

# Wildground Federation – Geography Overview

|                          | Autumn 1   | Autumn 2 | Spring 1   | Spring 2 | Summer 1  | Summer 2 |
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| <b>N –<br/>2-3 years</b> | Respond to natural phenomena eg wind setting and on trips. Response could be verbal, facial expression ,clapping other gestures  |          | Be able to name simple natural phenomena eg rain, snow, sun  |          | Begin to name features of their surroundings/setting eg garden, play room, fence  |          |
| <b>N-<br/>3-4 years</b>  | Make observations and describe their surroundings.<br>Begin to name features of their wider environment eg the school grounds  |          | Make observations and describe the wider environment of the school grounds<br>Talk about trips/walks/holidays  |          | Have some understanding that there are different countries in the world. Talk about what they can see in photos/pictures of different countries.<br>Look at pictures and discuss animals from different countries.<br>Ask each other questions about trips/walks/holidays |          |
| <b>Year R</b>            | Have a basic understanding of a map/globe/atlas<br>Have an understanding of the local area around<br>Begin to become familiar with street names of the local environment around them<br>Have an awareness of the school grounds<br>Introduce amazing animal half termly and discuss where it lives and why the environment is suitable |          | Talk about differences in climates- some places are hotter/colder than others<br>Begin to use maps/globes during continuous provision<br>Recognise that some environments are different from the one in which they live in<br>Begin to use the correct street names when talk about their local environment                    |          | Compare/contrast local environment from previous welly walks and current walk- how has the environment changed?<br>Draw information from a simple map<br>Know that there are different countries in the world and talk about these differences                            |          |
| <b>Prior Learning</b>    | Make observations and describe their surroundings.<br>Begin to make features of their wider environment eg the school grounds  |          | Make observations and describe the wider environment of the school grounds<br>Talk about trips/walks/holidays  |          | Have some understanding that there are different countries in the world. Talk about what they can see in photos/pictures of different countries.<br>Look at pictures and discuss animals from different countries.<br>Ask each other questions about trips/walks/holidays |          |
| <b>Future learning</b>   | Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.<br><br>Identify land use around the school.   |          | Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. (Year 1- Summer 1)<br><br>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. |          | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.<br><br>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).              |          |

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| <p><b>Year 1</b></p>          | <p><b><u>Amazing me</u></b><br/>                 Locate and name the countries of the UK.<br/>                 Locate and name the capital cities of the four countries.<br/>                 Begin to name the seas around the UK.<br/>                 Identify human and physical features of the four countries of the UK</p> | <p><b><u>Pole to pole</u></b><br/>                 North and south Poles<br/>                 Where do we live.<br/>                 Explore globes, maps can children locate uk, North and south Poles.<br/>                 Use digimaps to locate the Poles.<br/>                 Weather, plants and animals</p> | <p><b><u>Our wonderful world</u></b><br/>                 Introduce terms human and physical features of geography.<br/>                 Introduce the continents of the world looking at the shapes. Learn the continents song.<br/>                 Introduce Europe; Spain, France, Italy, United Kingdom.<br/>                 Asia; India, China and Japan.<br/>                 Africa; Kenya, Algeria, Egypt, Ghana.<br/>                 Oceania: New Zealand, Australia, Hawaii, Fiji.<br/>                 North America USA, Canada<br/>                 South America Brazil, Peru<br/>                 Name the oceans and seas.</p> | <p><b><u>Transport triumphs</u></b></p>  | <p><b><u>Great fire of London</u></b><br/>                 Hythe and Southampton<br/>                 Recap the country and continent we live in UK<br/>                 Europe.<br/>                 Dibden home and school address.<br/>                 Human and Physical features of Dibden.<br/>                 Favourite and least favourite places in Dibden.<br/>                 Human and physical features found in England.<br/>                 Learning walk around school identify human and physical features.</p> | <p><b><u>Into the Forest</u></b><br/>                 The New Forest<br/>                 Recap where we live.<br/>                 Looking at map of local area recognising street names.<br/>                 Sort human and physical features using own knowledge and local leaflets.<br/>                 Introduce aerial maps.<br/>                 Create aerial maps of the school and the local area.<br/>                 Introduce 4 points of the compass.<br/>                 Begin to use compass points to describe the location of features. Use compass points to</p> |
| <p><b>Prior Learning</b></p>  | <p>Maps, globe, atlas be familiar with the terms.<br/>                 Be familiar with the local area, types of shops and some road names.</p>   | <p>Human and physical features</p>   |   | <p><b><u>Future learning</u></b><br/><br/>                 Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.<br/><br/>                 Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p> | <p>Countries of the UK and their capital cities<br/>                 Continents<br/>                 Human and physical features</p>   | <p>Where we live<br/>                 Human and physical features</p>   |
| <p><b>Future Learning</b></p> | <p>Countries and capital cities of the UK</p>   | <p>North and South Pole<br/>                 Weather and climate</p>   | <p>Human and physical features<br/>                 Continents</p>  |  | <p>Human and physical features</p>   | <p>Aerial maps<br/>                 Points of a compass</p>   |

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| <b>Year 2</b>          | <p>Using geographical language to discuss where artefacts might have come from.</p> <p>Recap oceans and continents, locate Africa, identify Kenya on a map describe position in relation to North and South poles</p> <p>Identify similarities and differences between Kenya and the United Kingdom.</p> <p>Identify human and physical features found in Kenya are these different to the UK?</p> <p>Compare Dibden Purlieu with Nakuru identifying human and physical features.</p> <p>Compare the weather in Dibden Purlieu with Nakuru.</p> | <p>Recap oceans and continents. Recap that the world is not flat but a sphere (missconception)</p> <p>Locate where we live on a map of the UK. Use compass points to describe seas, cities towns.</p> <p>Identify countries in Europe. Identify countries involved in the Crimean war; describe their location using compass points in relation to each other.</p> <p>Locate London and Istanbul on maps.</p> <p>Compare Southampton general hospital and Scutari hospital.</p> <p>Explore human and physical features of Turkey. Looking at oceans and seas.</p> <p>Explore the difference between weather and climate.</p> |  | <p>Locate Europe, North and South America and the Atlantic ocean.</p> <p>Locate New York look at the difference between a city and a state.</p> <p>Demonstrate the route the Titanic took, use coordinates to plat the location Titanic sank.</p> <p>Recap Human and Physical features in Southampton and compare to the features found in New York.</p> <p>Compare New York with Southampton.</p> |  |  |
| <b>Prior Learning</b>  | <p>Oceans and continents location of the North and South Poles</p> <p>Human and physical features</p> <p>Weather and climate</p>  | <p>Oceans and continents</p> <p>Compass points</p> <p>Location of London</p> <p>Human and physical features</p> <p>Weather and climate</p>   |  | <p>Oceans and continents</p> <p>Human and physical features</p>  |  |  |
| <b>Future Learning</b> | <p>Identifying similarities and differences</p> <p>Human and physical features</p> <p>Weather and climate</p>   | <p>Compass points</p> <p>Human and physical features</p> <p>Oceans and sees</p> <p>Weather and c;limite</p>  |  | <p>Oceans and continents</p> <p>Coordinates</p> <p>Human and physical features</p>   |  |  |

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| <b>Year 3</b>          | <b><u>Toy Story</u></b>         | <b><u>Me and my shadow</u></b><br>Recap 4 points of the compass. Introduce 8 points of the compass. Design and use own treasure maps using the 8 points of the compass. Locate 4 countries that make up the United Kingdom and the 4 capital cities. Introduce ordinance survey maps and the symbols they use. Introduce sketch maps and compare to google maps. On both maps locate human and physical features. Use street view and aerial views locate and describe the position of local landmarks Plot the route from school to Hythe using compass points and ordinance survey symbols. | <b><u>Mystery of the stone age</u></b><br>Introduce the term county and that we live in Hampshire. Locate and name the counties that surround Hampshire. Locate Stonehenge along with human and physical features of Wiltshire. Introduce Google Earth. Describe the land use around Stonehenge. Record and present human and physical features of the area. | <b><u>Rotten Romans</u></b>               | <b><u>A land down under</u></b><br>Describe the location of Australia. Introduce equator, hemispheres. Use these along with the poles continents and oceans to describe location. Use a range of maps locate human and physical features. Introduce biome tropic of Capricorn and Cancer. Begin to understand that there a range of biomes in Australia. Introduce longitude and latitude, use longitude and latitude to locate places in Australia. | <b><u>Amazon adventures</u></b><br>Locate the world's rainforests. Naming the countries, they are located within. Explain the climate of rainforests. Revisit equator and tropics, climate and weather. Begin to understand that climate is different in the different layers of the rainforest. understand the effects of deforestation. Compare similarities and differences between New Forest and the Amazon Rainforest. |
| <b>Prior Learning</b>  |                                 | Countries of the UK and their capital cities<br>Compass points<br>Human and physical features   | Human and physical features  |   | Continents and oceans<br>Location of the North and South Pole<br>Hemispheres   | Climate, weather<br>Equator, tropics of Capricorn and Cancer   |
| <b>Future Learning</b> |                                 | Compass points<br>OS maps<br>Sketch maps  | Human and physical features<br>Counties of the UK<br>Google Earth<br>Types of land use   |   | Equator, hemispheres, tropic of Capricorn and Cancer<br>Longitude and latitude<br>Biomes   | Location of Rainforest, Brazil<br>Climate and weather  |
| <b>Year 4</b>          | <b><u>Come dine with me</u></b> | <b><u>Natural Hazards</u></b><br>Locate volcanoes using maps digimaps. Begin to understand and discuss the Impact of volcanoes on peoples   | <b><u>Anglo Saxons the ruin of Britain</u></b>   | <b><u>Vikings Raiders or Traders?</u></b> | <b><u>Plastic Pollution</u></b><br>Locate the New forest on a range of maps, label own map of the New Forest.  | <b><u>Oh I do like to be beside the sea side</u></b><br>Discover what coast are and how they are formed.   |

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|                       |  | <p>lives and the local environment.</p> <p>Recognise that there is rock under all surfaces.</p> <p>List the layers that make up the Earth.</p> <p>Describe the earth's structure.</p> <p>Begin to understand how volcanoes are formed.</p> <p>Show how tectonic plates move and how volcanoes are formed.</p> <p>Begin to name some of the parts of a volcano.</p> <p>Begin to explain what happens when a volcano erupts.</p> <p>Use maps to locate the ring of fire.</p> <p>Introduce the terms active, dormant and extinct when talking about volcanoes.</p> <p>Use a range of resources to investigate Mount Vesuvius and the impact that the eruptions have had.</p> <p>Begin to explain how earthquakes happen tectonic plate movement and location.</p> |  |  | <p>Revisit human and physical features of the New Forest along with the reasons why people tourists visit the area.</p> <p>Use maps to locate Germany and the Black Forest.</p> <p>Compare and contrast human and physical features of the New Forest with the Black Forest.</p> <p>Recap the difference between weather and climate.</p> <p>Begin to compare the climate of the New Forest with the Black Forest.</p> | <p>Introduce erosional and depositional landforms and begin to explain what they are.</p> <p>Begin to explain how coastal erosion takes place.</p> <p>Describe how caves, stacks and arches are formed.</p> <p>Explain how human activity can also cause erosion.</p> <p>Begin to identify different strategies for coastal management.</p> <p>Describe the advantages and disadvantages of using different coastal management strategies.</p> <p>Explain how coastal management strategies affect people's lives.</p> <p>Identify and describe the different types of beaches using geographical language to describe human and physical features.</p> <p>Use resources to locate coastal holiday locations.</p> <p>Think about the physical and human features that make suitable coastal holiday locations.</p> <p>Begin to evaluate how changes in land use will affect people and the environment in different ways.</p> |
| <b>Prior Learning</b> |  | Digimaps<br>Continents and oceans  |  |  | Location of the New Forest   | Human and physical features   |

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|                        |   |  |   |   | Human and physical features<br>Maps<br>Weather and climate  |   |
| <b>Future Learning</b> |   | Structure of the Earth<br>Tectonic plates and their movements  |   |   | Pull factors<br>Human and physical features<br>Weather and climate  | Human and physical features   |
| <b>Year 5</b>          | <b><u>Magical adventures</u></b><br>Discuss what a mountain is; locate mountains using a range of maps atlases, globes and digital mapping.<br>Use topological maps to locate areas of higher land in the UK.<br>Introduce contours and how they describe the shape and size of mountains.<br>Describe and understand key aspects of mountains.<br>Recap Surface of the Earth<br>Explain and describe how different types of mountains are formed.<br>Describe their characteristics.<br>Describe the climate in mountainous areas compare different mountain ranges along with the UK. | <b><u>Groovy Greeks</u></b><br>Locate Greece on a map, globe.<br>Name and locate human and physical features of Greece.<br>Explore and describe the climate in Greece and compare to the UK<br>Begin to understand why Greece is a popular tourist destination.<br>Discuss types of settlement and begin to understand economic activity in regions of Greece. | <b><u>Secrets of the Ancient Civilisations Natural resources of China</u></b><br><b>2 lessons as a hook for Shang Dynasty</b> | <b><u>Shang Dynasty</u></b><br>Revisit continents and oceans.<br>Use a range of maps to locate China on a world map, identifying human and physical features of China.<br><b>PRIOR OS symbols</b><br><b>Compass points</b><br>Use 8 points of a compass to describe the location of human and physical features (linked to English)<br>Look at similarities and differences using a range of maps of the same area.<br>Use geographical language to describe what you can see.<br>Create a range of maps tourist, topological, aerial, sketch for your own island | <b><u>Can you reach for the stars?</u></b><br>Use appropriate geographic language linked to location revisit equator, northern & southern hemisphere, tropics of Cancer & Capricorn, Arctic, & Antarctic circle discuss our location in relation to these features.<br>Identify key locations using longitude and latitude.<br>Use compass points to describe the location of the counties of the UK.<br>Begin to understand the idea of time zones (linked to science) | <b><u>Let's explore Brazil</u></b><br>Describe location of Brazil.<br>Locate human and physical features including cities rivers, oceans and mountains.<br>Create a tourist map of Brazil including physical and human features and landmarks.<br>Illustrate the climate in Brazil and the impact on playing football.<br>Begin to understand and explain the push and pull factors in Brazil.<br>Discuss the settlement patterns in Brazil and begin to understand how poverty affect settlement types.<br>Describe the features of the Amazon. Describe and explain the climate of the Amazon.<br>Describe the layers of vegetation in the Amazon.<br>Discuss the differences between life in the UK and the lives of the Amazon tribe people.<br>Begin to Describe the economic activity and trade in Brazil |

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|                        |   |                                 |                                 |   |  | understanding the products that are exported and where these products end up.                               |
| <b>Prior Learning</b>  | The structure of the Earth's surface<br>Tectonic plate movement<br>Climate and weather  |                                 |                                 | Continents and oceans<br>Os symbols<br>points of a compass<br>maps<br>human and physical features   | Equator, tropics<br>North and South poles<br>Longitude and latitude  | Human and physical features<br>Mountains<br>Climate<br>Pull factors<br>Biomes                               |
| <b>Future Learning</b> | Contours<br>Weather and climate   |                                 |                                 | Maps<br>Continents and oceans<br>Points of a compass<br>Human and physical features   | Time zones<br>Equator, tropics<br>North and South poles<br>Longitude and latitude<br>Northern and Southern hemispheres   | Human and physical features<br>Rivers<br>Climate<br>Pull factors<br>Economic trade<br>Push and pull factors |
| <b>Year 6</b>          | <b><u>Symbolism</u></b><br>Revisit the 8 points of the compass, continents and oceans of the world. Use eight points of the compass to describe the location of different counties.<br>Begin to interpret maps using longitude and latitude not relying on modern technology.<br>Use four and six figure grid references to locate different positions on a map.<br>Explain and interpret symbols on maps.<br>Manipulate a compass, plan and follow clear instructions using the points of a compass. | <b><u>Darwin Detectives</u></b> | <b><u>Mysterious Mayans</u></b> | <b><u>Living in America</u></b><br>Revisit continents and Oceans focusing upon North America. Identify the countries in North America and begin to locate them on a map. Look at the climate of North America beginning to understand that there are different climates in one continent.<br>Explore human and physical features of North America, explain how certain geographical features are formed<br>Discuss how features might affect the human activity within a location.<br>Begin to compare and contrast different capital cities within North America | <b><u>Running Wild</u></b><br>Identify what a river is and the processes by which they are formed. Begin to understand the processes of erosion, transportation and deposition.<br>Revisit the water cycle and illustrate the process of the water cycle.<br>Create a glossary of geographical vocabulary and use it to label the journey of a river.<br>Demonstrate how a river progresses through a landscape.<br>Identify the geographical reasons for different features of a river.<br>Discover the causes of river pollution and the | <b><u>All the World's a Stage</u></b>   |

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|                        |  |  |  | <p>Investigate the different time zones of North America and how these compare to different time zones around the world. Compare and contrast looking at similarities and differences between our life in the UK with a chosen area of North America (children can choose their own location.)</p> <p>Look in depth at one North American country being able to select appropriate facts, figures and images to include in a presentation.</p> | <p>effect it has on the environment.</p> <p>In groups research facts and information about one of the following rivers, Amazon, Mississippi, Nile, Ganges, Rhine, and Yellow River</p> |  |
| <b>Prior Learning</b>  | <p>Longitude and latitude</p> <p>Compass points</p> <p>Symbols on maps</p> |  |  | <p>Continents and oceans</p> <p>Climate</p> <p>Push and pull factors</p> <p>Compare and contrast</p>   | Water cycle  |  |
| <b>Future Learning</b> |  |  |  |  |  |  |