



Red Hall Geography Overview

	Autumn Term	Spring Term	Summer Term
Nursery	<ul style="list-style-type: none"> - Discuss and explore the season of Autumn. Links to clothing are made that will be appropriate for the season. - Children talk about who lives at home - As part of Diwali they explore this celebration and how it is celebrated around the world - Positional language in used in connection with books read (e.g. Rosie's Walk) 	<ul style="list-style-type: none"> - Discuss and explore the season of Winter and Spring. Links to clothing are made. that are appropriate for the season. - Positional language in used in connection with books read (e.g. We're Going on a Bear Hunt). They talk about different environments as discussed in the stories they share - They explore routes to school and simple maps. Connections are made to books read. Chn create simple maps - Chn learn about foods from different places. Linked to Chinese New Year 	<ul style="list-style-type: none"> - Discuss and explore the season of Summer. Links to clothing are made that will be appropriate for the season. - Chn learn about a place that is in contrast to Gornal – a jungle. They use language to describe a jungle
Reception	<ul style="list-style-type: none"> - Children talk about who lives at home and their extended family. They talk about the places that are important to them - What is in our local area? Walk around the village. Visit to shops and library - Visit the church for Harvest Festival and Christmas - Identify key features of Gornal - Create a simple map of the local area that shows where key features are located - Discuss and explore the season of Autumn. Learn about what is distinct in 	<ul style="list-style-type: none"> - Compare living in Gornal to China linked to Chinese New Year. Compare buildings, food and clothing. - Look at how our village had changed over time. Use photos to compare - Discuss and explore the season of Winter and Spring. Learn about what is distinct in this season and how it compares to other seasons. Development of weather language 	<ul style="list-style-type: none"> - Compare living in Gornal and a village in Sri Lanka. Use a visitor to help explain and describe - Learn about the environment that dinosaurs lived in - Discuss and explore the season of Summer. Learn about what is distinct in this season and how it compares to other seasons. Development of weather language

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Year 1	<p><u>Hot Hot Hot and All Aboard</u></p> <ul style="list-style-type: none"> - Name and locate local town. - Name and locate the four countries of the UK. - Identify the countries of the UK Understand geographical similarities and differences of a small area of a contrasting non-European country. (Explore and compare Kenya and the UK.) - Locate hot and cold areas of the world, in relation to the North and South Poles. - Name and locate hot and cold countries. (Compare the UK and Finland) 	<p><u>Paddington</u></p> <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to human and physical features. - Develop knowledge of the human and physical geography of a small area of the UK (London) - Understand geographical similarities and differences of a small area of a contrasting non-European country. (Compare London and Lima) 	<p><u>Local Study</u></p> <ul style="list-style-type: none"> - Understand physical and geographical differences through studying the human and physical geography of a small area of the UK. - Use directional language to describe routes on a map. Identify and plan a route using a local map. - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the physical features of its surrounding environment. - Use simple compass directions. Use the vocabulary north, south, east and west. (Treasure Hunt) -
Year 2	<p><u>Around the World in 80 days</u></p> <ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom- where do we live? - Human and Physical features of the four countries of the UK - Name and Locate the seven continents of the world in order to notify seasonal and weather patterns - Use basic Geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, 	<p><u>Marvellous Monarchs</u></p> <ul style="list-style-type: none"> - Human and Physical features of the four countries of the UK-Focusing on Wales/Scotland - Using map skills, locate places of significance to the royal family. - Identify human and physical features of the four capital cities. 	<p><u>Beside the Seaside</u></p> <ul style="list-style-type: none"> - Name and locate the world's five oceans- explain the differences between the sea and ocean. - Directional language [for example, near and far; left and right], to describe the location of features and routes on a map. - Identify human and physical features and landmarks. - Use basic geographical vocabulary to refer to key physical and human features of a beach.

	weather) and human features (city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country. (compare Dudley – our school, homes, shops to city within India (Goa, Agra)		
Year 3	<p style="text-align: center;"><u>Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> - Locate famous hills, mountains coasts and rivers within the UK. - Learn about the key features and how they have changed over time. - Use the correct geographical language linked to settlements 	<p style="text-align: center;"><u>Local Study</u></p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the human and physical geography of a region of the UK - Learn the eight points of a compass, and four figure grid references - Use field work to observe, measure and record the physical features of the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics. 	<p style="text-align: center;"><u>Romans</u></p> <ul style="list-style-type: none"> - Locate famous hills, mountains coasts and rivers within the UK. Look key features and how they have changed over time. - Describe land patterns. - Describe and understand key aspects of: Physical geography including hills, mountains, coasts and rivers.
Year 4	<p style="text-align: center;"><u>Egyptians</u></p> <ul style="list-style-type: none"> - When looking at Where Egypt is: Identify the position and significance of Equator, N. and S. Hemisphere, To recognise the different shapes of continents. 	<p style="text-align: center;"><u>Rainforests</u></p> <ul style="list-style-type: none"> - Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn - Describe and understand key aspects of physical geography, including climate zones. 	<p style="text-align: center;"><u>Anglo Saxons and Vikings</u></p> <ul style="list-style-type: none"> - Understand and describe types of settlements in modern Britain: villages, towns, cities. To describe how people have been affected by changes in the environment.

		<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping (google earth) to locate countries and describe features - Use the eight points of a compass, four-grid grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom and the wider world. 	
Year 5	<p><u>Victorians (Local Study)</u></p> <ul style="list-style-type: none"> - Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, and graphs, and digital technologies. - Locate and name the main countries and cities in UK. Linking with history, compare land use maps of the UK from past with the present, focusing on land use. - Use the eight points of a compass, four-grid references, symbols and key (including the use of Ordnance survey maps) to build their knowledge of the United Kingdom in the past and present. 	<p><u>Rolling on a River</u></p> <ul style="list-style-type: none"> - Describe and understand key aspects of Physical geography including coasts, rivers and the water cycle including climate zones - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Human geography including trade between UK and Europe. - 	<p><u>Battle of Britain</u></p>
Year 6	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth. - Identify their main environmental regions, key physical and human characteristics, and major cities. 	<p><u>Crime and Punishment</u></p> <ul style="list-style-type: none"> - Linking with local History, map how land use has changed in local area over time. - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - Use fieldwork to observe, measure and record the human and physical features in 	<p><u>Maya</u></p> <ul style="list-style-type: none"> - Identify their main environmental regions, key physical and human characteristics, and major cities. - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Extend to 6 figure grid references with teaching of latitude and longitude in depth.

	<ul style="list-style-type: none">- Expand map skills to include non-UK countries.	the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<ul style="list-style-type: none">- Expand map skills to include non-UK countries.
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