

Curriculum Overview for Geography

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reception</b>	<p>Introduction to Forest School</p> <p>Diwali discussion of celebrations <b>(GC)</b></p> <p>Talking about their families and home experiences</p>	<p>Building bridges with different construction kits</p> <p>Christmas discussion of celebrations</p> <p>Introduce Bee Bots Billy Goats journey</p> <p>Introduce 2Paint pictures</p>	<p>Building castles with lego/duplo</p> <p>Chinese New year celebration <b>(GC)</b></p> <p>Use of 2paint and introduction to computer suite</p> <p>Jelly Castles</p> <p>Tasting pancakes</p>	<p>St David's Day /St Patrick's Day celebration – taste welsh cakes / make shamrocks</p> <p>Looking at changes in the season at Forest School</p> <p>Describing changes in chicks as they hatch and grow</p>	<p>Visit to a Farm – Over farm pick vegetables, see animals</p> <p>Use produce picked to make crumble/soup</p> <p>Build animal shelters</p> <p>Design a seed packet</p>	<p>Mouse Island game on whiteboard</p> <p>Making boats and floating/sinking</p> <p>Make Pirate biscuits with worms and weevils</p> <p>Gloop sinking sand</p> <p>Lighting fire and cooking crumpets at Forest School</p>
<b>Year 1</b>	<p>Understand the concept of a plan, using children's tables, classrooms, dining hall, school, then simple maps of immediate area and route to school.</p> <p>Name and locate the world's 7 continents, 5 oceans and capital cities of the UK. (Holiday board- where have we been on holiday? Where do relatives live?)</p> <p>Barnaby Bear</p>	<p>Identify seasonal and daily weather patterns in Cheltenham- measure rainfall.</p>			<p>Understand key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds plus the key human and physical features surrounding it, including the use of plans and aerial photographs.</p>	<p>Use simple compass directions N,S,E,W and vocabulary near, far, left and right when describing features and routes.</p>

<p><b>Year 2</b></p>	<p>Use Year 1 work on continents, capitals, coast, including use of vocabulary of Equator, North and South Poles and where appropriate, Northern and Southern Hemisphere (3D shape link). Identify seasonal and daily weather patterns and location of hot and cold areas of the world in relation to the Equator and the North and South Poles (use a non-European location not covered in KS2, ideally linked to the heritage of someone in the class or a link formed by the school e.g. Malawi).</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas. Identify key physical features, including soil, valley and vegetation. Identify key human features including factory, office, port and harbour. Use world maps, atlases and globes to identify UK and its countries, as well as the countries, continents and oceans studied. Use aerial photographs and plans to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key.</p>	<p>-</p>	<p>Use map work as a preparation for a trip including finding routes and symbols and link to fieldwork on a trip. (Explore London trip!)</p> <p>Use simple compass directions N,S,E,W and vocabulary near, far, left and right when describing features and routes.</p>	
<p><b>Year 3</b></p>	<p>Earthquakes and Volcanoes (Pompeii and Herculaneum*) Use terms for all continents and oceans. Understand how volcanoes work Know and understand why earthquakes occur in certain areas</p>	<p>Cheltenham Identify key physical characteristics (hills, mountains, coasts and rivers related to the immediate locality). Understand geographical similarities and differences by studying a local area (the area between Woodmancote and the Racecourse) Use sketch maps, plans and digital technology in the fieldwork study.</p>	<p>Name and locate the countries and cities of the UK, including geographical regions. Use 4 points of a compass (extend to 8), maps, computer mapping and atlases. Kenya Identify the equator, northern and southern hemisphere and the arctic and Antarctic circles.</p>	

<p><b>Year 4</b></p>	<p>Rivers and Lakes (case study-Annecy) Use maps and atlases to locate countries in Europe. Revise terms river, mountain and land use. Understand the geographical similarities and differences of a region of a European Country Use four figure grid references (8 where appropriate).</p>	<p>Geography Skills Introduce terms climate zone, types of settlement and natural resources plus the water cycle. Use atlases, globes, digital and computer mapping.</p>	<p>Protecting the Environment* <b>(GC)</b> Use the terms Equator, North and South Poles, Northern and Southern Hemisphere, Arctic and Antarctic Interpret graphs linked to climate Understand the term 'environmental region).</p>
<p><b>Year 5</b></p>	<p>Study of South America <b>(GC)</b> Amazon Rainforest * Identify the position and significance of the Tropics of Cancer and Capricorn, time zones, the Prime / Greenwich Meridian. Understand geographical similarities and differences through a study of a region of South America. Use terms climate zones, rivers, mountains, types of land use (cattle and logging) and settlement (native and settlers) and distribution of natural resources. Start to use terms biomes and vegetation belts.</p>		<p>Mountains Maps (link to pirates)* Use OS maps, atlases, globes and digital and computer mapping. Use 8 points of a compass and 6 figure grid references.</p>
<p><b>Year 6</b></p>	<p>Local study* Human Geography Farming in and around Gloucestershire compared to Kenya <b>(GC)</b>  Use knowledge and skills to undertake a focused study of two contrasting areas, one inside Europe and one outside Europe. Use geographical similarities and differences, including human geography relevant to the areas (e.g. vegetation, land use, trade links, and resources).</p>		<p>Ordnance Survey Work-Fieldwork  Identify the position of each place linking to the Equator, Tropics of Cancer and Capricorn, time zone etc. Use relative location regarding a 16 point compass if appropriate. Use sketch maps, plans, graphs, OS maps and digital technology</p>

**(GC)= Opportunity to focus on Global Citizenship**