

Geography Curriculum Overview
Winsor Primary School

Year group/ Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	What's in and around my local area?	What's amazing about the Royal Docks?	Where do I live?	Why is farming important?	Why do we have seasons?	
Year 2	What are the 7 continents and 5 oceans?		Is the weather the same in every country?	What's an explorer?	What's the difference between a country, continent and hemisphere?	
Year 3	How can deserts be hot and cold?	How do volcanoes relate to rocks?				
Year 4			What is a settlement?	What's the same about Paris and London?	What's important about our environment?	
Year 5		What's so extreme about planet Earth?		What's the same and different about the East End?		Who's affecting the emerald forest?
Year 6	What's the water cycle?	Where do rivers start and end?				

Geography and History alternate each term. Each term has a foundation subject focus.

Geography Unit Overview: What's in my local area?

Term 1 Year group 1

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To be able to name the seven continents of the world and locate the UK on a world map.	Children will learn about the seven continents and five oceans of the world and identify each one on a world map. They will locate the UK on a world map and identify it as being a country within Europe.	Do children know what a continent is? Can children name and locate the seven continents? Can children identify the UK on a world map?	World map jigsaw ? Maps of the world Globes
2	To recognise the UK on a world map and know which continent it belongs to.	Children will learn about the shape of the UK and be able to recognise England, Scotland, Wales and Northern Ireland. Children will learn where to identify it on the World map using compass points. Children will learn about shapes and locations of other European countries and create a jigsaw map.	Can children locate the UK on a world map? Can children describe where countries in Europe are using compass language? Can children explain where Scotland is in relation to England?	World map Jigsaw map shapes Huge compass Floor size world map in the atrium
3	To begin to understand where London is in relation to the map of the UK.	Children will discover where London is in relation to the UK and begin to understand where areas are in London using W, E, S and N. Children will use a tube map to find areas in East, North, South and West London. Children will begin to list areas in East London and zone in on the area that they live. Children will discover where characters live by using compass language.	Can children use compass language to describe where a city is in relation to London? Can children locate London on a map of the UK? Do children know that they live in East London?	Compass language Maps Sheets
4	To describe my local area.	Children will do a local area walk around the school and in the surrounding area of Beckton. Children will begin to list locations and human features such as ASDA, library, retail parks, DLR stations.	Can children point out human features in their local area? Can children use compass language to describe where features are in relation to others?	Photographs Symbols and keys
5	To create a basic map with a symbol and key of my local area.	Show children aerial map of Beckton and give children the opportunity to discover what their local area looks like from this perspective. Children will begin to create their own map using a grid of this aerial view using symbols and keys.	Can children recognise human features from an aerial map? Can children create symbols and keys that relate to the aerial map? Do children know the difference between an aerial map and ordinance survey map?	Aerial photos of Beckton from google earth Images of locations in Beckton Symbols and keys
6	To create a map of my school for a visitor.	Children will begin to create a basic map with symbols, compass language and positional language with a key to describe the school. Children will learn to read school floor plans and begin to create their own floor plan of helpful maps for visitors. i.e toilets, playground, staff room, KS1 class names.	Can children use positional language such as right, left, round the corner when describing immediate locations? Can children use compass points to describe location in relation to others?	Aerial images of school Floor plans of school Floor plans of classroom Models of teacher maps Symbols and keys

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To name and locate the world's 7 continents and 5 oceans.	Children will be able to read areas on a world map. Children will know what a continent is and the surrounding oceans of that continent. Children will begin to understand countries that belong to Europe. Children will be able to label a world map and locate the same area on a globe, a large floor map and maps represented in different ways (aerial, globe, atlas).	Can children find areas on the world map? Can children name oceans next to certain continents? Can children identify countries in Europe? Do the children know that the world is split into 7 continents?	Large floor maps Globes Atlases Continent maps Continent jigsaw
2	To be able to locate Europe on a world map and identify some of its countries and features.	Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features.	Do children know that the world is split into seven continents? · Can children locate Europe on a world map? · Can children describe some of the geographical features and characteristics of France?	Maps of Europe Jigsaw of Europe Country flags
3	To be able to locate Asia on a world map and explore the features and characteristics of China.	Children will recap where the seven continents are, focusing particularly on Asia. They will identify and describe some of the key features and characteristics of China and recognise it as a country in the continent of Asia.	Can children locate Asia on a world map? · Can children identify China on a world map? · Can children identify and describe some of the features and characteristics of China?	Maps of Asia Jigsaw of Asia Map of Asia
4	To be able to locate Australia on a world map and identify some of its features and characteristics.	Children will recap where the seven continents are, noting that Australia is both the name of a continent and a country within that continent. They will identify and describe some of the key features and characteristics of Australia and express what they have found out in a variety of ways.	Can children locate Australia on a world map? · Do children know that Australia is a country and a continent? · Can children identify and describe some of the features and characteristics of Australia?	Map of Australia represented in different ways Images of Australia
5	To be able to locate Africa on a world map and explore the features and characteristics of Kenya.	Children will identify the position of Africa on a world map and identify Kenya as a country within Africa. They will identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life.	Can children locate Africa on a world map? · Can children identify Kenya on a world map? · Can children identify and describe some of the features and characteristics of Kenya?	Map of Africa Images of Kenya
6	To be able to identify North America on a world map and explore the characteristics and features of the USA.	Children identify the position of the USA on a world map and identify it as a country within North America. They will find out how it is organised into states and identify some of the major landmarks of the country, as well as looking at how 4th July is celebrated.	Can children locate North America on a world map? · Can children locate the United States of America on a world map? · Can children identify and describe some of the features and characteristics of the USA?	Map of North America Images of North America Maps of North and South America
7	To be able to locate South America on a world map and explore the features and characteristics of Brazil.	Children will identify the location of South America on a world map and identify Brazil as a country within this continent. Your class will identify some key landmarks of Brazil before using pictures to identify a variety of geographical features, such as rivers and mountains.	Can children locate South America on a world map? · Can children locate Brazil on a world map? · Can children identify and describe some of the features and characteristics of Brazil?	Maps of South America Images of South America
8	To be able to locate Antarctica on a world map and identify some of its features and characteristics.	Children will identify Antarctica on a world map. They will find out that it has no countries or people living there, apart from researchers. They will explore what these researchers do in Antarctica and find out about some of the animals that live there. They can then recap everything they have learnt about the seven continents and some of the countries within them.	Can children locate Antarctica on a world map? · Can children identify some of the characteristics and features of Antarctica? · Can children locate the seven continents of the world on a map and identify a country in each one?	Maps and books of Antarctica. Images of Antarctica

Clear link with History of Egypt

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To find out what deserts are and where in the world they are located.	Children will define what a desert actually is and discover that there can be deserts in cold climates as well as hot climates. They will use a world map with a key to identify the major deserts of the world. They will also find out some interesting facts about different deserts around the world.	Do children know what a desert is? Can children locate some of the world's major deserts on a world map? Do children know that not all deserts are hot and sandy?	Maps for identifying deserts
2	To investigate the weather and climate of deserts.	Children will identify that deserts all have arid climates but that some can be hot and some cold. They will further explore and compare the climates of various major deserts around the world, using graphs and charts to find, present and interpret information.	Do children know that deserts are characterised by extremely low rainfall? Can children describe the weather and climate of deserts around the world? Can children analyse data to find out about desert climates?	Sorting images of deserts and non deserts
3	To find out about desert formations.	Children will explore some different types of desert formations, such as sand dunes, salt flats, pillars and arches, and find out how they were formed. They can then express their understanding through a variety of different activities.	Do children know that deserts change over time? Do children know how sand dunes are formed? Can children describe the process of erosion to create various rock formations?	Images of sand dunes, salt flats, pillars and arches and matching with definitions
4	To find out how deserts are used by humans.	Children will learn that even though deserts are very inhospitable for human habitation, there are many ways in which deserts are used by humans. They will identify some of the natural resources that can be found in desert, such as diamonds, salt and oil, as well as how humans can use desert areas for a variety of different things such as filming, leisure and military testing.	Do children know that much of the desert is too hostile to be lived in by humans? Can children name some of the ways in which deserts are used by humans? Can children list some of the natural resources of the desert, such as oil?	Images of natural resources
4	5 To find out about people who live in deserts.	Children will think about some of the challenges faced by people living in deserts. They will find out how people find water in the desert and the effects that a lack of water can have on people and animals living in a desert. They will also explore how large desert cities get the water they need.	Do children know that many people live in deserts? Can children describe some of the challenges faced by desert dwellers? Do children know how cities grow and survive in deserts?	Excerpts about living in a desert
5	To find out about the causes and effects of desertification.	Children will define what desertification is before looking at some of the factors that cause it. They will also look at the effects of desertification, particularly for poorer farmers, and consider how the problem can be tackled	Can children describe what desertification is? Do children know why desertification is happening? Can children describe the effects of desertification?	Comparative pictures of farmers in the desert and non-desert

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To explore water on our planet.	Children will identify and understand different water bodies such as oceans, rivers, bays, gulfs and glaciers. They will find out about how much of the water on the Earth is usable by humans and that water is either salt or fresh water. Children will begin to find out what creatures prefer salt and fresh water.	Can children explain the difference between an ocean, river, lake, gulf and glacier? Can children label a diagram with definitions about these differences?	Flipchart Images Definition cards Tables
2	To understand and explain the water cycle.	Children will find out how the water cycle and its various processes work. They will use specific vocabulary to describe how it works and start to understand the importance of water on our planet. Children should be able to use a model or created poster to present the process of the water cycle.	Can children explain the role of precipitation in the water cycle? Can children use words such as condensation, evaporation and precipitation when explaining the water cycle? Can children label and draw a geographic diagram of a water cycle?	Images Magic bus video Flipchart Charts
3	To explore why we need water and how we use it.	Children conduct a P4C style lesson where they discuss why water is important based on facts presented to them. Children will consider all the different ways they waste and use water. They will think about how much water they use on a daily basis. Children will begin to understand the important of water conservation.	Do children know how water gets into their homes? Can children explain how and why they use water? Do children understand what water conservation is and why it is important?	Water videos Images and posters
4	To compare differences in water availability and usage in UK and Kenya.	Children will find out about water-scarce countries, using Kenya as an example. They will compare pie charts showing water usage in Kenya and the UK, and start to understand how limited access to water affects lives. Children will conclude the lesson by learning about how water can be used for power to contribute to a sustainable future.	Can children compare water use and availability in two countries? Do children understand water access around the world differs? Do children understand limited access to water causes huge problems in communities?	Water images Water quality maps Water quality charts Atlases
5	To investigate and explore a local body of water.	Children will identify bodies of water in their local area. They will plan and arrange a field trip to one of these bodies and find out about the biological, chemical, physical and geographical tests they can undertake, considering what they can learn from each test. Alternatively, they can find out about the water quality of the River Thames.	Can children observe and record information they see? Can children answer questions about the quality of water in London? Do children understand that not all water is safe to drink?	River Thames visit? Thames Barrier visit? Lee Valley Visit?

Geography Unit Overview: Geography of the Docks (linking with History Term 2 Project)

Year group 1

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To explore features of my wider local area.	Take children on a walk around Royal Victoria, a trip across the cable cars and discuss the physical and human features of the area. Children to take photos, make lists and questions about what they can see, what buildings are used for.	What is the difference between a physical feature and a human feature? Why do you think people build around the river?	Cameras, ipads, photos of Royal Dock areas. Question bubbles, aerial maps and atlases, maps of London.
2	To explore human and physical features of areas that is built around a river.	Compare two images of London and another city - discuss the difference between a physical and human feature. Children will begin to recognise that human features are manmade and are for purposes such as jobs, schools and places to live and dwell. Physical features help people to live off the land and it's resources.	Can children discuss the difference between the physical and human features in different areas? Can children recognise basic human features such as lakes, rivers, mountains?	Photos and labels of different physical and human features.
3	To create a simple map of my local area including physical and human features.	Children to create a 3D map in groups, showing sections of the River Thames and Docklands. Children to create 3D symbols and keys to represent the local area. Children to compare these to photographs and linking to history images of the Royal Docks.	As above.	Aerial maps and ordinance survey maps to compare physical and human features Fabric to create a map on the classroom floor

Children focus on the history Project but get an understanding of why the river was important for livelihood and trade and how that has shaped the human features of the Royal Docks and Docklands area.

Clear link with Science

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	Volcanoes: Show what you know	Children will learn what a volcano is before locating some of the world's most well-known volcanoes. They will describe where these volcanoes are in relation to the northern and southern hemispheres, and the equator. They will then use a variety of information sources to find out further facts about particular volcanoes.	Can children recognise what a volcano is? Can children explain where some famous volcanoes are in the world? Can children read and interpret a range of information types (tables, maps, written)?	
2	To explore what happens when a volcano erupts.	Children will look at photos of volcanoes erupting. They will learn what causes a volcano to erupt and what happens during an eruption. They will have the chance to explore labelled diagrams and begin to understand the impact volcanic eruptions have on the surrounding environment.	Can children explain and describe what happens when a volcano erupts? Can children explain why a volcano erupts? Do children understand that volcanic eruptions impact the surrounding areas?	
3	To explore the features of volcanoes.	Children will learn and interpret new vocabulary associated with volcanoes. They will learn about the three types of volcanoes (composite, shield and dome), how they are formed and why they are different. They will also find out the difference between an extinct, active and dormant volcano and will be able to explain this to others.	Do children understand the parts of a volcano? Can children explain the three main types of volcanoes? Can children understand and interpret cross-section diagrams of volcanoes?	
4	To understand what tectonic plates are and what the 'ring of fire' is.	Children will learn what the tectonic plates are and identify which plates different countries lie on. They will understand how these plates move and how this can cause volcanoes and other natural disasters. They will look at the 'ring of fire' and identify why volcanoes particularly occur along fault lines.	Do children understand the world's countries sit on large tectonic plates? Can children name the tectonic plates and countries that lie on them? Do children understand there are three types of plate boundaries?	
4	To explore life in volcanic areas.	Children will explore why people live in volcanic areas and what the various benefits of this can be for people, such as fertile soil and mining opportunities. They will also find out about some of the different species of flora and fauna that live in volcanic areas.	Can children explain why some people and animals live near volcanoes? Do children understand that not all volcanic regions are hostile? Can children explain how people, plants and animals adapt to a volcanic environment?	
5	To compare a volcanic area to a non-volcanic area.	Children will consider ways in which life in a volcanic area is similar to or different from life in a non-volcanic area. Using photos as a stimulus, your class will compare Hawaii with the area they live in, noticing similarities and differences in geographical features and lifestyles.	Do children understand the similarities and differences between a volcanic area and a non-volcanic area? Can children explain how their life differs to others? Do children understand why people choose to settle in certain areas?	
6	To be able to show what you have learnt about volcanoes.	Children will recap everything they have learnt about volcanoes. They will then choose a particular volcano to research in more detail, presenting the information in the way they feel is most appropriate. There is also the chance to build a model volcano and make it erupt.	Can children use research skills to find information? Can children plan and present a presentation on a chosen volcano? Do children know how to work in small groups?	

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To find out about the Earth's climate and areas of extreme temperatures.	Children will identify different climate zones around the world and look at how climate changes around the poles and the equator. Children should be able to define words like climate, region and temperature. They will identify countries in the world that have extreme weather conditions, including temperature and precipitation. Children stand on a huge floor map to show their understanding.	Do children know that places in the world near the equator are generally hot? Do children know that the coldest places in the world are by the poles? Can children describe how the climates and weather conditions vary around the world?	Masking tape Print outs World maps
2	To be able to explain why there are different types of climate zones.	Children begin to understand the position of the Earth in relation to the Sun and how the Earth's axis affects its seasons, temperatures and climates. Children will discuss and learn about four types of climate, temperate, polar, arid and tropical. Children will be able to plot lines of tropics of cancer and Capricorn as well as Arctic circle and Antarctic Circles.	Can children identify arid, temperate. Polar and tropical climates from photographs? Can children explain the general climate of a country in relation to the Earth's position to the Sun? Are children able to label the tropics and polar circles?	Climate images Sorting pictures Globe torches
3	To understand what causes earthquakes.	Children will begin to take a deeper look at extreme conditions in the Earth. Children will start to understand plate tectonics and the different types of plates that cause earthquakes. Children will label the different plates on the earth and begin to draw conclusions about what causes an earthquake. Children will study Japan and how earthquakes affect their lives. They will understand why some places are more susceptible to earthquakes.	Do children know what causes an earthquake? Understand how tectonic plates affect the earth? Can children use maps to identify areas that are prone to earthquakes and explain why?	Globes Tectonic plate demo kit
4	To find out what volcanoes are and how they are formed.	Children will identify differences between a volcano and a mountain before looking at how volcanoes are formed and what happens when they erupt. They will find out the difference between active, dormant and extinct volcanoes. Children will also begin to explain how plate tectonics are involved. Children learn about the ring of fire and the Pacific rim?	Do children know why volcanoes erupt? Can children convey their knowledge of volcanoes in a variety of ways? Can children describe volcanoes using geographical and descriptive language?	Volcano books Images Flipchart
5	To find out about tsunamis and how they are caused.	Children will learn what a tsunami is, as well as why and how they occur. They will study pictures of the effects of various tsunamis on people and landscapes, and think about how they can describe the devastation they cause. Children will do a study of	Do children know that tsunami is caused by movement of tectonic plates? Can children describe the effect of a tsunami? Can children identify areas of high risk on a world map?	https://en.wikipedia.org/wiki/Tsunami
6	To find out about extreme weather conditions across the world.	Children will work in learning threes to create a demonstration of a tornado, hurricane, blizzard or lightning. Children will create presentations for their PBL event. Children have to explain what each weather is and where it happens in the world. Children will use language such as hot and cold, atmosphere and temperatures.	Can children identify and name examples of extreme weather? Can children explain why some of these examples of extreme weather occur? Can children communicate their knowledge of extreme weather in a variety of ways?	As above

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To find out about rivers and how they erode, transport and deposit materials.	Children recap their learning about the water cycle. Children will learn how rivers are formed by explaining the processes of erosion and deposition. They will then find out about the journey of a river from source to mouth, and learn about the features of rivers, including deltas, tributaries and meanders.	Can children explain what a river is? Do children know some of the features of a river? Can children explain the processes of erosion, transportation and deposition?	
2	To find out why rivers are important.	Children will find out about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure. Children conduct some research on how rivers are used for the above headings. Focus on rivers in the UK and compare these to canals.	Can children describe some river uses? Can children use secondary sources to find out information? Can children support their points with statistics and specific data?	
3	To find out about the causes of river pollution and the effect it has on the environment.	Children will explore some of the causes of river pollution and the effects this has on the environment. They will find out about some of the most polluted rivers in the world, as well as thinking about river pollution closer to home. They will consider ways in which river pollution can be prevented. Children will develop an understanding of human impact on the physical world.	Do children understand some of the causes of water pollution? Do children understand the effect water pollution has on the environment? Are children able to think about water pollution on local and global scales?	
4	To find out what coasts are and how they are formed.	Children will start to have an understanding of how coasts are formed, including looking at the processes of erosion and deposition. They will locate coastal areas they have been to on a map and investigate different coastal areas around the country.	Can children identify coastal areas using maps? Do children understand that coastal areas are constantly changing? Can children explain what erosion and depositional landforms are?	
5	To find out about the physical features of coasts and the processes of erosion that affect them.	Children will understand what coastal erosion is and how it affects coastlines. They will look at features that are formed by erosion, such as caves and stacks, as well as some of the ways that coastal erosion can cause cliff instability.	Do children understand how coastal erosion takes place? Can children describe how caves, stacks and arches are formed? Do children understand that human activity can also cause erosion?	
6	To explore different strategies of coastal management.	Children will express why coastal management strategies are necessary before looking at some specific systems such as groynes, gabions and revetments. They will consider some of the advantages and disadvantages of using coastal management systems.	Can children identify and explain different strategies for coastal management? Can children describe advantages and disadvantages of using coastal management strategies? Do children understand how coastal management strategies affect people's lives now and in the future?	
7	To be able to identify different types of beaches.	Children will identify particular beaches in the UK based on their personal experiences. They will look at photos of different types of beaches and discuss their similarities and differences using geographical vocabulary. They will consider both the human and physical features of Britain's beaches.	Can children identify different types of beaches? Can children describe the physical features of different types of beaches using appropriate vocabulary? Can children describe the human features of different types of beaches using appropriate vocabulary?	
8	To learn how changes in land use will affect people and the environment in different ways.	Children will look at a proposal to build a new hotel on an unspoiled area of coast from different viewpoints. They will then debate the effect this would have on the local environment and decide if the hotel should be built or not, giving reasons for their choices	Can children identify different viewpoints about the proposed building of the hotel? Can children explain the reasons behind the characters' opinions? Do children understand how changing land use affects people in different ways, now and in the future?	

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To be able to identify the countries and capital cities of the UK.	Children learn about how the UK is split into four countries and that each country has its own capital city. What is a capital city? Use photos to describe what they can see in a capital city. Compare this to a non-capital city. What is the same and different? They will also identify the national flag of each UK country and start to consider the idea of national identity. What types of food would you find in that area of the UK? What dishes is part of that nation? What does it mean to be British? Welsh? Scottish? Northern Irish?	Do the children know that the United Kingdom is made of up four different countries? Can children name the countries and the capital cities? Can children identify national flags of the UK?	Large map of the UK Globe Print outs Separate shape maps of the four countries Images of the capital cities Flags
2	To be able to identify features and characteristics of the countries of the UK.	Recap names and locations of countries and capital cities in the UK. Map reading skills of learning about what colours signify on a map and discovering land use i.e. mountains, cities, rivers, lakes. Children will also identify national flowers and flags for each country.	Can children name the four countries of the UK? Can children name the capital cities of the UK? Can children identify some features and characteristics of the UK?	Same as above
3	To explore the town we live in.	Children will learn the difference between a village, town and city. They must learn the difference between urban and rural, looking at a range of images and comparing through developing geographical language. How is the land used? What can you see there? How is this different from a city? They will locate their local area on a map and think about what kind of settlement they live in. They will then use different sources to explore their local area, using appropriate vocabulary to describe what it is like.	Do children know the difference between a village, town or city? Can children locate their local area on a map of the UK? Can they use a train map and map of London to find where they live? Can children use a variety of sources, to explore their local area?	Images and maps of villages, towns and cities Maps for children to locate London - Map of England London maps to locate East London London maps to locate BECKTON Train maps
4	To explore human and physical features of a city.	Compare physical and human features. Physical features are natural to the area you are learning about i.e. rivers, mountains, lakes. Show children maps of different cities. What physical features can you find in a city? What human features can you find? Children use new vocabulary to find and locate physical and human features in a city. To model using Vancouver - children have to find physical and human features for another city (Cape Town)	Can children tell you the difference between physical and human features? Can children compare two cities? Do children use correct geographical language to describe the comparison between two cities?	Aerial maps and ordinance survey maps to compare physical and human features Fabric to create a map on the classroom floor
5	To explore the physical and human features of the city we live in.	Look at different types of maps to compare physical and natural features. Children will use London maps to find out what landmarks are in the city. What are the different buildings and what are they used for? Can they use a train map to find certain areas? Where do you live in relation to a landmark? Using compass skills? Children learn to read a map by planning a journey from their local tube station to a landmark. Children will find out what can be done at their landmark.	Can children use N, S, W and E when describing what area of the city they are travelling to? Can children name different London landmarks? Can children discuss where they live in relation to a local landmark?	Compasses Masking tape Grid Maps as above London landmark images laminated Models of landmarks
	To begin to use symbols and keys to create a map of my city.	Show children aerial view maps of local area of East London. What physical features are there? What human features are there? Show children another map with basic symbols, what tells you they mean something? Discuss the key. Can children create a map with symbols to show physical and human features of a city? Children will explore what a bird's eye view is and describe maps from this perspective. Children will explore how to use symbols to represent objects in a	Can children explain what an aerial map is? Can children use symbols and keys to create a map? Can children recognise human and physical features on maps?	Aerial maps Google print outs Symbols Drawings Keys

		bird's eye view map.		
6	To be able to describe where you live.	Show children a range of homes. Children will consolidate their understanding of where they live and extend this to thinking about the road and house they live in. they will learn about what an address is and why it is important. T to model sending a postcard without an address. Children work out what their own address would be. Do they know their house number? Do they know the name of their road? Can they talk about where they live in detail? Can they list things that are in their local area and what they can do there? Can they send a description of their house to their home address?	Do the children know what addresses are used for? Can children write their own address? Can children describe where they live? Can children name the different types of homes?	Envelopes Stamps

Geography Unit Overview: Is the weather the same in every country? Year 2 Term ongoing weather patterns in the UK/ children to keep a weather diary for the duration of the term - can they link their diaries to Maths? Make data charts?

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns.	Children will consider differences between seasonal weather and daily weather in the UK, then either plan for recording daily weather using a diary or collect and sort words to describe typical UK weather during a given month.	Can children identify and describe expected weather types for the seasons? Can children begin to distinguish between daily weather and seasonal weather? Can children suggest how likely certain weather types are for each of the seasons?	Season poster Photos Clothing for each season Weather cards Map of the UK Weather diaries
2	To describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas.	Watching the news report for inland and coastal areas. Can children explain why the weather may be different the more North you go? Children will look at simple pictograms of weather data for different regions of the UK. They will learn some ways in which weather differs between inland and coastal areas. They may then either complete weather pictograms, or draw and describe weather conditions in one or more UK regions.	Can children begin to interpret weather data presented in simple tables and pictograms? Can children predict how weather data might vary at different times of year? Can children begin to identify some ways in which weather in inland and coastal areas in the United Kingdom often varies?	World map Images of weather symbols from the forecast Green screen Vocabulary walls
3	To identify ways in which we learn about the weather, then make predictions about the weather which are helpful.	Show children symbols from the weather report - what does this tell you? Children to begin to think about compass points, where is the blustery wind coming from? What will this mean for the temperature for the day? Can children perform a weather report using the green screen technology? What clothing would they choose to wear?	Can children interpret simple weather maps? Can children add weather information to maps based on simple descriptions? Can children draw upon their own knowledge of seasonal and recent daily weather to predict the next day's weather?	Photos of different weather Photos of different places in the world
4	To find out where the UK, the equator and the poles are on a world map.	Recap children's learning on being able to identify the seven continents and five oceans of the world on a world map. They will locate the UK on a world map and find out about the equator and the poles. They will start to identify that countries near the equator are hot countries and those by the poles are cold countries.	Can children recap their learning from Term 1? Can children find the equator? Can children identify the North and the South Pole? Can children find hot and cold countries? Are children able to explain that countries closer to the equator are hotter?	
4	To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom.	Children will study images and descriptions of an equatorial and a polar region and compare them to UK weather. They will learn basic differences between UK, polar and equatorial climates. They may then either draw and describe weather in different, given locations or talk to a visitor about weather in another part of the world. How would the weather forecast be different in the different regions of the world?	Can children begin to identify ways in which weather in other parts of the world varies from our own? Can children describe (in simple terms) ways in which the weather is different near the poles and equator? Can children organise their ideas about weather conditions in a polar/equatorial location?	Countries along the equator Countries on the polar regions World map
5	To learn more about the way seasonal weather in an equatorial region is different to the weather in the UK.	Focusing on Singapore, children will learn more about weather in equatorial regions, including that they may be not only hotter than the UK, but wetter, too. They may then undertake a range of quick activities where they consider how the weather in Singapore affects human behaviour.	Can children describe some typical weather conditions of an equatorial country? Can children compare weather in the United Kingdom to that of an equatorial country? Can children relate weather patterns to human activity (e.g. clothing, outdoor work)?	Seasons poster Images of weather in Singapore
6	To learn more about the way seasonal	Focusing on Tromsø, Norway, children will learn more about weather in polar regions, including that they experience periods of constant darkness/	Can children begin to identify some aspects of human and physical geography that are affected by extreme weather	Photos of Tromsø, Norway Photos from polar regions

 weather in a polar region is different to the weather in the United Kingdom.	daylight. They may then either draw picture diaries describing a typical day in a polar region, or create polar region art showing winter weather activities.	in polar regions? Can children compare some of these aspects to similar ones in the United Kingdom? Can children draw or write to show what they have learned and understood about weather in polar regions?	Thermometer a
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	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To find out about the needs of early settlers and the origins of place names.	Children will think about early settlers in Britain and what resources they would have needed when setting up a village. They will consider why certain places were chosen for settlements and discover how some of our place names originate from these early settlers.	Can children explain who some early settlers were and why they settled in Britain? Can children describe the needs of early settlers? Do children know what some of the origins of place names are?	Map of Britain
2	To be able to identify settlements and reasons for their original siting.	Children will recap some of the name endings that came from village names given by early settlers, such as places ending in -don, -chester, -stow or -wick, and find out what they mean. They will then use a map to identify some modern towns, cities and villages that have these suffixes, seeing if they can identify the reason it was named as it was.	Can children use a map to identify early settlements? Can children suggest reasons for the original siting of these settlements? Can children suggest reasons why some areas developed more than others over time?	OS maps
3	To be able to identify a range of mapping symbols and know their meanings.	Children will look at an Ordnance Survey map to identify some common map symbols. They will then go on to look at some further map symbols and identify their meanings. They will use map symbols to compare towns and villages.	Can children identify mapping symbols? Can children explain what different mapping symbols mean? Can children compare different villages?	OS maps
4	To understand and describe how settlements are connected.	Children will identify different types of roads in the UK, such as motorways, 'A' roads and 'B' roads. They will start to understand how the road system works and use what they have found out to navigate from one settlement to another.	Can children identify different kinds of roads on a map? Can children use grid references accurately? Can children describe how settlements are connected?	OS maps
5	To be able to design a village settlement influenced by physical features and personal choice.	Children will consolidate what they have learnt about villages to design their own village settlement. They will use symbols and keys in their designs and maps, and consider what human and physical features they will need to include in their villages.	Can children create a map that includes both physical and human features? Can children create a key? Can children create grids and grid references?	Aerial photos/ OS maps

Geography Unit Overview: Why is farming important?

Term 4 Year group 1

(Cross curricular links to Science) EDUCATIONAL VISIT: Children to visit London City Farm and a farm further out of London, children compare the two.

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To explore what farms are and why they are important.	Children will find out what a farm actually is before looking at some of the different types of farms, namely arable, livestock and dairy. They will explore what happens on each type of farm and consider why farms are so important.	Do children know what a farm is? Do children understand that different types of farms are used for different purposes? Can children explain why farms are important?	Question stems Critiquing cards Post it notes Question cards Farm images
2	To explore the features of a farm.	Children will identify why farms are found in rural as opposed to urban areas. They will identify some of the main buildings in a farm, such as the pig sty, hen house and office, and think about how the land around the farm is used for pasture and crops. Children will use appropriate vocabulary to discuss each feature, identifying what each is used for.	Do children know that farms are in rural as opposed to urban areas? Can children identify some of the features of farms? Can children match the features of a farm to their functions?	Aerial maps Maps of farms Farm plan lay outs
3	To be able to use a map and symbols to navigate around a farm	Children will identify what the four points on a compass mean and learn how to use them to navigate around a map of a farm. They will describe where places are in relation to each other and find out how keys and symbols are used on maps to make them easier to read. They can also construct their own farm map.	Do children know the four compass points? Can children use compass points and appropriate locational language to navigate around a map? Can children use symbols in a map?	Large paper and success criteria for creating a farm Symbols and keys Examples of farm maps
4	To explore how the seasons affect life on a farm.	Children will identify the four seasons of the year and identify their features. They will explore and describe what typically happens on a farm during each of the four season in terms of animal and crop care.	Do children know what the four seasons of the year are? Can children describe what happens on a farm during each of the seasons? Can children identify differences in weather patterns throughout the year?	Four season cards Videos of children who grow up on a farm Interview Harold Kumar Interview someone who runs a farm Photos of running a farm
5	To explore the differences between life on a farm and life in a town.	Children will identify the difference between urban and rural areas. They will use what they have found out to describe what a farm is like to a city dweller before thinking about ways in which towns and farms are different to each other in terms of both their human and physical features.	Can children describe differences between urban and rural areas? Can children identify geographical features typical to towns and farms? Can children identify ways in which towns and farms are different?	Maps for comparison

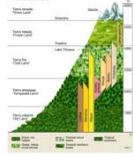
	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To be able to use compass points to navigate around a map.	Children will find out what maps are and some of the different ways they are used. They will learn about the four compass points and use these to navigate around maps.	Can the children explain what a direction is? Can the children explain why using directional language is important? Can the children use directional language to guide a partner?	Compasses Grids on the carpet Language cards for direction
2	To use aerial photographs and plan perspectives to recognise and create landmarks	Children will explore what aerial views are and identify some different locations based on an aerial photograph. They will then be introduced to plan perspectives and be challenged to draw a plan perspective of their classroom or another familiar room.	Can the children explain what is meant by an aerial view or perspective? Can the children draw the classroom as an aerial view to help another pupil? Can the children draw an aerial view or perspective of a familiar room?	Aerial and perspective images and maps Symbols and keys of basic maps Paper for drawing and creating a map
3	Use simple fieldwork and observational skills to study the geography of their school and surroundings.	Children will look at some maps of towns and cities, describing what they can see and finding out why symbols and keys are useful when using maps. They will then go on to use symbols and keys of their own as they explore their local area, taking notes and photos of what they see along the way.	Can the children read the information on the town map examples? Can the children explain what the use of a key is? Can the children draw their own key for their maps?	Reading maps Reading keys on a basic ordnance survey map or a pirates map
4	To devise a simple map and use and construct basic symbols in a key.	Children will recap the main features of maps. They will then go on to create their own map with symbols in a key, using the information they gathered in the previous lesson or using a digital map to help them.	Can the children recall the key features seen on their walk? Can the children show how to draw a simple map? Can the children draw a key to aid with reading their map?	Photos from a walk Simple map drawings
5	To design a map, referring to key human features.	Children will think about some of the human and physical features that are found in a harbour town. They will also consider the importance of the placement of different features when town planning before using what they have learnt to design a town of their own on a map.	Can the children read a map of a town? Can the children explain why the teacher's town map needs redrafting? Can the children design a new town with human features?	T badly prepared map of a town
6	To create a 3D map using their town designs.	Children will recap what they have found out about maps and their features. They will then translate this by creating 3D maps. They will consolidate what they have learnt by guiding each other around the 3D maps they have created.	Can the children recall key features of a map? Can the children complete their 3D maps using the checklist? Can children talk through their designs using geographical vocabulary?	Junk modelling and images of 3D maps

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To compare and contrast France and the United Kingdom.	In the first lesson, children will share what they already know about the UK and France. As a class, children will look at a range of images from France and discuss what this tells them about the country, including how similar or different it is to the UK. Compare maps of UK and France and look at physical features. During the main activity children should compare aerial views of Paris and London.	Can children identify pictures and facts about France? Can children identify some similarities between France and the UK? Can children identify some differences between France and UK? Can children identify physical and humans features?	
2	To know where France is in the world.	Children begin by finding France on a world map. They then look in more detail at the country, and find out about the location of its autonomous communities, the bordering countries, seas and oceans. Children record what they have learnt on their own map of France.	Can children locate France on a world map? Can children locate and label regions, cities, oceans and seas on a map of France? Can children compare a map of UK and France?	
3	To know the physical geography of France.	Children recap their knowledge of France including discussing coastlines, mountains, rivers and other regions. Children are to create a booklet of activities that can be done at the Verges de Gordon.	Do children know what physical features of France? Can children use some geographical vocabulary to describe the attributes of an area?	
4	To know about the human geography of France.	In this lesson, children will find out about the human geography of France. Children to play the great race in order to gain information about culture, food, festivals, music and dance and famous buildings in Paris. Children to then create a specific fact file about the country.	Do children understand the term "human geography"? Can children use resources to research the human geography of France? Can children describe some aspects of human geography of France?	
5	To understand how Paris and London are similar and different.	Children to sort landmarks from Paris and London and be able to locate areas of London and Paris on a city map. Children will learn about how to travel around Paris and London and where certain landmarks are. Children to plan a day trip to London and/or Paris using transport link resources. Children to then explain how they are similar and what both cities have in them.	Do children understand that Paris is the capital of France? Can children differentiate between London and Paris landmarks?	
6	To understand the importance of tourism to Paris.	Children will understand the term tourist and tourism. They will begin to understand the advantages and disadvantages of tourism can have on the country. Children will use the knowledge they have gained about France so far to create a persuasive advertisement or role-play designed to entice tourists to visit.	Do children know what tourism is? Can they give reasons for and against tourism?	

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To find out how the seasons are linked with the months of the year	Children will find out how a year is split into the four seasons and how each season lasts for three months. They will learn or recap the months of the year and identify which months belong to which season. They will begin to think about what each season is like.	Do children know that weather patterns change throughout the year? Do children know that there are four seasons in a year? Can children name the months of each season?	Season card images
2	To find out what the weather is like in autumn.	Children will recap when autumn is before using photos to consider what happens in autumn. They will learn about autumn weather and the changes that come about with autumn.	Do children know when autumn is? Can children describe what the weather in autumn is like? Can children use appropriate vocabulary to describe autumn?	Autumn images from different places in the world for comparison
3	To find out what the weather is like in winter.	Children will recap when winter is before finding out about the weather in winter. They will think about some of the other changes that happen in winter, such as shorter days, and consider how weather affects human activity.	Do children know when winter is? Can children describe what the weather is like in winter? Do children understand how weather can affect human activities?	Winter images from different places in the world for comparison
4	To find out what the weather is like in spring.	Children will recap when spring is before looking at what the weather is like in spring. They will find out what effects the spring weather has, such as the birth of baby animals due to warmer and longer days, and the growth of new flowers.	Do children know when spring is? Can children describe what the weather is like in spring? Do children know that spring is a time of new life for plants and animals?	Bulbs, seeds, images of trees and how they change
5	To find out what the weather is like in summer	Children will recap when summer is before finding out what the weather is like in summer. They will consider activities associated with summer and how different seasons affect what people can do or wear	Do children know when summer is? Can children describe what the weather is like in summer? Can children identify appropriate clothing and activities for the summer?	Clothing, images
6	To review knowledge and compare the four seasons	Children will recall the names and months of each of the seasons and identify the characteristics and features of each one. They will use what they have learnt to express their knowledge in a variety of ways using appropriate facts and vocabulary.	Can children name the four seasons? Can children identify the different characteristics of each season in terms of weather? Can children express their knowledge of seasons in a variety of ways?	Assessment lesson

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To be able to identify the continents of the world.	Children will recap the continents of the world and locate them on a world map. Children will also begin to group countries that belong to certain continents. Children will be able to recognise continent shapes and match them to their names.	Do children know what a continent is? Can children name the 7 continents of the world? Can children locate the continents of the world?	
2	To be able to locate countries on a world map and find their capital cities.	Children will recap the 7 continents of the world. Children write their own definitions of a country and continent. Complete a vertical relay of labelling a world map. They will then use the world map or atlases to locate countries and find out their capital cities. Children will find out why a capital city is a capital city.	Do children know the difference between a continent and country? Can children explain why a capital city is called a capital city? Can children locate countries and continents on a world map?	
3	To find out about some of the key geographical features of each continent.	Children read temperature and climate maps of the world and begin to describe the climate of a certain continent or region. Children will discover the tallest mountains and longest rivers in each continent. Children should be able to find out where the hottest, coldest, largest and smallest countries are and which continents they can be found in. Children present their ideas in a continent e-book.	Can children locate information about the longest river, tallest mountain and smallest countries are in the world? Do children understand that there are continents with different climates?	
4	To know that the world is round and split into hemispheres.	Children will be able to use a globe to explain the Northern and Southern hemisphere. Children will be able to find the Equator and explain why countries around the equator are hotter. Children will be able to label the arctic and Antarctic circle and discuss the differences between them.	Can children use a globe or atlas to locate Antarctica and Arctic? Can children recognise geographical features on an aerial map and explain how they know the land is cold or hot?	
5	To be able to use a variety of sources to identify human and physical features in a particular country.	Children split into groups of three to create an e-book about the human and physical features of a country. Teacher's will choose a range of countries in the Northern and Southern hemispheres. Children will create a presentation and share their learning with their classes.	Can children use geographical language to include physical and human features when presenting? Can children discuss the climate, land use and temperature of a country? Can children describe the continent this country is from and discuss the surrounding oceans?	
6	To be able to find similarities and differences between different countries.	Children will identify ways in which two countries can be similar to or different from each other. They will then choose two countries to compare in terms of both human and physical features.	Can children identify similarities and differences between each country? Do children understand that all countries have different features and characteristics?	

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To use maps to interpret human geography and land use.	Compare aerial maps of a range of cities and list similarities about how the land is used i.e rivers - why are rivers important in a city? Children will begin to use aerial maps to identify human geography and how people normally settle around a body of water. Discuss why this is important.	Can children identify human and physical features from an aerial map? Do children know what an aerial map is? Can children explain why rivers or a body of water is important for a settlement?	
2	To begin to compare old and new maps and explain the changes over time.	Show children old East End map. Discuss the docks and use of the river. Why is the river so important to the East End? Children will spend the lesson learning to read how human geography has changed over time.	Can children begin to explain how the Thames affected East London?	
3	To create a sketch map.	Children will learn to create a sketch map of the docklands and overlay what they think will happen to the use of East London area in the future. Discuss works going on at Silvertown and how they think developers will create more links in the area as time goes on.	Can children sketch a map? Can children use maps, atlases, globes and/or digital computer mapping to help them create a map?	

	Lesson Objective	Overview	Assessment questions	Resources/vocabulary
1	To find out about the location and countries of South America.	Children will use this lesson to study and interpret aerial and OS maps of South America. They will use photographs, globes, world maps and local maps to begin to explain the human and physical geography of the land. Using photos children should be able to describe the climate and land uses of South America and be able to locate it on a world map. They will identify the 12 countries and two territories that comprise SA.	Can children locate the continent of South America on a world map? Can children name the countries of South America? Can children identify the countries of South America? Can children interpret aerial and other sources to describe aspects of human and physical geography?	
2	To understand the difference between a biome and an ecosystem when learning about SA.	Children will begin to understand about large ecological areas of the earth's surface. They will learn about animals and plants that are indigenous to the tropical rainforest. They will use language such as relief, climate, geology, soils and vegetation. Children will begin to understand how altitude can affect a biome.	Can children define what a biome is? Can children explain the climate of South America?	
3	To find out about the climate in South America.	Children will use their knowledge of climate zones to explain altitudinal difference in areas of South America. Children will begin to identify the physical features of maps of South America, locating rivers, mountains, vegetation etc.	Can children describe humid and arid climates? Can children read physical features of a map?	
4	To find out about the major mountain ranges of South America.	Children will identify the Andes of South America as the largest mountain range in the world. They will locate the Andes on a map and discover how the Andes were formed. They will also identify some facts about this mountain range and explore how it is used by people who live near the mountains.	Can children label the Andes mountains on a map? Can children explain how a mountain is formed? Can children identify facts about mountains?	 <p>enlarge image for use</p>
5	To develop an understanding of the Amazon River and why it is important.	Children will learn about the Amazon River, its origins and biomes that live in and around it. Children will learn about why this river is distinctive. Children will learn about drainage basin and where the river leads to. Children will discover what animals can be found in the Amazonian River and who have settled around it in the past.	Can children locate rivers of South America and use a map to find them? Can children explain what a river drainage basin is? Can children explain where the Amazon River starts and ends?	https://en.wikipedia.org/wiki/Amazon_River Wider reading needed Books from Islington
6	To understand the different layers of a tropical rainforest.	Children will be able to locate the different rainforests of South America using a map and explain the climate. Children should be able to explain that humid climates are best for plant growth. Children will identify the 4 main layers of vegetation in a tropical rainforest: emergent, canopy, under storey and forest floor.	Can children explain the 4 main layers of vegetation in a rainforest? Can children define climate, biomes, vegetation?	
7	To explore more deeply who lives in	Children will explore the way of life for the Yanomami tribe, including housing, clothing, hunting, traditions etc.	Children can explain how another culture lives using inference skills?	

	the rainforest and compare their lifestyle to ours.	Children will write about how their lives are different to their own and be able to read and infer meaning from pictures.	Can children ask questions about how people in different parts of the world live?	
8	To research and understand why rainforests are under threat.	Explore reasons for deforestation in the Amazon. Investigate the impact of deforestation on plants, animals and humans in the rainforest and around the world. Children begin to get a global understanding of the consequences of deforestation. Children begin to understand how the rainforest feeds our earth's atmosphere. Children will create awareness of how to help save the rainforests and life there.	Can children define deforestation? Can children explain why deforestation happens? Can children explain how we can help save the rainforests?	

Science links - children could create a food chain based on animals that live in the different areas of vegetation in a rainforest. Creating a huge scale display of Geography and Science.