



St Martin's School, Dover

Long Term Geography Overview 2016-2017

EYFS	Children know about similarities and differences in relation to places, objects, materials and living things	They talk about the features of their own immediate environment and how environment might vary from one another.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>What's it like where we live?</p> <p>To use maps, atlases & globes to identify the United Kingdom and its countries.</p> <p>To identify the continent of the United Kingdom.</p>	<p>What are seasons?</p> <p>Human & physical geography To identify seasonal & daily weather patterns in the UK.</p> <p>To explain how the weather changes throughout the year and name the seasons.</p>	<p>Where do different animals live?</p> <p>Human & Physical geography - To locate hot and cold areas of the world in relation to the North and South Poles and the Equator.</p> <p>Physical geography To 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>Where do different animals live?</p> <p>To use simple compass directions.</p> <p>To use locational & directional language (near, far; left, right)</p> <p>To describe the location of features and routes on a map.</p>	<p>To use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	<p>To use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	<p>What are the seven wonders of our world?</p> <p>To devise a simple map.</p> <p>To use and construct basic symbols in a key.</p> <p>To use world maps, atlases and globes to identify countries, continents and oceans of the non-European country studied.</p>	<p>To name, locate and identify characteristics of the four countries and the capital cities of the United Kingdom.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>To name, locate and identify the surrounding seas of the United Kingdom.</p> <p>To name and locate the world's seven continents and five oceans.</p>	<p>What will we see on our journey around the world?</p> <p>To 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> <ul style="list-style-type: none"> • Beach • Coast • Forest • Hill • Mountain • Sea • Ocean • River • Soil • Valley • Vegetation • Season • weather 	<p>Where does our food come from?</p> <p>To observe through fieldwork the key human and physical features of the school's surrounding environment including:</p> <ul style="list-style-type: none"> • Village • Factory • Farm • House • Office. • Port • Harbour • Town • City 	<p>To observe through fieldwork the key human and physical features of the school's surrounding environment.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<p>Where on Earth are we?</p> <p>To use maps to focus on Europe, including Russia-Locate the countries and capital cities of Europe, including Russia.</p>	<p>Can the Earth shake, rattle and roll?</p> <p>To explore the environmental regions, key physical and human</p>	<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods:</p>	<p>Do you like to be beside the seaside?</p> <p>To understand geographical similarities and differences through studying the human and</p>	<p>To use maps, atlases and globes and digital/computer mapping to locate countries and describe features of countries studied</p>	<p>To use maps, atlases and globes and digital/computer mapping to locate countries and describe features of countries studied.</p>

		<p>characteristics of Europe, including Russia.</p> <ul style="list-style-type: none"> • volcanoes and earthquakes 	<ul style="list-style-type: none"> • Sketch maps • Plans and graphs • Digital technologies. 	physical geography of a region of the United Kingdom and a region in a European country.		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	<p>Can you come on a great American road trip?</p> <p>To use maps to locate the world's countries & locate the countries and major cities of North and South America.</p> <p>To explore the key physical and human characteristics of North and South America; describe and understand key aspects of economic activity including trade links within North and South America.</p>	<p>Can you come on a great American road trip?</p> <p>+ Is climate cool?</p> <p>To explore the environmental regions of North and South America</p> <p>To understand & compare geographical similarities and differences of a region of the United Kingdom, and a region within North or South America through the study of;</p> <ul style="list-style-type: none"> • climate zones, • biomes and vegetation belts, • rivers • settlement and land use. • food. 	<p>To name and locate countries and cities of the UK; including the location of main islands that surround the UK.</p> <p>To name, locate & identify the human and physical characteristics of geographical regions of the United Kingdom.</p> <p>Including:</p> <ul style="list-style-type: none"> • Types of settlement and land use. Rivers. 	<p>To use maps, atlases and globes and digital/computer mapping to locate countries & describe features of countries studied.</p>	<p>To identify the position and significance of the Tropic of Cancer and Tropic of Capricorn.</p>	<p>How is our country changing?</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods:</p> <ul style="list-style-type: none"> • Sketch maps • Plans and graphs • Digital technologies.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	To use maps, atlases and globes and digital/computer mapping to locate countries studied.	<p>What's it like in the Amazon?</p> <p>To identify the position and significance of the Northern and Southern Hemisphere.</p> <p>To identify the position and significance of the Artic and Antarctic Circle.</p> <p>To understand similarities and differences through the study of human and physical geography of a region of the UK , a region in a European country and a region within North or South America through the study of;</p> <ul style="list-style-type: none"> • climate zones, • biomes and vegetation belts, • rivers • food. <p>To describe and understand key aspects of the distribution of natural resources,</p>	<p>How does water go round and round?</p> <p>To describe and understand key aspects of the water cycle.</p> <p>To describe and understand key aspects of rivers and mountains</p> <p>To identify key topographical features and land-use patterns of the United Kingdom;</p> <ul style="list-style-type: none"> • hills, • mountains, • coasts, • rivers. 	To understand how aspects of the human and physical characteristics of the United Kingdom have changed over time.	<p>Where does all of our stuff come from?</p> <p>To use maps, atlases and globes and digital/computer mapping to describe features studied.</p>	<p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods:</p> <ul style="list-style-type: none"> • Sketch maps • Plans and graphs • Digital technologies. <p>To use four figure grid references on OS maps of the UK and wider world.</p>

		including energy, food, minerals and water within North and South America .				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<p>To identify the position and significance of the Arctic and Antarctic Circle, the Tropics of Cancer and Capricorn.</p> <p>To explain the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Where should we go on holiday?</p> <p>To use a map to locate the world's countries</p> <p>To use symbols and keys (including the use of Ordnance Survey maps) to build knowledge on the United Kingdom and the wider world</p> <p>To use the eight points of a compass to build knowledge on the United Kingdom and the wider world.</p> <p>To use four and six-figure grid references to build knowledge on the United Kingdom and the wider world.</p>	<p>Are we damaging our world?</p> <p>To understand geographical similarities and differences of a region of the United Kingdom, and a region in a European country and a region within North or South America through the study of;</p> <ul style="list-style-type: none"> • Settlement • Land use. <p>To use maps, atlases and globes and digital/computer mapping to describe features studied</p>	<p>Are we damaging our world?</p> <p>To understand geographical similarities and differences of a region of the United Kingdom, and a region in a European country and a region within North or South America through the study of;</p> <ul style="list-style-type: none"> • economic activity including trade links, • distribution of natural resources including energy, food, minerals and water. 	<p>How will our world look in the future?</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods:</p> <ul style="list-style-type: none"> • Sketch maps • Plans and graphs • Digital technologies. 	<p>How will our world look in the future?</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods:</p> <ul style="list-style-type: none"> • Sketch maps • Plans and graphs • Digital technologies.

KEY – Headings highlighted in this colour refer to the corresponding Voyagers Topic list and planning / support for your planning may be found there.