

## Geography Topic and Skills Overview

EYFS	Subject Rationale:	Skills:
<p><b>For details see a separate document – Understanding of the World – Geography Skills</b></p>	<p>Geography in the Early Years is embedded within the area of learning: Understanding the world. Children will gain an understanding of their role within their family, the wider community and the world.</p> <p>Fieldwork/trips – school grounds, Eltham Park, Greenwich Observatory, Kent life - Farm</p> <p>This helps the children to apply what they have learned about their own area when learning about an area outside of their experience.</p>	<p><b>Early Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• <b>Explain</b> some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> <li>• <b>Know</b> some similarities and differences between the natural world around them, drawing on their experiences and what has been read in class.</li> <li>• <b>Understand</b> some important processes and changes in the natural world around them, including the seasons.</li> </ul>
Year One	Subject Rationale:	Skills:
<p><b>Autumn:</b> Local area study</p> <p>Fieldwork Local Area walk</p>	<p>Pupils develop knowledge about their locality. Begin to understand their sense of place in relation to home and school. Observe and record local features. Devise a simple map. Communicate their findings. LK/PK</p> <p>This prepares the children for Y2 work in a different context of the local area - when they learn about the city of London and the London Boroughs (Greenwich)</p>	<ul style="list-style-type: none"> <li>• <b>Observe and record information</b> about the local area e.g. busy and quiet roads.</li> <li>• <b>Compare</b> busy and quiet work</li> <li>• <b>Write own address</b> and explain why others use your address to help e.g. postman, ambulance driver.</li> <li>• Use <b>Digimaps</b> to locate features seen on local area walk.</li> <li>• Create a simple memory map of their journey to school.</li> </ul>
<p><b>Spring:</b> The UK countries and capitals</p>	<p>Pupils name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. LK</p> <p>This helps to prepare them for Year 3's 'Best of Britain' topic where they will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>	<ul style="list-style-type: none"> <li>• <b>Use maps and globes to locate</b> the UK.</li> <li>• Be able to <b>identify</b> the 4 countries and their flags, and <b>label</b> the capital cities.</li> <li>• <b>Begin</b> to use and interpret maps and keys.</li> </ul>
<p><b>Summer:</b> Seasonal change and weather Location of hot and cold areas of the world</p>	<p>Pupils identify seasonal change. Locate hot and cold areas of the world in relation to the Equator and the Poles. Pupils compare basic human and physical features. PL/H&amp;P</p> <p>This helps to prepare them for Year 2 as they identify daily weather patterns in the UK and compare with a non-European country.</p>	<ul style="list-style-type: none"> <li>• <b>Observe and record</b> a weather forecast on a weekly chart.</li> <li>• <b>Use both maps and globes, identify</b> the coldest places in the world – The North and South pole, related to their study of the Arctic. <b>Make predictions</b> about where the hottest places in the world are.</li> <li>• <b>Identify</b> the equator and <b>locate</b> the places on the Equator which are the hottest. <b>Compare</b> basic human and physical features of different countries.</li> </ul>
Year Two	Subject Rationale:	

<p><b>Autumn:</b> Locational knowledge</p> <p><b>Fieldwork</b> <b>School grounds</b></p>	<p>Pupils build upon their awareness of their place in the world and enhance their locational awareness. Develop their directional language and knowledge of simple compass points. Use and add to simple maps. <b>LK</b></p> <p><i>This helps to prepare them for Year 3 as they widen their knowledge of the local area while planning a route to visit Eltham Palace.</i></p>	<ul style="list-style-type: none"> <li>• <b>Use the four points of compass directions</b> (North, South, East and West) to describe the location of features on a map.</li> <li>• <b>Study aerial photographs</b> of the school and label it with key features e.g. school, convent, playground, nature area. Look at a simple map of the local area and <b>identify</b> the things they know and have seen.</li> <li>• <b>Make a simple map.</b></li> </ul>
<p><b>Spring:</b> Human and physical knowledge of the continents</p>	<p>Pupils name and locate the 7 continents and 5 oceans of the world. Use, create and interpret maps and keys. Develop observational skills to study the local meadow and woodland. Communicate findings. <b>LK/P&amp;H</b></p> <p><i>This helps to prepare them for Year 3 as they more confidently name the continents, locating key places in the Stone Age and Iron Age topic (including Arctic and Antarctic), as well as focusing on locating volcanoes around the world.</i></p>	<ul style="list-style-type: none"> <li>• <b>Use maps and a globe</b> to identify the continents and oceans and understand that both a map and a globe show the same thing.</li> <li>• <b>Locate</b> the continents on a paper map.</li> <li>• <b>Locate</b> Scare Brae, Arctic and Antarctic.</li> </ul>
<p><b>Summer:</b> Weather patterns and contrasting locality</p>	<p>Pupils identify seasonal and daily weather patterns in the UK. Compare and contrast the UK with a non-European country. Pupils compare human and physical features. <b>PK/P&amp;H</b></p> <p><i>This helps to prepare them for Key Stage 2 where the UK is compared with countries on different continents around the world.</i></p>	<ul style="list-style-type: none"> <li>• <b>Ask questions</b> about the weather and seasons.</li> <li>• <b>Observe and record</b> e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. <b>Express opinions</b> about the seasons and <b>relate the changes</b> to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</li> <li>• <b>Locate</b> Gambia on a map.</li> <li>• <b>Study</b> pictures/videos of a locality and <b>ask geographical questions</b> e.g. What is it like to live in this place? How is this place different to where I live?</li> <li>• <b>Express own views</b> about a place, people and environment.</li> <li>• <b>Draw and label pictures</b> to show how places are different.</li> </ul>
<p><b>Year 3</b></p>		
<p><b>Subject Rationale:</b></p>		<p><b>Skills:</b></p>
<p><b>Autumn:</b> Stone Age to Iron Age</p>	<p>In line with the National Curriculum pupils: locate the world's countries, using maps to focus on Europe (including the location of Russia) <b>LK</b> Arctic and Antarctic Circle (Linked to the Ice Age) <b>LK</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Skara Brae) <b>PK</b> Human geography, including: types of settlement and land use <b>H&amp;P</b></p> <p><i>This helps to prepare them for Year 4 for the path of Roman migration, Celtic settlements and place names influenced by the Romans.</i></p>	<ul style="list-style-type: none"> <li>• <b>Build confidence in using maps, globes and Google Earth</b> to locate the world's countries.</li> <li>• <b>Use photographic evidence to raise questions</b> about the climate and living conditions on Arctic and Antarctic. <b>Make assumptions based on images/videos/Google Earth searches</b> about life there and the animals which may survive in those conditions. <b>Make comparisons</b> between this biome and others, discussing with classmates the similarities as well as the differences.</li> <li>• <b>Compare life in Antarctica with life in the UK. Present views in a variety of ways</b> (diary, report etc.) Read real accounts and compare.</li> <li>• <b>Ask, research and explain the following questions:</b> Why did the stone age civilization and the iron age settlers choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today? <b>Relate land use and trade to settlements.</b></li> </ul>

<p><b>Spring:</b> Local area study</p> <p><b>Fieldwork</b></p> <p><b>Eltham Palace</b></p>	<p>In line with the National Curriculum pupils: name and locate counties and cities of the United Kingdom, geographical regions and understand how some of these aspects have changed over time (Eltham) <b>LK</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Significant buildings) <b>PK</b></p> <p>Human geography, economic activity (The Courtaulds) <b>H&amp;P</b></p> <p>The Prime/Greenwich Meridian and time zones (including day and night) <b>LK</b></p> <p><i>This helps to prepare them for Year 4 as they look at the local river sources in Eltham (London) in contrast with rural country rivers and the financial impact of rivers.</i></p>	<p>Revise knowledge of location and names of countries making up the British Isles with their capital cities.</p> <ul style="list-style-type: none"> <li>• <b>Locate and identify key topographical features</b> (including coasts and rivers) and develop understanding of how these aspects have changed over time.</li> <li>• <b>Study time zones</b> with an understanding that the Greenwich Meridian line is located within their own borough of Greenwich.</li> <li>• <b>Use Digimaps</b> to plan a route to Eltham palace, taking into account local knowledge to ensure safety of whole class by choosing a route with pedestrian crossings, traffic lights, avoidance of main roads etc.</li> <li>• <b>Directional language and compass points</b> (North, South, East and West) used in planning route. <b>Present directions</b> clearly. <b>Recognise symbols</b> for local amenities on map of Eltham.</li> </ul>
<p><b>Summer:</b> Volcanoes (taught through Science)</p>	<p>In line with the National Curriculum pupils Describe and understand key aspects of: physical geography, including: volcanoes. <b>H&amp;P</b></p> <p><i>This helps to prepare them for Year 5 where mountain ranges and types are explored.</i></p>	<ul style="list-style-type: none"> <li>• <b>Locate places in the world</b> where volcanoes occur.</li> <li>• Understand and be able to <b>communicate in different ways</b> the cause of volcanoes and the process that occurs before a volcano erupts.</li> <li>• <b>Draw diagrams, produce writing and use the correct vocabulary</b> for each stage of the process of volcanic eruption.</li> <li>• <b>Ask and answer questions</b> about the effects of volcanoes.</li> <li>• <b>Discuss</b> how volcanoes affect human life e.g. settlements and spatial variation.</li> </ul>
<p><b>Summer:</b> Ancient Egypt</p>	<p>In line with the National Curriculum pupils: locate the world's countries, using maps (Egypt/ Africa) <b>LK</b></p> <p>They describe and understand key aspects of: physical geography, vegetation belts, rivers (Nile) <b>H&amp;P</b> and human geography, including: food, minerals and water <b>H&amp;P</b></p> <p><i>This helps to prepare them for Year 4 using H&amp; P vocabulary, including meander, tributary, mouth, source etc.</i></p>	<ul style="list-style-type: none"> <li>• <b>Locate</b> Egypt on a variety of maps and pick out the desert, the Nile, its delta and sea.</li> <li>• <b>Understand the importance of the river Nile</b> to the Ancient Egyptians through description of physical geography and vegetation belts. Learning on distribution of resources, including food, minerals etc.</li> <li>• <b>View photographs</b> to deepen understanding of Egypt with a comparison of maps from ancient times to modern days.</li> </ul>
<p><b>Year Four</b></p>	<p><b>Subject Rationale</b></p>	<p><b>Skills:</b></p>
<p><b>Autumn:</b> Romans</p>	<p>In line with the National Curriculum pupils locate the world's countries using a map <b>LK</b></p> <p>Comparing Italy and England by concentrating on their environmental regions <b>LK</b></p> <p>Similarities and differences between England and Italy <b>PK</b></p> <p>Settlements and land use <b>H&amp;P</b></p> <p>Distribution of resources including food and infrastructure <b>H&amp;P</b></p> <p><i>This helps to prepare them for Year 5 through the progression to the Anglo Saxon topic where settlements, place names and distribution of resources are still in evidence today.</i></p>	<p>Recap use of maps and atlases and computer mapping (including Google maps and Digimaps) to <b>locate the world's countries.</b></p> <ul style="list-style-type: none"> <li>• <b>Using a range of sources</b> (photographic and informational texts) to compare Italy and England, including climate, population, capital cities, landmarks etc. <b>Summarise similarities and differences</b> between these two varying environmental regions.</li> <li>• <b>Understand</b> how Romans changed the way towns were planned.</li> </ul>

<p><b>Spring:</b> Mayans</p>	<p>In line with the National Curriculum pupils: locating Mexico on a map and contrast with the temperate climatic zone in England <b>LK</b> Identify the location of the Equator, the Tropics of Cancer and Capricorn <b>LK</b> Understand geographical similarities and differences between Mexico and England <b>PK</b> Types of settlement and land use, trade links, vegetation belts and distribution of national resources <b>H&amp;P</b></p> <p><i>This helps to prepare them for Year 5 through the study of North America and the contrasting human and physical geography of the northern states.</i></p>	<ul style="list-style-type: none"> <li>• <b>Use maps, globes and Google Earth</b> to locate Equator and Tropics. <b>Identify</b> the continent of North America and locate Mexico. Looking at a map of climate zones, children to <b>use prior knowledge</b> of the world to contrast with temperate climatic zone in England.</li> <li>• Look at pictures and labelled diagrams of different historical settlements over time. <b>Ask and answer questions through own knowledge and self-conducted research:</b> What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?</li> <li>• <b>Study maps</b> of Mexican settlements. <b>Draw conclusions</b> about the location of the settlements based on prior knowledge. <b>Compare with current maps and make suggestions about change.</b></li> <li>• <b>Study how land in the local area was used</b> during the historical periods studied. Look at land use in the same area today and <b>consider how and why this has changed.</b></li> <li>• <b>Identify main economies</b> in the immediate area. <b>Compare with trade in the past.</b> Why has this changed?</li> </ul>
<p><b>Summer:</b> <b>Rivers</b></p> <p><b>Fieldwork</b> <b>River</b> <b>Investigations –</b> <b>River Darent</b></p>	<p>In line with the National Curriculum pupils: Name and locate key topographical features (rivers), land use patterns and how aspects have changed over time <b>LK</b> Describe and understand H&amp;P geography of a region of the United Kingdom (London and Kent) <b>PK</b> Rivers and water cycle <b>H&amp;P</b></p> <p><i>This helps to prepare them for Year 5 as this links to the study of hills and mountains.</i></p>	<ul style="list-style-type: none"> <li>• <b>Use the language of rivers</b> e.g. erosion, deposition, transportation.</li> <li>• <b>Explain and present the process</b> of rivers.</li> <li>• <b>Compare</b> how river use has changed over time and <b>research the impact</b> on trade in history.</li> <li>• <b>Research and discuss</b> how water affects the environment, settlement, environmental change and sustainability.</li> <li>• <b>Locate and explain the features</b> at Horton Kirby. <b>Look for evidence</b> of past river use at location.</li> <li>• <b>Make observational notes</b> about river features.</li> <li>• <b>Take photographs to support findings</b> e.g. modern uses of river which would not have been used in the past.</li> <li>• <b>Select a method to present the differences in transport in the area today.</b></li> <li>• <b>Record measurement of river width/depth.</b></li> </ul>
<p><b>Year Five</b></p>	<p><b>Subject Rationale</b></p>	<p><b>Skills</b></p>
<p><b>Autumn:</b> Mountains</p>	<p>In line with the National Curriculum pupils: name and locate key topographical features (areas of higher ground) using an atlas <b>LK</b> Explore how mountains are changing due to climate change have affected our world <b>LK</b> Similarities and differences between mountain ranges around the world, including in the UK <b>PK</b> Physical vocabulary related to mountains and tectonic plates <b>H&amp;P</b></p>	<ul style="list-style-type: none"> <li>• <b>Study Mount Everest</b> in detail, asking children to <b>develop enquiry questions</b> based on images of mountain. <b>Investigate key physical features</b>, as well as animals in this region and <b>reflect</b> on how the animals are adapted to these conditions.</li> <li>• <b>Confidently use maps, globes and Google Earth</b> to locate, name and identify features of the seven highest peaks in the world.</li> </ul>

	<p>This helps to prepare them for Year 6 by showing a contrast with the rainforests and different climates and ecosystems.</p>	<ul style="list-style-type: none"> <li>• <b>Understand the different processes</b> of mountain formations, draw diagrams and label with correct vocabulary. Vocabulary related to tectonic plates will be explored.</li> <li>• <b>Research and compare</b> similarities and differences between mountain ranges around the world with those in the UK in independent task.</li> <li>• <b>Develop informed opinions</b> about global warming in relation to the melting of the glaciers and <b>develop reasoned arguments</b> about our role on the planet.</li> </ul>
<p><b>Spring:</b> Ancient Greece</p>	<p>In line with the National Curriculum pupils: Locate significant coastal regions using maps <b>LK</b> Understand geographical similarities and differences between the mainland and the islands <b>PK</b> Describe and understand the distribution of economic activity and natural resources <b>H&amp;P</b></p> <p>This helps to prepare them for Year 6 as in WWII topic, they cover the nautical trade routes, including distribution food and resources.</p>	<ul style="list-style-type: none"> <li>• Identify and <b>mark on a map</b> the mainland, city-states and major islands of Greece.</li> <li>• <b>Consider how Greece differs</b> to other countries on the Mediterranean sea.</li> <li>• <b>Consider how the location of these geographical features has shaped life.</b> Refer to trade.</li> <li>• <b>Use photographic evidence to raise questions</b> about the climate and living conditions there. <b>Make assumptions based on images/videos/Google Earth searches</b> about life and the animals which live in this biome.</li> </ul>
<p><b>Summer:</b> North America</p> <p>Fieldwork Hall Place – zones and vegetation</p>	<p>In line with the National Curriculum pupils locate the countries and states within North America, including key characteristics both physical and human (major cities), land use patterns <b>LK</b> Position and significance of the Arctic, including Alaska <b>LK</b> Similarities and differences of different regions within North America <b>PK</b> Types of settlement and land use, economic activity including trade links <b>H&amp;P</b></p> <p>This helps to prepare them for Year 6 as they discuss temperate and tropical rainforests mostly located in South America (Amazon).</p>	<ul style="list-style-type: none"> <li>• Study maps of the USA to <b>identify environmental regions. Compare and contrast</b> these regions.</li> <li>• <b>Locate the key physical and human characteristics. Relate these features to the locality</b> e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</li> <li>• <b>Locate all the man-made features</b> in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. <b>Reflect on the importance and value of the tourism</b> industry in these areas.</li> <li>• <b>Study life</b> in America through primary sources – <b>recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.</b></li> </ul> <p>Linked to Science, <u>Hall Place field trip – exploration of climate zones and vegetation</u></p>
<b>Year Six</b>	<b>Subject Rationale</b>	<b>Skills</b>
<p><b>Autumn:</b> World War II</p>	<p>In line with the National Curriculum pupils: locate the world's countries and look at axis controlled or neutral <b>LK</b> Explore the impact of human unrest on land use and human economic activity (London bombing) <b>H&amp;P</b> Evacuation of children to areas in other regions of the UK (counties) <b>PK</b> Human geography – trade links of natural resources (role of women) <b>H&amp;P</b></p>	<ul style="list-style-type: none"> <li>• <b>Independently locate and identify on map</b> world's countries involvement in World War II.</li> <li>• <b>Study photographs, aerial photographs and maps</b> of Eltham pre-war, post war and present day. Compare maps and aerial photographs. <b>Make comparisons and reflect on the reasons</b> for the differences.</li> <li>• <b>Study population numbers</b> throughout the course of WWII and <b>reflect on the reasons</b> for changes.</li> </ul>

		Study pictures of land use during these three periods. <b>Draw conclusions and develop informed reasons for the changes.</b>
<b>Spring:</b>  <b>Fieldwork</b> <b>Kingswood</b>	<p>In line with the National Curriculum pupils: Identify the position and significance of the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn <b>LK</b></p> <p>Revision of counties, cities and rivers of the UK <b>LK</b></p> <p>Explore (using Digimaps) Kingswood from the past to present and aspects that have changed over time <b>LK/H&amp;P</b></p> <p>Compare similarities and differences with Kingswood and Eltham <b>PK</b></p>	<ul style="list-style-type: none"> <li>• <b>Explain the climates</b> of given countries in the world and <b>relate this to knowledge</b> of the hemispheres, the Equator and the Tropics.</li> <li>• <b>Use maps</b> to identify longitude and latitude.</li> <li>• <b>Use 6 figure grid references</b> to identify features around Kingswood, including physical and human features.</li> <li>• <b>Use geographical symbols</b> e.g. contours lines to identify flattest and hilliest areas of the area.</li> <li>• <b>Ask questions</b> e.g. what is this landscape like? What is life like there?</li> <li>• <b>Study photos/pictures/maps</b> to <b>make comparisons</b> between Kingswood and Eltham.</li> <li>• <b>Understand how these features may have changed over time.</b></li> </ul>
<b>Summer:</b> <b>Rainforests</b>	<p>In line with the National Curriculum pupils: Study South America focussing on the Amazon rainforests and locate environmental regions, key physical and human characteristics <b>LK</b></p> <p>Hemispheres (tropical and temperate) climates <b>LK</b></p> <p>Study Peru region in South America <b>PK</b></p> <p>Types of settlement and land use, tribes within the rainforest and the Incas <b>H&amp;P</b></p> <p>Biomes and vegetation belts <b>H&amp;P</b></p>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the climate, the habitats, the plant and animal types and how people live in the rainforest. <b>Study life</b> in the Amazon rainforest through primary sources – <b>recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.</b></li> <li>• <b>Discuss</b> how the rainforest may be linked to us e.g. trade.</li> <li>• <b>Locate</b> other rainforests using Google earth and maps, identifying patterns in their location</li> <li>• Understand the term 'biome'. <b>Use knowledge of this term to make suggestions</b> for places in the world which may be biomes.</li> <li>• <b>Make comparisons</b> between this biome and others, discussing with classmates the similarities as well as the differences.</li> </ul>

For

God and mankind we live, we

labour