



# Danegrove Primary School

## Geography Overview by Year Group 2021-2022



Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Danegrove, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it whilst increasingly using their prior knowledge to solve problems and develop their sophistication of Geography. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At Danegrove, our intent, when teaching Geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Our School and the Local Area</b>  To draw information from a simple map  To create a simple map using pictures to represent specific areas				<b>Local Area</b>  Explore the natural and human surroundings in the local area Name, locate and identify simple features, e.g. brook, woods, field	
<b>Year 1</b>	<b>My Family History and the local area</b>  To give and follow directions/instructions; to record directions/instructions as a simple route  To plan a route for a journey around the school  To identify locations around the school and local area  To use simple fieldwork and observational skills to find the human and physical features around the school and local area.		<b>Toys – History focus (Spring 1)</b>	<b>Natural World (weather) (including dinosaurs and explorers)</b>  To make observations and to answer questions about wind.  To use a range of materials to make a wind streamer  Perform simple tests to understand what clouds are made from  To discuss features of spring and seasonal change around the world  To identify types of weather and weather patterns	<b>Seas and Oceans Explorers</b>  To recognise the UK on a range of maps, naming and locating the seas that surround the UK as well as the country's 4 constituent nations and their capital cities. To name and locate the five oceans  To understand that an island is an area of land that is completely surrounded by water  To follow the journeys of two explorers on maps and to describe the journey using compass directions and locational and directional language  To look at our own holiday locations to determine which countries are islands	

			<p>To find and locate the UK within the continent of Europe, and the countries of Zimbabwe and South Africa within the continent of Africa</p> <p>To name and locate the world's seven continents</p> <p>To understand that the UK has different weather to that in another part of the world</p> <p>To understand how to use a simple map, and locate Antarctica</p> <p>To understand the significance of the equator in relation to climate</p> <p>To ask questions about Antarctica and find the answers using the internet.</p>			
Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Autumn		Spring 1		Summer	
	You Me and Me/Local Area		Monarchy (History focus)		London How did London Change after the Great Fire? (History focus)	
	<p>To use maps to find local landmarks</p> <p>To find the coordinates of five landmarks in East Barnet village</p> <p>To use simple fieldwork and observational skills to study the geography of my school and its grounds.</p> <p>To describe routes using compass directions and directional language</p>		<p>To take aerial photographs of castle models and compare physical features with real castles</p> <p>To locate castles in the UK on a map</p>		<p>To describe routes using compass directions and directional language</p> <p>To use geographical language to describe aerial views and modern maps and identify features</p> <p>To use aerial photographs/modern maps to identify human and physical features</p>	

	<p>To use geographical language to describe aerial views and modern maps and identify features</p> <p>To use aerial photographs/modern maps to identify human and physical features</p> <p>To create a park map using a symbols, a key and describe features/routes</p> <p>To make observations about where things are located and describe what places are like</p>		<p><b>Summer</b> <b>We are Britain</b></p> <p>To learn about London, the Capital City of UK</p> <p>To begin to use basic geographical vocabulary to refer to key human &amp; physical features of the U.K.</p> <p>To find out about the 4 nations which make up the UK; focus – England, Scotland, Wales, Northern Ireland</p> <p>To identify major cities within the four nations.</p> <p>To identify the major physical landmarks (bodies of water, mountains, coastal areas, national parks etc.) in the 4 nations</p> <p>To identify and name the bodies of water that surround the UK</p> <p>To begin to learn some geographical vocabulary associated with rivers</p> <p>To describe the physical features of a river, name and locate rivers in the UK</p> <p>To learn how rivers begin on high ground and that they move in one direction</p> <p>To learn how rivers change shape</p> <p>To begin to notice features of a river</p> <p>To know the key differences between rivers and canals</p> <p>To begin to use basic geographical vocabulary to refer to key human &amp; physical features in Barbados</p> <p>To compare rural and city locations in Barbados and compare and contrast to locations within the UK</p>
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Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>You, Me and We Autumn 1</b>  To use maps to find local landmarks  To find the coordinates of landmarks in East Barnet village  To use simple fieldwork and observational skills to study the geography of my local area		<b>Transport Spring 1</b>  <b>(History focus)</b>  <b>Spring 2 Stone Age</b>  Use the eight points of a compass and a four-figure point grid to find prehistoric artefacts in a simulated archaeological excavation.  To use grid references, compass directions and symbols to locate different settlements from the Stone to Iron Age.  To know different types of settlements in the Stone to Iron Age and how people survived in these periods, for example how they obtained their food and how they used farming to live.		<b>Ancient Egypt</b>  To name and locate places in Egypt and the River Nile on maps, also the rivers key topological features.  To know how people used the River Nile as a resource, for example for bathing, drinking, recreation and how they used it to help with farming  To describe the climate features of Egypt  To explain why the Egyptians settled close to the Nile e.g. transport, farming etc.  To locate the key locations in Ancient Egypt on a map, such as the Pyramids of Giza and Sphinx  To describe how climate change has affected the River Nile	
	<b>Autumn 2 Parks</b>  To explain why parks are important  To know how people have an effect on parks  To explain how people can protect parks					
Year 4	<b>You, Me and We Autumn 1</b>  To learn the 8 points of a compass and a 4 figure grid reference to locate landmarks in the local area  To plot the map symbols on a grid using the 4 figure grid reference  To further develop observational skills to study the geography of my local area		<b>Spring 1 Sport is a part of society (History focus)</b>  To locate the countries where the Olympics have previously taken place.  <b>Spring 2 The Romans</b>  To understand the location and extent of the Roman Empire		<b>Anglo Saxons &amp; Scots Summer 1 (History focus)</b>  To learn the 8 points of a compass and 4 figure grid (begin to develop an understanding of 6 figure grid references) reference to locate landmarks in the U.K.  To plot the map symbols on a grid using 4 or 6 figure grid reference  To use atlases and digital maps to find places in the U.K.	

	<b>Autumn 2</b> <b>The U.K.</b>				<b>Extreme Earth</b> <b>Summer 2</b>	
	To learn about the countries and cities of the United Kingdom				To know where in the world volcanoes are located	
	To identify the human and physical features of the U.K.				To study the features of tectonic plates and the features of extinct, dormant and active volcanoes	
	To identify areas of high ground in the U.K.				To describe and understand key aspects of earthquakes e.g. how they are formed and the effects they have	
	To name and locate the rivers of the U.K.				To gain an understanding of life in an earthquake zone	
	To understand the climate of the U.K. by studying climate maps and zones				To explain what causes tsunamis and tornadoes and how they affect people	
					To explain the significance of the Equator, Arctic circle, Tropic of Cancer and Capricorn in relation to extreme weather	
					To evaluate reasons why settlements develop in certain locations based on the physical features of the land	
<b>Year Group</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 5</b>	<b>You, Me and We</b> <b>Autumn</b>		<b>Wetlands</b> <b>Spring 1</b>		<b>Mayans/Chocolate</b> <b>(Summer)</b> <b>(History focus)</b>	
	To use atlases and maps to locate the local area and compare to a non-European country		To learn what a wetland is		To find out how Maya people moved around (transport)	
	To use simple observational skills to study the geography of my local area		To identify key features wetlands		To learn about the distribution of natural resources in the Maya world	
			To locate rivers on a map of the U.K.		To learn about geographical features present in Central America (e.g. Guatemala, Mexico) and how they affected the Maya way of life	
			To prepare for a field trip to our local wetlands			
			To debate whether wetlands are important or if they should be drained			

			<b>Spring 2</b> <b>Anglo Saxon and the Vikings</b> <b>(History focus)</b>		To explore how the physical geography surrounding Maya cities has changed over time	
			To discover where The Vikings travelled to the UK from and how they got here		To compare a Mayan and Viking settlement, including trade links and the physical features of each environment	
			To explore, learn and use six-figure grid references (play battleships) to describe Viking trade routes and migration patterns		To use maps, and digital/computer mapping to locate countries in which the Maya civilisation was/is found	
			To explore, learn and use map symbols and keys to locate Viking settlements in the UK and Scandinavia			
			To explore, compare and contrast the settlement patterns of the Anglo-Saxons and Vikings			
			To explore, learn and use compass directions when learning about Viking travel paths and trade routes			
<b>Year Group</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 6</b>	<b>Autumn</b> <b>You, Me and We and World War II</b> <b>Children of Conflict</b>		<b>Spring 1</b> <b>World War II</b> <b>Children of Conflict</b> <b>(History focus)</b>		<b>Summer</b> <b>Greece – Then and Now</b> <b>(History focus)</b>	
	To create a fact file on a different country and explain what it is like for children growing up in that country				To use a map to locate Ancient Greece and the countries that made up their empire	
	To go on a field trip of the local area where there is physical evidence of WW2 present in today’s world		<b>Spring 2</b> <b>What a difference 50 years makes</b>		To investigate the human geography of Ancient Greece, the distribution of natural resources including energy, food, minerals, waste and trade links	
			To explore, learn and use map symbols and keys		To understand the wider world in the time of Ancient Greece	
			To explore, learn and use compass directions and six figure grid references		To use an atlas to label a blank map of the Mediterranean with modern and ancient names	
			To use maps and photographs to compare and contrast a changing London from the war and through the next fifty years on.		To develop an understanding of how Ancient Greece influences the landscape of Modern Greece (human & Physical)	

			To compare and contrast an area of Greece to an area within the UK.
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