

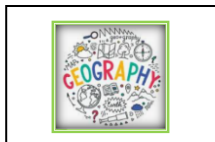
Fernwood Primary and Nursery School

Subject Implementation Overview



F2		
Autumn 1	Spring 1	Summer 1
<p>UTW (PCC) To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps To talk about my house looks like and what is in each room (Geography) To talk about what I see on my way to school (Geography)</p> <p>PD (ART/Geog) To begin to show accuracy and care when drawing To draw my home (Art)</p> <p>UTW (TNW) To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. To know and talk about some of the signs of autumn. (Science/Geography) To go on an autumn walk and use found objects to help map the journey (Geography)</p>	<p>UTW (TNW) To 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. What can we do in cold places?</p> <p>UTW (PCC) To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. To go on a winter walk and map our journey. (Geography)</p> <p>UTW (TNW) To 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. What animals live in cold places?</p>	<p>UTW (PCC) To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 1.To know what you might see on a farm (pig, sheep, cow, hen). (Geography)</p> <p>2. To know some jobs to do on a farm. (Geography)</p> <p>3. To see what there is on a farm and talk about it. (Geography)</p> <p>UTW (PCC) To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 1.To know the names of different vehicles (cars, trains, planes). (Geography)</p> <p>2. To talk about a journey that I have been on. (Geography)</p>
Autumn 2	Spring 2	Summer 2
<p>UTW (TNW) To 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. To compare different environments (grass, stream, snowstorm, forest, cave, home, sea side, marsh, mud swamps)</p>	<p>UTW (TNW) To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. What can we see on a Spring walk?</p>	<p>UTW (PCC) To 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. 1.To know that Jamaica is a hot place all year round and that England has different weathers. (Geography)</p> <p>2. To know some food from Jamaica (plantain, rice and peas). (Geography)</p> <p>3. To know that both Jamaica and England are islands. (Geography)</p> <p>4. To listen to and talk about some Jamaican music. (Geography)</p>

Y1		
Autumn 1	Spring 1	Summer 1
The seasons	The UK - capitals, seas around the UK	Science/Art/Geography - Plants

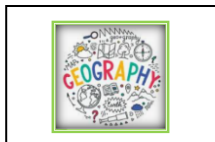


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<p>To observe changes across the four seasons. To observe seasonal weather patterns in the UK.</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p> <p>To observe and name changes across the seasons.</p> <p>To describe the weather in Autumn (Wollaton Park walk)</p>	<p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><i>Map work - Look at the atlas/globe and with support, locate 4 countries and capital cities of the UK. Begin to identify countries by their shape.</i></p> <ol style="list-style-type: none"> To name and locate the 4 countries of the UK (map on floor and sheet) To consolidate the 4 countries and name the capital cities (seas around UK) To name, locate and identify characteristics of the four UK capital cities. <i>To use NF books/pictures and sources of information.</i> <p><u>Weather and Winter</u></p> <p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To observe changes across the four seasons</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p> <ol style="list-style-type: none"> To monitor and record the weather on a chart <i>Asking simple questions and recognising that they can be answered in different ways.</i> To know about winter. To create and label a winter tree. To make a weather report using NSEW and countries of UK 	<p><u>To identify and name a range of common wild and garden plants including deciduous and evergreen trees.</u></p> <ol style="list-style-type: none"> To describe the features of common wild plants. <i>To use simple equipment.</i> To identify and name common wild plants. To observe and draw nature. <i>Observe closely. to investigate surroundings to make sketches and to take photos</i>
Autumn 2	Spring 2	Summer 2
	<p><u>London/Cornwall</u></p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (landmarks, rivers, transport, and currency).</p> <p>To understand and begin to use basic geographical vocabulary – human features (<i>road, bridge, building, harbour, lighthouse</i>) and physical features (<i>sea, cliff, waterfall, river, forest, lake, hills, trees and mountains</i>)</p> <ol style="list-style-type: none"> To recognise, sketch and name some famous London landmarks. To identify whether a landmark is a human or physical feature To begin to sort human and physical features <p>What I know UK Quiz</p> <p><u>Polar Lands (To include UK V&K)</u></p> <p>To locate the hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <ol style="list-style-type: none"> To locate North Pole/Arctic on a world map and to talk about the features To locate South Pole/Antarctic on a world map and to talk about the features <p><i>To answer teacher led enquiry/simple questions linked to polar bears/penguins suitability to conditions.</i></p>	<p><u>Geography</u></p> <p>To use non-fiction books/resources to investigate maps. To make and draw an imaginary map from a story.</p> <ol style="list-style-type: none"> To investigate maps. To know about plan view/side view To make a 3D floor map of <i>The Three Little Pigs</i> story. <i>To follow directions up, down, left and right.</i> To draw the map. To begin to add simple compass directions and a key. <i>To create symbols for imaginary map</i>



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3. To compare the Arctic and the Antarctic. To locate and know about the equator.

Paris (To include Polar Lands V&K)

To understand and begin to use basic geographical vocabulary (human – famous landmarks, shops, houses, city and physical – river, island) to describe physical and geographical features

1. To locate Paris (and France) on a map.
2. To identify, name and know some famous Paris landmarks
3. To identify human and physical features of Paris

India (To include Paris V&K)

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 (landmarks, rivers, transport, currency).

1. To identify and know about some of the human and physical features of New Delhi
2. To begin to compare New Delhi with London and Paris (river names, weather, currency, flag, food)
3. To draw and label landmarks from all New Delhi

Geography Explorer Day

To make an imaginary map with symbols.

Y2

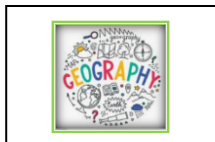
Autumn 1

Spring 1

Summer 1

Geography - Aliens Arrive!

Around the World



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To understand and use basic geographical vocabulary – physical features and human features.

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

To investigate surroundings e.g the school and its grounds and the key human and physical features of its surrounding environment

To understand and use basic geographical vocabulary— human features (port) and physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)

To devise a simple map. To use and construct basic symbols in a key.

To make standard/non standard measurements. To draw a map of a real place. To begin to create a simple key. To follow directions (NSEW).

To 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.

1. To use aerial photographs and plans to draw a simple map of the classroom containing a key
2. To draw a simple map including geographical features of the school
3. To use simple compass directions (North, South, East and West)
4. To draw named geographical features to make a map of Zarnee

To name and locate the worlds 7 continents and 5 oceans. To use globes, atlases and maps to locate these places.

To understand and use basic geographical vocabulary—physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and human features (city, town, village, factory, farm house, office, port, harbour and shop).

To make simple comparisons between features of different places.

To ask simple questions. To use NF books/pictures/internet as sources of information. To investigate places and themes on different scales. To continue to identify countries by their shape.

1. To name and locate the world's five oceans.
2. To name and locate the world's seven continents.
3. To use globes, atlases and maps to draw a map of the world containing continents and oceans

Around the World

To understand and use basic geographical vocabulary—physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and human features (city, town, village, factory, farm house, office, port, harbour and shop).

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

Ask simple questions. Use NF books/pictures/internet as sources of information. Investigate places and themes on different scales.

4. To locate on a map, research and record what to see and do in Nottingham
5. To know and identify landmarks in Nottingham
6. To use maps and atlases to identify where Nottingham is. To use globes, atlases and maps to locate countries and capital cities of the UK.

China as a contrasting location

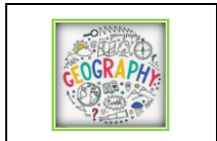
To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (the city of Nottingham) and a small area in a contrasting non-European country (Beijing).

To look at atlas/globe and with support locate different places (continents, seas, revise UK, capitals and Nottingham, China and Beijing/Shanghai). Continue to identify countries by their shape.

To make simple comparisons between features of different places.

To investigate places and themes on different scales.

To compare the cities of Nottingham and Beijing in China including food,

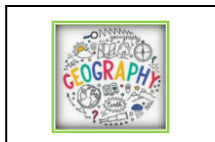


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	landmarks, transport and housing. To know the famous landmarks of China and Beijing To understand different celebrations and compare with our own.	
Autumn 2	Spring 2	Summer 2
	Geography Explorer Day To make an imaginary map with a simple key.	



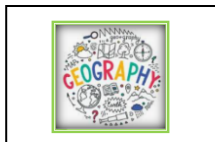
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Y3		
Autumn 1	Spring 1	Summer 1
<p>Geography - To recognise the human and physical features of Wollaton. Skill: To begin to identify places on maps. To begin to initiate geographical questions. LO: To recognise human and physical features of Wollaton.</p> <p>Geography Skills: to make labelled field sketches. To take a photo. To make standard /non-standard measurements. To further investigate surroundings. LO: To find points of interest at Wollaton Park. TRIP TO WOLLATON PARK.</p> <p>Geography – To use a map of the local area to find points of interest and identify geographical changes. Skill: To further investigate surroundings. LO: To use a map to find points of interest and identify geographical changes.</p> <p>Geography Skill: To make a map of a short route experienced with features in the correct order. LO: To map land use along Bramcote Lane.</p> <p>Geography Skills: to make labelled field sketches. To take a photo. To make standard /non-standard measurements. To further investigate surroundings. LO: To map land use and identify human features at Bramcote Lane shops</p>	<p>To describe and understand key aspects of Volcanoes and earthquakes Skill: To use NF books/pictures/internet /atlases as sources of information Skill: To use maps, atlases, globes and digital computer mapping to locate countries and begin to describe features studied. LO: To understand the structure of The Earth and how volcanoes form.</p> <p>LO: To understand the structure of volcanoes.</p> <p>LO: To complete a case study on a Volcano (Vesuvius) (x2)</p> <p>LO: To know the location of earthquakes and how they occur. (plate boundaries)</p>	<p>Geography - To locate the world's countries, using maps to focus on Europe—their environmental regions, key physical and human characteristics. Skill: Further identify countries by their shape including—Italy (the boot), Norway, Sweden, Finland (3 fingers). LO: To locate the world's countries using maps to focus on Europe.</p> <p>Geography skill- To use maps, atlases, globes and digital computer mapping to locate countries and begin to describe features studied. LO: To locate the countries in Europe and find facts about them. (eg populations, language, currency, capital city, physical features).</p> <p>Geography skill – To use maps, atlases, globes and digital computer mapping to locate countries Skill: To use maps, globes and digital mapping to identify and name cities and countries of places studied: Greece (Athens/other cities). LO: To locate Greece and begin to study physical and human features.</p> <p>Geography - To understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece). Skill: To analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations. To use NF books/pictures/internet /atlases as sources of information LO: To compare physical and human features of the UK and Greece</p> <p>Geography skill - To understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece). LO: To identify and compare physical and human features of the UK and Greece using photographs.</p>
Autumn 2	Spring 2	Summer 2

Y4		
Autumn 1	Spring 1	Summer 1



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	<p>Skill: To be able to know and the location of North and South America LO: To locate some countries and major cities in North and South America</p> <p>To know the key human and physical characteristics of a region in North or South America (Brazil). LO: To know the key human characteristics of a region in North or South America (Brazil).</p> <p>To know the environmental regions of North and South America LO: To know about the environmental regions of Brazil. LO: To identify and explain different views of people including themselves (farmers) LO: VK lesson</p>	<p>Geographical Enquiry – What will it be like in the future? Use satellite and aerial photographs as sources of information. LO: To locate some key topographical features (rivers, mountains, hills, coasts), and begin to understand how these aspects change over time.</p> <p>Skills: to make comparisons between locations; to locate photos on a map; to annotate photos LO: To begin to be familiar with UK geographical regions and their identifying human and physical characteristics</p> <p>Skills - To pick out the key features of a view in a field using a viewfinder to help. To annotate sketches with descriptive labels. Add title, location and direction to sketch. LO: Deepen understanding of human and physical characteristics of a region in the UK (York) including key topographical features and land-use patterns.</p> <p>Skills -to ask and respond to questions -to analyse evidence to draw conclusions LO: To know the location of major rivers in the UK including the River Trent, Ouse, Avon and Thames. To locate major UK rivers.</p> <p>To locate some key topographical features (including hills, mountains, coasts and rivers) LO: To describe how these aspects [topographical features] change over time.</p> <p>LO: Consolidation lesson: What I know about the UK and rivers.</p>
Autumn 2	Spring 2	Summer 2
	<p>Skills: using the 8 compass points; have a confident map knowledge of the UK and major cities. LO: To name and locate cities in the UK using maps and compass points.</p> <p>Skills: using the 8 compass points; have a confident map knowledge of the UK and major cities. LO: To name and locate counties and cities in the UK. To investigate the location of counties in the UK.</p> <p>Skills: to ask questions to offer ideas; to use letter/number co-ordinates to locate features on a map LO: To use coordinates to locate positions on a map.</p> <p>Skills: To annotate sketches with descriptive and explanatory labels. LO: To pick out the key lines/features of a view in the field. To sketch a field of view. LO: To draw an accurate map; To make a map of a short route experienced. To draw a map of a short route. LO: Consolidation Lesson</p>	

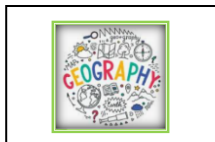


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Autumn 1	Spring 1	Summer 1
Autumn 2	Spring 2	Summer 2
<p>To locate some of the world's countries and major cities. <i>Skill: To investigate places with more emphasis on the larger scale.</i> LO: To locate some of the world's countries and major cities.</p> <p>Skills - To use maps, atlases, globes and mapping to locate countries and describe features studied. LO: To understand terms used for global mapping and identify their position.</p> <p>Skills - To use maps, atlases, globes and mapping to locate countries and describe features studied. LO: To explain the significance of lines of longitude and latitude and the Northern and Southern hemisphere.</p> <p>Skills - To use maps, atlases, globes and mapping to locate countries and describe features studied. LO: To identify the position and significance of the tropics of cancer and Capricorn and Arctic and Antarctic circles.</p> <p>Skills - To use maps, atlases, globes and mapping to locate countries and describe features studied. LO: To understand the Greenwich Meridian and time zones (including day and night).</p> <p>Skills - To understand key aspects of climate zones, biomes and vegetation belts. LO: To understand some of the world's biomes and climate zones.</p> <p>LO: VK - What I know</p>	<p>LO: To continue to identify the world's countries, using maps to focus on Europe. Skill: To have a confident knowledge of many countries in the world. To confidently identify places and environments identified in KS2 so far. LO: To identify countries in Europe.</p> <p>To use digital/computer mapping to locate countries and describe features studied, including major cities. Skill: To locate regions linked to knowledge learned in Year 5. LO: To investigate major cities in Europe using computer mapping.</p> <p>To locate key human and physical features (including the location of Russia). Skill: To analyse evidence and draw conclusions. LO: To investigate human and physical features of Russia using computer maps.</p> <p>To focus on Europe, concentrating on environmental regions. Skills: To ask questions. LO: To investigate the biomes of Russia.</p> <p>LO: Skills: To collect and record evidence unaided To compare the climate between an Eastern European country and my own.</p> <p>LO: What I know</p>	<p>To build on map reading skills—continuing to use four-figure grid references, symbols and key (including the use of Ordnance Survey maps). Skills: To use four-figure co-ordinates to locate features on a map. To recognise OS symbols. LO: To know how to read symbols and use 4-figure grid references on Ordnance Survey maps.</p> <p>Geography Skills: To build on map reading skills, including contour lines. LO: To know how to interpret contour lines.</p> <p>Geography Skills: To use sketches as evidence in an investigation. To select and use a range of measuring instruments in investigations. LO: To use fieldwork to observe, measure and record.</p> <p>LO: Skills: To draw a sketch map, using symbols and a key. To evaluate own sketches against a criteria. LO: To create a sketch map from a source</p> <p>To build on map reading skills. Geography Skills: To evaluate own sketch against criteria and improve it. To use sketches as evidence in an investigation. To draw a sketch map using symbols and a key. LO: To convert my sketch map into a scale drawing</p>

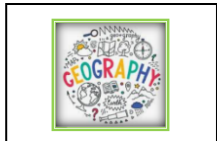


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Autumn 1	Spring 1	Summer 1
		<p>CONWY TRIP - Mountains</p> <p>To explain different types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. <i>Skill: To use digital/computer mapping to locate countries and describe features.</i> LO: To explain the different types of settlement and land use. LO: to know what a seaside town looks like LO: To understand the importance of a nature reserve.</p> <p>To describe and understand key aspects of physical geography, including mountains (and their location) and earthquakes LO: To describe and understand key physical aspects of Snowden.</p>
Autumn 2	Spring 2	Summer 2
<p>Environment</p> <p>LO: To know the features of countries studied using digital mapping, maps, atlases and globes. <i>Skill: To begin to draw a variety of thematic maps.</i> LO: To create a thematic map.</p> <p>To know how our species is affecting the planet and what we can personally do to help (global warming, pollution, recycling, deforestation, fair trade, population). <i>Skill: To use primary and secondary sources of evidence in investigations.</i> LO: To know the effect of the human population on the environment. LO: To know the impact of plastic packaging and suggest ways to tackle it. LO: To understand the impact of deforestation LO: To look at global warming and why it is such an important issue. LO: To self-assess learning over the half term.</p>		<p>Conwy – tourism</p> <p>To explain different types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. LO: To understand what tourism is LO: To understand the positive and negative impact of tourism on a seaside town</p> <p><i>Skill: To confidently use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to locate features</i> LO: To be able to plot a map of Conwy using symbols and keys. (x2) LO: to be able to understand what a six-figure grid reference is. LO: To be able to use four & six figure grid references to locate places on a map of Conwy</p>



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