

## Whole school overview for Geography

<b>Autumn</b>			
<b>Cycle 1</b>	<b>EYFS Intent</b>	<b>KS1 Intent</b>	<b>KS2 Intent</b>
	<p><b>Autumn 1: Food, harvest and autumn</b></p> <ol style="list-style-type: none"> <li>1. What is geography?</li> <li>2. Where we live?</li> <li>3. Farms and farming – similarities and differences in the environment</li> <li>4. Habitats and where animals live</li> <li>5. Seasons</li> </ol> <p><b>Autumn 2: Celebrations and Christmas</b></p> <ol style="list-style-type: none"> <li>1. Similarities and differences – people and their communities</li> <li>2. Map knowledge</li> <li>3. Photos of different places and celebrations</li> <li>4. Where is Bethlehem?</li> <li>5. Where does Santa fly to? Globe, track Santa’s route across the Globe. Atlas work, Google maps</li> </ol>	<p><b>Autumn 1 - Weather, Seasons and UK maps</b> Seasonal and daily weather patterns of the UK Naming continents and oceans.</p> <p><b>Autumn 2 - [History]</b></p>	<p><b>Autumn 1 - Rivers</b></p> <p>TBC</p> <p><b>Autumn 2 – [History]</b></p>
<b>Spring</b>			
	<b>EYFS Intent</b>	<b>KS1 Intent</b>	<b>KS2 Intent</b>
	<p><b>Spring 1: Weather and Superheroes</b></p> <ol style="list-style-type: none"> <li>1. Climates – polar regions, deserts</li> <li>2. World maps</li> <li>3. Using a globe</li> <li>4. Floor jigsaw of the world</li> <li>5. Recording the weather where we live and comparing it to different places</li> </ol> <p><b>Spring 2: Animals</b></p> <ol style="list-style-type: none"> <li>1. Rainforests – what lives there, what is the weather like?</li> <li>2. Maps of a zoo</li> <li>3. Look at a range of different habitats around the world</li> <li>4. Features of a map - keys</li> </ol>	<p><b>Spring 1 – Climates</b> – people and animals that live in hot and cold climates Continents and oceans</p> <p><b>Spring 2 – [History]</b></p>	<p><b>Spring 1 – [History]</b></p> <p><b>Spring 2 – Map skills and UK terrain</b></p> <p>Topological geography</p>
<b>Summer</b>			
	<b>EYFS Intent</b>	<b>KS1 Intent</b>	<b>KS2 Intent</b>
	<p><b>Summer 1: Fairy Tales</b></p> <ol style="list-style-type: none"> <li>1. Maps – features</li> <li>2. Can you draw a map of the forest that LRRH walked through to get to grandma’s house</li> <li>3. Aerial view board game of the route through the forest</li> <li>4. Where could Grandma move to now that the wolf has gone?</li> <li>5. Fairy Tale maps – match the map to the fairy tale</li> <li>6. Goldilocks got lost – how could a map help her from getting lost in the woods.</li> <li>7. Map of the school – from the classroom to the school hall. Photos of the route.</li> <li>8. 3 Little Pigs – map of Uttoxeter, finding own homes on Google maps, locating features of the local area on the map</li> </ol>	<p><b>Summer 1: Local Geography</b> – Parks vs forest, maps and coordinates of school</p> <p><b>Summer 2: [History]</b></p>	<p><b>Summer 1 – [History]</b></p> <p><b>Summer 2 – Liverpool</b></p> <p>Focus on a British city</p>



	<ol style="list-style-type: none"> <li>1. What goes in each room of our house? Room planning and aerial view</li> <li>2. Homes in different countries – comparing to our own homes, types of houses</li> <li>3. Animals and their habitats – what does a habitat need for an animal?</li> <li>4. Fairy Tale homes (Hansel and Gretel, 3 Little Pigs, Little Red Riding Hood)</li> <li>5. Easter traditions around the world – locating countries around the world, alternatives for the Easter Bunny around the world.</li> </ol>		
<b>Summer</b>			
	<b>EYFS</b> Intent	<b>KS1</b> Intent	<b>KS2</b> Intent
	<b>Summer 1 – Gardens</b> <ol style="list-style-type: none"> <li>1. Mini beasts and habitats</li> <li>2. What grows in our garden – community garden and park visits (community links)</li> <li>3. Maps and features of a map – making a functional map and following the map – can you follow your friends map? Local and school maps</li> </ol> <b>Summer 2: Sea and holidays</b> <ol style="list-style-type: none"> <li>1. Local park – walking around the local area</li> <li>2. Uttoxeter in Bloom – working with our community</li> <li>3. Treasure maps – Pirates</li> <li>4. Following our friends maps – link to Computing (BeeBots)</li> <li>5. Journeys – where we've been in the world. Our own experiences outside of Uttoxeter. Passports.</li> <li>6. Can you give directions to somebody else?</li> <li>7. Comparing Uttoxeter to a seaside town.</li> </ol>	<b>Summer 1 – Local Geography</b> <p>Geography of the school and surrounding environment          Human and Physical features of surrounding environment</p> <b>Summer 2 -</b>	<b>Summer 1 – Local Geography</b> <p>TBC</p> <b>Summer 2 – [History]</b>

## IMPACT (end points)

	EYFS	Key Stage 1		Key Stage 2	
	YR	Y1	Y2	Y3	Y4
	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photographs.</li> <li>• Draw a simple map of their immediate environment or from a familiar story</li> <li>• Use some geographical vocabulary to talk about their local environment.</li> <li>• Know some vocabulary to describe specific features of their world (both natural and made by people)</li> <li>• Have a developing understanding of the weather and the seasons</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• name and locate the four countries of the UK and London and related key vocabulary;</li> <li>• look at simple maps and aerial views of the local area, discussing and asking questions about its main human and physical features and the way symbols have been used;</li> <li>• work together to create a simple map of the local area with symbols;</li> <li>• create a simple weather chart;</li> <li>• make connections between their investigation of the local area and what they have learned about weather, climate and the UK;</li> <li>• use appropriate vocabulary when describing seasonal weather patterns;</li> <li>• use simple fieldwork and observational skills to study the physical and human features of the local area;</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Name and locate the four countries of the UK and their capital cities;</li> <li>• Know where the world's main hot and cold regions are and some information about what they are like;</li> <li>• Know the location and features of a contrasting locality in Kenya/Australia, discussing and asking questions about its main feature and comparing these with their local area;</li> <li>• Know and use appropriate vocabulary for continents and oceans and for hot and cold regions when describing the location of these key locations;</li> <li>• Know how their location within hot and cold regions might affect everyday life differently in the UK and Kenya;</li> <li>• Use globes and atlases and annotate maps- to identify continents and oceans, including the location of the UK, Europe, Kenya ,Africa, Australia, Arctic;</li> <li>• Know how to use globes and atlases and annotate maps to identify the world's hot and cold regions, locating the UK and Kenya/Australia within them;</li> <li>• Use simple field work and observational skills to study the physical and human features of the local area of Uttoxeter and Staffordshire;</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Know where the world's main climate zones are (building on their prior understanding of hot and cold regions);</li> <li>• Know the location and main human and physical features of some countries around the world</li> <li>• Know how their location within different climate zones might affect everyday life differently in places around the world, and places previously studied;</li> <li>• Know the location of continents, main rivers, mountain ranges and volcanoes</li> <li>• Know about processes of settlement, trade, tourism and culture in a non UK country</li> <li>• Use globes and atlases to identify climate zones and consider their impact on different parts of the world</li> <li>• Know how to use globes, atlases and maps to identify the main human and physical features of places around the world</li> <li>• Know how to interpret maps and aerial views of some countries, at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;</li> <li>• Use appropriate geographical vocabulary when describing countries and comparing them with other places;</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• know the key elements and features of a river;</li> <li>• know the key elements of the water cycle;</li> <li>• know the names of – and key information on – the world's main rivers;</li> <li>• know basic ideas about flood management;</li> <li>• know the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests;</li> <li>• know the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with The Nile;</li> <li>• how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon;</li> <li>• how some human beings have adapted to life in different regions of the world.</li> </ul>