



Subject: Geography

RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
<p>Our School Environment: Teddy Bear Hunt</p> <p>Local area, explore Lollycocks: Autumn Walk</p> <p>Arctic/Antarctic Animals</p> <p>Christmas Around the World</p>	<p>Continents of the world</p> <p>Postal Service: Learn Home Address</p> <p>Physical and human features of the seaside.</p> <p>Animals around the world atlas work</p> <p>Farm animals and their young</p> <p>Farming around the world: Where do different fruit and vegetables come from? ICT: 2animate</p>	<p>Countries in the UK.</p> <p>Mapping Sleaford.</p> <p>Physical and human features of the seaside.</p> <p>Forces – push, pull or both</p> <p>Toys from the past</p> <p>Cars and ramps investigation</p>	<p>There's no such thing as...</p> <p>Seasonal Change</p> <p>Human/Physical Geography</p> <p>Weather: Temperature</p> <p>Wind sock and rain gauges</p> <p>Map of the world (land/sea) Key vocabulary and physical features.</p> <p>Treasure Island map with a key</p> <p>Pirates</p> <p>Map of the world (land/sea) Key vocabulary and physical features.</p> <p>Treasure Island map with a key</p>	<p>Castles</p> <p>Locational Knowledge of Human/Physical features across the UK</p> <p>Skills & Fieldwork</p> <p>Where would you build a castle and why?</p> <p>Locating famous places on a map of UK</p> <p>3D model (whole class)</p> <p>Me on a Map</p> <p>Local Area Study</p> <p>Contrasting human and physical features</p> <p>Comparing localities Sleaford and a non-European location</p> <p>Me on a map (world/Europe/UK country)</p> <p>Land use in the locality</p> <p>Skills and fieldwork</p>	<p>Rumble in the jungle</p> <p>Animals around the world (locate on world map)</p> <p>To locate hot and cold areas of the world in relation to the Equator</p> <p>Use of maps and globes to identify continents and oceans.</p> <p>Potty about plants</p> <p>Directional language to study school ground/Lollycocks field</p> <p>Physical/Human features – Lollycocks</p> <p>Plant growth linked to weather</p>	<p>Journey</p> <p>Continents and oceans</p> <p>Location of hot and cold areas of the world in relation to the equator</p> <p>Mapping oceans and continents</p> <p>Comparing hot and cold countries</p> <p>London's Burning</p> <p>London's location in comparison to Sleaford.</p> <p>Use of aerial photos and maps through the ages.</p>	<p>India</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p>	<p>Location, Location, Location.</p> <p>The United Kingdom, Great Britain and British Isles</p> <p>With a focus on coastal and inland towns: Observational comparison between Hunstanton and Sleaford.</p>	<p>This is Me</p> <p>UK and Local Geography</p> <p>Changes to UK and local area over time.</p> <p>Map skills</p>	<p>Rivers, Rocks and Rumbles</p> <p>European Geography</p> <p>Rivers, Mountains, Volcanoes, Earthquakes</p> <p>Settlements, Land Use, comparing UK town with European Town.</p>	<p>Maps and mapping – focus on Sleaford and the locality and how it has changed over time. OS maps</p> <p>Cities of the UK</p> <p>Link to bread in our country – where is it made? Where does it travel to/from? Consider some European cities where we may import our bread products from? Map the journey it takes.</p>	<p>South American countries</p> <p>Brazil – Carnival</p> <p>Include Trade links etc as well as time difference and time zones.</p> <p>Earth Hour</p>	<p>Rivers (Upper, middle, lower, erosion & deposition, key UK and World rivers, map reading). Our locality study</p> <p>River Sleat – fieldwork opportunity.</p> <p>How has the land/river use changed over time?</p> <p>Mountains – How mountains are formed. Identifying key mountainous areas in UK, Europe and around the world.</p>	<p>Unite</p> <p>Locate the world's countries, using maps to focus on Europe.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Use the 8 points of a compass, 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) orienteering</p>	<p>Coasts and Environmental Units</p> <p>Sustainable development.</p> <p>Describe and understand key aspects of human geography, fishing, wind farms and coasts in the form of coastal defences and local area.</p> <p>Physical geography</p> <p>Features of coastlines and erosion.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Stone Age-ron Age.</p> <p>Using fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>Create their own on age settlement map, showing land uses and the height of the land.</p> <p>Describe how locations around the world have changed.</p> <p>physical characteristics and how these have changed over time.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Use six-figure grid references to locate bombing sites in the UK.</p> <p>Use the eight points of a compass.</p>	<p>WW2</p> <p>UK knowledge link to WW2 bombing sites.</p> <p>Discuss how geographical features may have impacted sites.</p> <p>Use a range of geographical resources to describe features of a location. What would a pilot see?</p> <p>Name and locate countries and cities of the world and identify their human and physical characteristics and how these have changed over time.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Use six-figure grid references to locate bombing sites in the UK.</p> <p>Use the eight points of a compass.</p>	<p>Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>Identify and describe the geographical significance of latitude, longitude etc.</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe geographical diversity around the world.</p> <p>Describe & understand how physical features affect the human activity within the location</p> <p>settlements, land use, economic activity) – comparison between American and UK features.</p> <p>Collect and analyse statistics to draw clear conclusions about locations.</p> <p>Describe and understand key aspects of physical geography (climate zones, biomes, rivers etc.)</p> <p>Describe and understand human geography including settlements, land use etc.)</p>		

Alvey Values

We are interested in finding out about the physical features, people and culture of countries around the world and comparing them with our own locality.

An excellent knowledge of where places are and what they are like.

An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.

An extensive base of geographical knowledge and vocabulary.

Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.

The ability to reach clear conclusions and develop a reasoned argument to explain findings.

Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.

Highly developed and frequently utilised fieldwork and other geographical skills and techniques.

A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there

The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

