

Subject Overview: Geography

Class 1 GE

Geography	Year A	<p>Great Ellingham and Attleborough</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Draw information from a simple map. Describe a familiar route</p>	<p>New Zealand Australia</p> <p>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.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Polar Regions</p> <ul style="list-style-type: none"> • Explain 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.
	Key Vocabulary			
	Year B	<p>Great Ellingham and Attleborough</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Draw information from a simple map. Describe a familiar route</p>	<p>Earth and Beyond</p> <p>Kenya</p> <p>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.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Polar Regions</p> <ul style="list-style-type: none"> • Explain 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.
	Key Vocabulary			
	Year C	<p>Great Ellingham and Attleborough</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Draw information from a simple map. Describe a familiar route</p>	<p>Brazil</p> <p>Rainforest</p> <p>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.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Polar Regions</p> <ul style="list-style-type: none"> • Explain 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.
Key Vocabulary				

Class 2 & 3 (GE) / Class 1 (R) Long Term Plan

Geography	Year A	<p>Where in the world am I?</p> <p>(Location knowledge: name and locate the world's 7 continents and 5 oceans)</p>	<p>Where do penguins live?</p> <p>(Human & Physical Geography: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles)</p>	<p>Where do we live?</p> <p>(Geographical skills and fieldwork: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise and simple map; and use and construct basic symbols in a key. Study of the local area. Recognise flags as emblems)</p>
	Key Vocabulary			
	Year B	<p>Where have I landed?</p> <p>(Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage)</p>	<p>Are there mountains in Norfolk?</p> <p>(Place knowledge: 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 in a contrasting non-European country.)</p>	<p>Norfolk vs Nepal</p> <p>(Geographical skills: use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of its surrounding environment)</p>
	Key Vocabulary			
	Year C	<p>What makes London our capital city?</p> <p>(Location knowledge: name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas)</p>	<p>Where do coconuts grow?</p> <p>(Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and comparing it to the caribbean. Weather, climate, crops)</p>	<p>We're off to the beach!</p> <p>(Human and physical geography: basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features including: city, town, village, factory, farm, house, office, port, harbour and ship)</p>
	Key Vocabulary			

Class 4 (GE) / Class 2 (R) Long Term Plan

Geography	Year A	<p>Where did the Anglo-Saxons come from?</p> <p>(Place Knowledge: understand geographical similarities and differences through the study of human and physical geography)</p>	<p>Whatever the weather?</p> <p>(Human and Physical Geography: describe and understand key aspects of physical geography including Climate Zones,, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes Climate, weather, crops.)</p>	<p>How does a compass help you navigate?</p> <p>(Use the eight points of a compass, 4 and 6 figure grid references, symbols and a key; Use fieldwork to observe, measure and record the human and physical features in the local area)</p>
	Key Vocabulary			
	Year B	<p>Why isn't there a desert in Norfolk?</p> <p>(Use fieldwork to observe, measure and record the human and physical features in the local area [sketch maps]; Location Knowledge: 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)</p>	<p>"Come and visit the UK – it's lovely!"</p> <p>(Name and locate counties and cities n the United Kingdom, geographical regions and their identifying human and physical characteristics)</p>	<p>Where is our school?</p> <p>(Location knowledge: geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Fieldwork study)</p>
	Key Vocabulary			
	Year C	<p>Where can I grow my crops?</p> <p>(Human and Physical Geography: describe and understand key aspects of physical geography including Climate Zones, biomes, vegetation belts, rivers, mountains; Locational Knowledge: locate the world's countries, using maps to focus on Europe, and North and South American concentrating on their environmental regions, key physical and human characteristics, countries and major cities)</p>	<p>Where would you like to live, Norwich or Athens?</p> <p>(Name and locate counties and major cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns)</p>	<p>I'm lost. Where am I?</p> <p>(Use 8 points of a compass, four and six figure grid references, symbols and key to build knowledge of the UK and the wider world, including OS maps; Geographical Skills: use maps, atlases, globes and digital computer mapping to locate countries and describe features studied)</p>
Key Vocabulary				

Class 5 (GE) / Class 3 (R) Long Term Plan

Geography	Year A	<p>Where did the Roman's invade?</p> <p>(Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; Locational Knowledge: locate the world's countries, using maps to focus on Europe, and North and South American concentrating on their environmental regions, key physical and human characteristics, countries and major cities)</p>	<p>What was the extent of the British Empire?</p> <p>(Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region within North or South America;</p>	<p>Sea vs Broad Nature vs Man</p> <p>(Location knowledge: geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <p>(Human and Physical Geography: describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water)</p>
	Key Vocabulary			
	Year B	<p>What happened at Pompeii?</p> <p>(Human and Physical Geography: describe and understand key aspects of physical geography including volcanoes and earthquakes; Geographical Skills: use maps, atlases, globes and digital computer mapping to locate countries and describe features studied)</p>	<p>Can the world celebrate New Year together?</p> <p>Location Knowledge: 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)</p>	<p>Why wasn't Attleborough bombed in WWII?</p> <p>(Geographical skills and fieldwork: Use 8 points of a compass, four and six figure grid references, symbols and key to build knowledge of the UK and the wider world, including OS maps)</p>
	Key Vocabulary			
Year C	<p>Scotland vs Italy</p> <p>(Place knowledge: 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)</p>	<p>Where are the rivers and mountains in the UK?</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human and physical geography *describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Turkey, an exciting place to holiday?</p> <p>(To recognise the main geographic characteristics of Turkey Locational Knowledge: locate the world's countries, using maps to focus on environmental regions, key physical and human characteristics, countries and major cities)</p> <p>[Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere... the Prime/Greenwich Meridian and time zones (including day and night). Geographical skills and fieldwork *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of... the wider world]</p>	
Key Vocabulary				

Class 6 (GE) Long Term Plan

Geography	Year A	<p>Rock and Roll</p> <p>Mapping the ‘henges’ on a map. Where the different rocks were from. How were they transported. How was the rock identified? Rock cycle.</p>	<p>The slave trade: the human cost vs material wealth (Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country, and a region within North or South America)</p>	<p>It’s always 5 o’clock somewhere. Fact or Fiction?</p> <p>(Location Knowledge: 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; Geographical Skills: use maps, atlases, globes and digital computer mapping to locate countries and describe features studied)</p>
	Key Vocabulary			
	Year B	<p>Raging Rivers</p> <p>Human and Physical Geography including weather: describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water) UK and China comparison (Key rivers, their uses, using and interpreting maps, river features) Yangtze River</p>	<p>Norfolk vs Wales: How has the movement of tectonic plates contributed to the Welsh landscape?</p> <p>(Location knowledge: Name and locate counties and cities in the United Kingdom, geographical regions and their identifying human and physical characteristics)</p>	<p>How does a six-figure grid reference help you to find key landmarks in Attleborough?</p> <p>(Geographical skills and fieldwork: Use 8 points of a compass, four and six figure grid references, symbols and key to build knowledge of the UK and the wider world, including OS maps)</p>
	Key Vocabulary			
Year C	<p>The Americas</p> <p>(Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country, and a region within North or South America. Locate the countries.</p>	<p>Is there coal in Norfolk?</p> <p>(Human and physical geography: describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water)</p>	<p>Fair Trade?</p> <p>land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water) How do we use natural resources? What is the land used for? What types of natural resources do we use to produce energy? What renewable resources do we use/ do we produce here? Growth and decay of Norfolk trade. How are products such as concrete, glass, wood and steel produced and traded. Where?</p>	
Key Vocabulary				