> <p>Present information gathered in fieldwork using a range of graphs.</p> <p>Plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.</p> <p>Use four-figure grid references and find six-figure grid references.</p> <p>Describe height and slope from a map.</p> <p>Read and compare map scales.</p>		<p>Understand that products we use are imported as well as locally produced.</p> <p>Explain how the types of industry in the area have changed over time.</p> <p>Understand where our energy and natural resources come from.</p> <p>Describe and understand a range of key physical processes and the resulting landscape features.</p> <p>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p>		<p>environment and climate, and economic activity.</p> <p>Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>Understand how human activity is influenced by climate and weather.</p> <p>Understand hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>Explain several threats to wildlife/habitats.</p>
Year 5/ 6	Term 1 Ancient Egypt	Term 2 What on Earth	Term 3 Technology	Term 4 Who dun it?	Term 5 WWII	Term 6 What will your future hold?
Key Engagement Questions		<p>1. Did you know that a river goes on a journey? Features of a river system Physical processes involved in River formation.</p> <p>2. Why do rivers flood? Understanding the theories and processes and implications for local areas.</p>		<p>1: Why do geographers do fieldwork? What is fieldwork? What is the purpose of fieldwork? How can geographers help people by doing different types of fieldwork? How are maps used for fieldwork?</p> <p>2: What tools do geographers use for fieldwork?</p>		<p>1. Where in the world would you find this landmark? Can we use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to solve a geographical puzzle?</p> <p>2. How can we rescue this stranded sailor? We can use latitude and longitude to locate the</p>

		<p>3. What are the 5 longest rivers in the UK? Name and locate the UK's five major rivers and investigate the characteristics.</p> <p>4. What can we learn about the River Thames? Gain an understanding of how topography is shown on a map. In a mapping task, pupils will learn the significance of keys, contour lines, four figure and six figure grid references, grid squares, distance, scale and direction as they answer questions and interrogate evidence.</p> <p>5. Wow- There is a lot to learn about waterfalls! Understand how waterfalls are formed and their key characteristics</p>		<p>What is a field sketch and how does a geographer make one? What is the difference between quantitative and qualitative data? What is a questionnaire? What is a survey?</p> <p>3: How do geographers collect and present data? How are surveys and questionnaires conducted? How can different types of graphs be used to present data? Why do geographers use different collection tools? How do you plot data on different graphs and charts?</p> <p>4: Designing tools for fieldwork What will your enquiry question be? Which tools will you use to collect your data?</p> <p>5: Conducting fieldwork What data have you collected? How have you made sure that it is accurate?</p> <p>6: What does your fieldwork show? To write an answer to the question: What does your fieldwork show? Extension opportunity: What would you do differently if you repeated the fieldwork?</p>		<p>answers to some geographical riddles ? (Rescue me.. message in a bottle)</p> <p>3.What should a visitor to Hythe go and see? Can we plan our own Hythe treasure hunt using OS maps?</p>
		<p>Describe and understand key aspects of: physical geography, including, rivers, and the water cycle</p> <p>Use four-figure grid references and find six-figure grid references.</p> <p>Describe height and slope from a map.</p>		<p>Make sketch maps of areas using symbols, a key and a scale. Use digital maps to investigate features of an area.</p> <p>Present information gathered in fieldwork using a range of graphs.</p>		<p>Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones.</p> <p>Use thematic maps for specific purposes.</p>

		<p>Read and compare map scales.</p> <p>Describe and understand a range of key physical processes and the resulting landscape features.</p>		<p>Plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.</p>		<p>Use four-figure grid references and find six-figure grid references.</p> <p>Describe height and slope from a map.</p> <p>Read and compare map scales.</p>
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