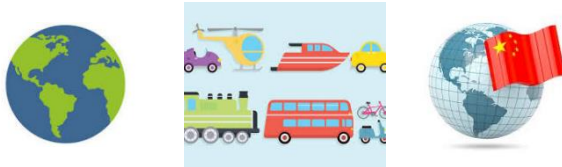
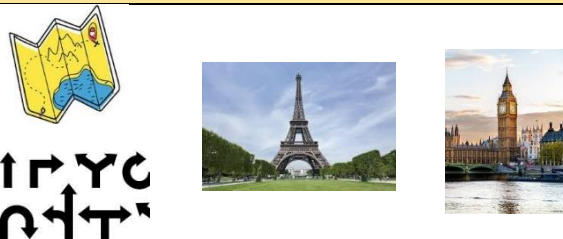


Curriculum Overview: Geography

Year R		
		
ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
-Look at the Earth on a map and globe and know that the Earth is round -Know that we live in England and find it on the globe. -Recognising features of Farnham and the immediate environment. Recognise that the Earth is covered in different bodies of water.	Understand that the Earth used to be very different Learn about celebrations in China – Chinese New Year and know how we could travel to China (learn about Oceans)	To use positional and directional language such as up, down, on, under, behind, in front. - To recognise features of different environments (land, sea, beaches, coral reef etc) -look at maps and recognize that simple symbols are used in maps Learn about famous landmarks around the world Building bridges and looking at bridges around the world
Nature Connectivity Indoor and outdoor trail to identify features of our school, its grounds and beyond in our local area.	Nature Connectivity Chinese Food Tasting. Learning Chinese Dragon Dance.	

Year 1		
		
Locational Knowledge Place Knowledge Human and Physical Geography	Locational Knowledge Place Knowledge Human and Physical Geography	Locational Knowledge Place Knowledge Human and Physical Geography
What does local area mean to me?	What is the UK and can I compare it to the Artic and Antarctic?	Can I use map skills to identify my local area West Wittering?
- What are the features of my school. - Can I follow a photo trail and route around my school? - What symbols can we create for our school? - What does local mean? - Can I understand what physical and human features are in my local area?	- What is the United Kingdom (UK)? - What are the countries of the UK? - What are the capital cities of the countries of the UK? - What are the physical and human features of the countries of the UK?	Can I use my observational skills and use directional language to follow a photo trail to locations around my school? Can I locate my school and other local features on an aerial map / OS based map? Can I identify my route to West Wittering? Can I identify the physical and human features of West Wittering?
 Indoor and outdoor trail to identify features of our school, its grounds and beyond in our local area. Visit Farnham Park and identify its physical and human features.		 Visit West Wittering beach

Curriculum Overview: Geography

Year 2		
		
To use aerial photographs and plan perspectives to recognise landmarks and basic human physical features; devise a simple map and use and construct basic symbols in a key.	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area of a non-European country.	To use geographical vocabulary to explain the purpose of ports and harbours.
Can I create a simple map of our local area identifying physical and human features?	Can I identify the similarities and differences between Tanzania (town name) and Farnham?	Why do we need ports and harbours?
- Create a map of our school using aerial photos - Identify physical and human features of the local area - Identify symbols on maps to represent geographical features - Create a simple map of Farnham including a key of features	- Identify different continents and oceans in the world - Identify the physical and human features of Tanzania - Compare similarities and differences between Tanzania and the UK	- Know what a port and harbour are and where they are located - Identify human and physical features of ports/harbours - Identify where our nearest <u>port</u> is and what it is used for (Portsmouth) - Identify human and physical features of Christchurch <u>harbour</u>
 Heritage Trail	 Visitor talking about Tanzania	 Visit a port or a harbour

Curriculum Overview: Geography

Year 3		
		
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. Understand a range of biomes, which plant and animals thrive there and why.	Understand the criteria for a high area of land to be classed as a mountain. Identify mountain ranges and their location in each continent. Understand and use contour lines on a map.	Describe key aspects of physical geography including volcanoes
Where on Earth are we?	Climb every mountain!	How does the earth shake, rattle and roll?
- Explaining the difference between globes and maps - Locating the equator, latitude, longitude and the tropics on a globe and map - Defining what a biome is and locating some on a map - Understanding how plants and animals have adapted to live in different biomes - Researching features and living things to create our own biomes	- Identifying mountain ranges on a world map - Explaining what contours are and using contour lines to identify mountains - Creating our own mountains	- Exploring how, why and where earthquakes and volcanoes occur - Recognising how the magnitude of earthquakes is measured - Labelling the features of a volcano - Understanding how to stay safe in the event of an earthquake
		 Using natural resources to make a cross section of a volcano

Year 4		
		
To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods	To describe and understand key aspects of physical geography, including: rivers.	To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,
Can you identify the similarities and differences in our local area on maps over time?	What are the physical features of a river?	Where in the world is Germany?
- The crest of Farnham and links to physical geography - Identifying places on a map in Farnham - Which physical changes have happened over time? Why might this be?	- Design and model a river - Understanding the key aspects of physical features - Locate rivers on a map	- Locate Germany on a map - Daily life - Food - Continents in Germany - Atlas use - Physical and human features of Germany
 Walk around Farnham	 Residential river study	 Food tasting

Curriculum Overview: Geography

Year 5		
		
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Understand how land is used and what for and what people want in their area.	Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Human geography, including: the distribution of natural resources including energy.
How do we use the land in our local area?	Where are the North American Mountains and how are they explored?	What is renewable energy and how does it affect the British coastline?
- Counties of the United Kingdom - Physical and Human features in Surrey - Types of Land Use in our local area - Data collecting in our local area - Designing a Developmental Site	- Introduction to North American Mountains - Formation of Mountains - Climate and Ecosystems - Indigenous People and Cultural Significance - Famous Explorers and Expeditions - Modern Uses and Conservation	- Introduction to the English Coastline and Renewable Energy - Renewable Energy - The Impact of Renewable Energy on the Coastline - Renewable Energy and Coastal Erosion - The Future of Renewable Energy on the English Coastline
 Data collecting in Farnham town		

Curriculum Overview: Geography

Year 6		
		
Human geography, including: economic activity including trade links	Locational and place knowledge: Locate the worlds environmental regions and understand geographical similarities and differences.	Observing, measuring, recording and presenting the human and physical features in the local area.
Where in the world does our food come from?	How does The Amazon affect our world?	What can we learn from Ordnance Survey Maps about Farnham?
• Import and export of goods such as fruits and vegetables. • What is Fairtrade? • Living and working conditions of Fairtrade farmers and their families. • Tea plantations and their use of the Fairtrade Premium.	• Where are tropical rainforests located? • The significance of the different climate zones. • The structure of The Amazon rainforest and the animals that live in each layer. • Rainforest tribes and their lifestyle. • The impact of deforestation. • Study of the capital city of The Amazonas.	• Ordnance survey maps to find locations using six figure grid references • Using ordnance survey maps and six figure grid references to plan a route from school to a location in Farnham.
 • Trip to Waitrose • Trip to The Sustainability Centre		• Follow a mapped route around Farnham.