

EYFS Geography units and Develop Matters statements covered

LITTLE CHESTNUTS

Show interest in different occupations

Know that there are different countries in the world and talk about differences they have seen in photos

RECEPTION

We Belong at Woodmancote

Draw information from a simple map.

Describe what they see, hear and feel whilst outside.

Understand that some places are special to members of their community.

Snow and Ice

Recognise some similarities and differences between life in this country and life in other countries.

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them.

Caring for Woodmancote

Explore the natural world around them.

Draw information from a simple map.

Describe what they see, hear and feel whilst outside.

Key Learning Statements

We Belong at Woodmancote - Where in the World?

1. Our school is on Station Road, which is in a village called Woodmancote.
2. We can find places we know on a map.

Snow and Ice - Our place and yours

1. Different animals live in different countries.
2. People who visit Antarctica need to wear warm coats, boots, hats and gloves all year because the is very different to England.

Caring for Woodmancote - Our Environment

1. We can use our eyes and ears and sense of touch to describe what they see, hear and feel whilst outside.
2. There are 4 seasons of the year, Spring, Summer, Autumn and Winter.
3. We have minibeasts in our grounds , such as worms , lady birds, butterflies and bees.
4. It is important to look after our environment at school and it is all of our jobs to care for our school.

Year 1 Geography units and National Curriculum statements covered

The United Kingdom

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

use world maps, atlases and globes to identify the United Kingdom and its countries

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Recycle it

Begin to understand how humans effect the natural world. E.g plastic pollution in our seas

The Seaside

Use basic geographical vocabulary to refer to:

-key physical features, including: beach, cliff, coast, sea, ocean, season and weather

-key human features, including: port, harbour

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;

Through Outdoor Learning

Identify seasonal and daily weather patterns in the United Kingdom

devise a simple map

use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Learning Statements

The United Kingdom - **Where in the World?**

1. England, Scotland, Wales and Northern Ireland are the four countries of the United Kingdom.
2. We live in England, our capital city is London and our flag is white with a red cross.
3. Each country in the UK has its own capital city. Scotland is Edinburgh, Wales is Cardiff, Northern Ireland is Belfast and England is London.
4. The United Kingdom is surrounded by the sea. There are different parts of the sea called, the North sea, the English channel and the Atlantic ocean.
5. There are 4 directions on a compass. North, South, East and West

Recycle it – **Our Environment**

1. Plastic pollution is bad for the environment and effects all living creatures. We should limit single use plastic items.
2. We can re-cycle and re-use plastic which helps the planet.

The Seaside – **Our Place and Yours**

1. Coast is the name for where the land meets the sea. It often has beaches and cliffs.
2. Human geography mean things made by people. Physical geography means things that are natural, not made by people.
3. Physical geography at the seaside could include beach, rocks, cliff, rivers. Hunan geography at the seaside could include: lighthouses, boats, piers and harbours.
4. An aerial photograph is taken from above, looking down.
5. The sea and the beach are only at the seaside, but other features like roads, schools, shops and a village hall are both in Woodmancote and the seaside.

Year 2 Geography units and National curriculum statements covered

Our World

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

identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Hawaii

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

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Making Maps

devise a simple map; and use and construct basic symbols in a key

use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Learning Statements

Our World – Where in the World

1. Continents are large areas of land. The world has seven continents. These are Africa, North America, South America, Antarctica, Europe, Asia, Australasia
2. Oceans are large areas of the sea. The world has five oceans. Southern Ocean, Indian Ocean, Pacific Ocean, Atlantic Ocean and Arctic Ocean are their names.
3. The world is divided into two hemispheres by an invisible line called the Equator. They are called the Northern and Southern hemispheres. The area of the world near the Equator is called the tropics. It is very hot in the tropics.
4. The Earth's most northerly point is called the North Pole. Its most southerly point is called the South Pole. The areas around these poles are called the polar regions. It is very cold in these parts of the world.

Hawaii – Our place and yours

1. Woodmancote is made up of both physical and human aspects of Geography.
2. Hawaii is part of the USA it is a state made up of islands in the Pacific Ocean. Hawaii is warm all year as it is near the Equator. The Islands of Hawaii have beaches and volcanoes as well as towns and holiday resorts.
3. Hawaii is made up of both physical and human aspects of Geography.
4. Hawaii and Woodmancote have similar and different geographical features.

Making maps – Where in the World

5. Being outside and using our observational skills help us study the Geography of our local area.
6. Details of a map can be shown using symbols and a key on the map explains what the symbols mean.

Year 3 Geography units and Develop Matters statements covered

Mapping Gloucestershire

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

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 United Kingdom.

Rivers

describe and understand key aspects of: physical geography: rivers, the water cycle human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including water

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Key Learning Statements

Mapping Gloucestershire – **Where in the World**

1. Each country of the UK is split into smaller areas called counties. Our school is in the county of Gloucestershire.
2. Gloucestershire is surrounded by other counties such as Worcestershire, Herefordshire, Oxfordshire, Warwickshire and Wiltshire.
3. The eight points of a compass are North, North East, East, South East, South, South West, West, North West. Using eight point compass directions is clearer and more exact than using four.
4. We can use fieldwork and observational skills help us study the Geography of our local area.

Rivers – **Our Environment**

1. The water cycle is the process by which water is always moving between the ground and the sky.
2. Different parts of a river system have different names.
3. The River Severn runs through Wales, Shropshire, Worcestershire and Gloucestershire. It is the longest river in the UK and the river that carries the most water.
4. Flooding is when there is too much water in a river and it becomes higher than the river banks. Flooding often causes damage to farmland, buildings and roads.
5. There are major rivers across the world, such as the Nile and the Ganges. There are many rivers in the UK such as the Thames and the Avon.

Year 4 Geography units and National Curriculum statements covered

Canals

Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links.

Greece

Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.

Locate the world's countries, using maps to focus on Europe (concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Key Learning Statements

Canals – Our Environment

1. A four-figure grid reference helps us identify a location on a map. To find a reference point we go along the 'x' axis and up the 'y' axis.
2. On a compass when the red arrow aligns with North I can identify the other compass directions.
3. A canal is a man-made waterway for transporting people and goods. Canals are still used today.
4. Towns and cities changed when factories began to make goods in larger numbers. Canals, roads and railways were built to accommodate the changes needed to transport people and goods to cities and towns.
5. A sketch map can show the human and physical geographical changes.

Greece – Our place and yours

6. The country of Greece is located in the continent of Europe in between Italy and Turkey and the Mediterranean Sea.
7. Maps and atlases can be used to locate physical geographic features of Europe. Greece is more mountainous than the UK and has more islands, however the UK has a larger population and more cities.
8. Greece is more mountainous than the UK and has more islands, however the UK has a larger population and more cities.
9. A natural resource is something that comes from the environment and people can sell and use these.
10. The homes and buildings in the UK are different to those in Greece.

Year 5 Geography units and Develop National Curriculum statements covered

Rainforest

Identify the position and significance of the Equator, the Tropics of Cancer and Capricorn, Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts

Locate the world's countries, using maps : South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Understand geographical similarities and differences through the study of human and physical geography of A region of the United Kingdom, a region in South America

Time zones

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)

Regions of the UK

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 United Kingdom and the wider world

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

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.

Key Learning Statements

Rainforests – **Our Environment**

1. There are 3 major lines of latitude: The Equator and the Tropics of Cancer and Capricorn.
2. The Earth has many climate zones and 6 main biomes.
3. South America is in the Southern Hemisphere, has a tropical climate and is home to the Amazon Rainforest.
4. Rainforests have 4 layers : The forest floor, the understory, the canopy and emergent layer.
5. The Amazon Rainforest is home to many indigenous tribes including the Awa Tribe who face many challenges.
6. The Amazon has a different climate, land use, wildlife and geographical features to Woodmancote.
7. The rainforest is threatened by illegal logging, legal logging, mining and agricultural farming.
8. The rainforest has many stakeholders who all use it for different reasons. Sometimes these stakeholders come into conflict. (EG loggers and indigenous people)

Time zones – **Where in the World**

1. The Earth has invisible horizontal lines, called lines of latitude to describe your North/South position. The Earth has vertical lines called lines of longitude to describe your East/West position.
2. The Earth is divided into invisible time zones, 24 time zones which describe how many hours +/- a country is away from Greenwich Mean Time (GMT)

The South West of England

Regions of the UK – **Our Place and Yours**

1. England is divided into 9 regions: London, North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and South West
2. Devon is a county in the South West of England. Devon contains varied geographical features such as coastline, moorland, forests, towns and cities.
3. Industry in Devon has changed from tin mining (Until 1930), to agriculture (20th Century) and again to tourism.
4. Six figure grid references help us locate human and physical features on ordnance survey maps.
5. Settlements such as hamlets, villages, towns and cities can be identified through in person observations, ordnance survey maps and satellite imagery of their size and human features.

Year 6 Geography units and National Curriculum statements covered

North and South America and Europe

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Describe and understand key aspects of: physical geography, including: rivers, mountains, human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Volcanoes and Earthquakes

Describe and understand key aspects of: volcanoes and Earthquakes

Key Learning Statements

North America, South America and Europe – **Where in the world** / **Our place and yours**

1. The U.K, France, Germany, Italy, Spain, Poland and Greece are in Europe.
The USA and Canada are in North America.
Brazil and Argentina are in South America.
2. The Rockies, Mississippi and the Great lakes are in North America.
The Alps, Rhine and Mediterranean Sea are in Europe.
The Andes, Amazon River and Lake Titicaca are in South America.
3. Natural resources are sourced from the environment and are unevenly distributed across Europe, North America and South America.
4. The Alps, Rockies and Andes vary in physical, environmental and human characteristics.
5. The Alps, Rockies and Andes have many similarities and differences.

Volcanoes and Earthquakes - **Our Environment**

1. The Earth is made of four layers: the crust, mantle, outer core and inner core.
2. Volcanoes and earthquakes are more likely at plate boundaries.
3. Mountains, volcanoes and earthquakes occur due to the movement of tectonic plates.
4. Volcanoes and earthquakes have physical, human and environmental impacts.