

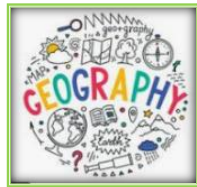
Fernwood Primary and Nursery School

Subject Implementation Overview

Geography



| Nursery | | |
|---|---|---|
| Autumn 1 | Spring 1 | Summer 1 |
| | UTW- TNW, PCC Winter in our Immediate Environment What can you see in Winter? What animals live in cold places? | UTW- TNW Spring in our Immediate Environment What can you see in Spring? Animals Around the World Where in the world do these animals live? |
| Autumn 2 | Spring 2 | Summer 2 |
| UTW- TNW Autumn in our Immediate Environment What can you see in Autumn? | UTW- TNW, PCC Our School Environment What can you see when we walk around our school? | UTW- TNW Vehicles What vehicles can you see? Summer in our Immediate Environment What can you see in Summer? |



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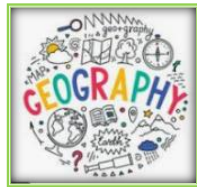
Subject Implementation Overview

Geography



Foundation 2- Reception

| Autumn 1 | Spring 1 | Summer 1 |
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| <p>Our Immediate Environment UTW, PCC: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. What does my house look like?</p> | <p>Winter and Cold Places UTW, PCC: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. What can I see on a Winter walk? What can I do on cold days?</p> <p>UTW, PCC: 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. What animals live in cold places?</p> | |
| Autumn 2 | Spring 2 | Summer 2 |
| <p>Autumn UTW, PCC: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. What can I see on an Autumn walk?</p> | <p>Local Area UTW, PCC: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. What can I see on a Spring walk? What can I do at the Library?</p> | <p>Maps UTW, PCC: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. What can I see on a map?</p> <p>Summer and Hot Places UTW, PCC: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. What can I see on a Summer walk? What can I do on hot days?</p> |



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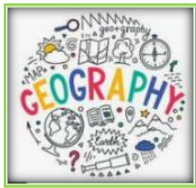
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| | | <p>UTW, PCC: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. What animals live in hot places?</p> |
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| Y1 | | |
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| Autumn 1 | Spring 1 | Summer 1 |
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| Autumn 2 | Spring 2 | Summer 2 |
| <p>Weather Reporters</p> <p>To identify seasonal and daily weather patterns in the United Kingdom</p> <p>1. What is the weather like in each season? (4 lessons) GE 2. What is the weather like in different parts of the UK? (2 lessons) FW</p> | <p>The UK - Capitals and Seas</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To understand and begin to use basic geographical vocabulary—physical features (beach, cliff, coast, forest, hill, mountain, sea, river, soil, season and weather) and human features (city, house, harbour and shop)</p> <p>1. What are the four countries of the UK? (1 lesson) MW 2. What are the capital cities of the UK? (1 lesson) MW 3. What physical features can you find in the UK? (2 lessons) GE 4. What are the seas surrounding the UK? (1 lesson)</p> | <p>London and New Delhi</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (<i>London</i>), and of a small area in a contrasting non-European country (<i>Delhi</i>) (landmarks, rivers, transport, flag, currency).</p> <p>To locate the hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>1. Where are the hottest and coldest places on Earth? (1 lesson) MW, GE 2. What are the flags and currency of England and India? (1 short lesson) MW, GE 3. What are the key landmarks and rivers in London and New Delhi? (2 lesson) GE 4. How is the human geography similar/different in London and New Delhi? (1 Lesson) GE</p> |



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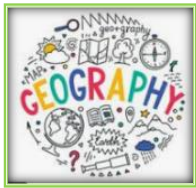
Subject Implementation Overview

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| | | <p>5. How is the physical geography similar/different in London and New Delhi? (1 Lesson) GE</p> |
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| Y2 | | |
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| Autumn 1 | Spring 1 | Summer 1 |
| Autumn 2 | Spring 2 | Summer 2 |
| Aliens Arrive! | Nottingham | Around the World |



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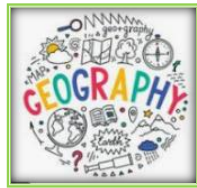
Subject Implementation Overview

Geography



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| <p>To understand and use basic geographical vocabulary—physical features (consolidate Y1 vocabulary and valley, vegetation and ocean) and human features (consolidate Y1 vocabulary and town, village, factory, farm, office and port,)</p> <ol style="list-style-type: none"> 1. To use aerial photographs and plans to draw a simple map of the classroom containing a key (1 lesson) MW 2. To draw a simple map including geographical features of the school/class (1 lesson) MW GE FW 3. How can I use the four compass directions? (1 lesson) MW 4. What does a map of Zarnee look like? (1 lesson) MW | <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK</p> <ol style="list-style-type: none"> 1. Where is Nottingham in relation to the capital cities of the UK? (1 lesson) MW 2. What is there to see and do in Nottingham (2 lessons - one on the physical geography and one on human) MW GE 3. What are Nottingham's key landmarks? (1 lesson) GE | <p>To name and locate the worlds 7 continents and 5 oceans. To use globes, atlases and maps to locate these places.</p> <p>To look at atlas/globe and with support locate different places (continents, seas, revise UK, capitals and Nottingham).</p> <ol style="list-style-type: none"> 1. What are the world's 5 oceans and where are they located. (1 lesson) LK MW 2. What are the seven continents and where are they? (1 lesson) GE MW 3. To use globes, atlases and maps to draw a map of the world containing continents and oceans (1 lesson) MW |
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| Y3 | | |
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| Autumn 1 | Spring 1 | Summer 1 |
| Autumn 2 | Spring 2 | Summer 2 |
| <p>Wollaton and Wollaton Park (Local Study) TRIP TO WOLLATON PARK.</p> | <p>Volcanoes and Earthquakes</p> <p>To describe and understand key aspects of Volcanoes and earthquakes</p> | <p>Europe UK and Greece</p> |



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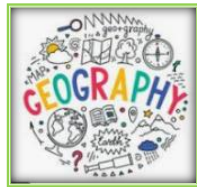
Subject Implementation Overview

Geography



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| <p>To build on geographical knowledge from KS1 to recognise human and physical characteristics of the local area. To use maps to identify and discuss land use/geographical changes over time in the local environment (Martins Pond/Wollaton Park). To map land use and identify human features on Arleston Drive.</p> <p>1. What are the human and physical features of Wollaton and how are they similar and different? (1 lesson) MW GE FW 2. What points of interest in Wollaton are there? . (1 lesson) MW GE FW 3. To use a map to find points of interest and identify geographical changes. (1 lesson) GE FW 4. To map land use along Arleston Drive and identify human features (2 Lessons) MW GE FW</p> | <p>1. What is the structure of the Earth? MW GE (1 short lesson) 2. What is the structure of a volcano? GE (1 lesson) 3. How do volcanoes form? (1 lesson) GE 4. Why is Mount Vesuvius so famous? (Case study) (2 lessons) GE MW 5. Where are the main earthquake hot spots? (1 lesson) GE 6. How are earthquakes formed? (1 lesson)</p> | <p>To locate the world's countries, using maps to focus on Europe—their environmental regions, key physical and human characteristics. To understand geographical similarities and differences through the study of human and physical geography of <i>a region in a European country (Greece)</i>. To understand the four points of a compass.</p> <p>1. What are some major countries in Europe? (1 lesson) GE MW 2. What are the population, currency and capital cities of these countries? GE 3. What are the human and physical features of Greece and how are they different to England? (2 lessons) GE MW 4. To use a map of Greece to find significant places of interest (co-ordinates, compass points and directions) MW</p> |
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| Y4 | | |
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| Autumn 1 | Spring 1 | Summer 1 |
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| Autumn 2 | Spring 2 | Summer 2 |
| South America To be able to know the location of South America | York | The UK - Counties and Cities |



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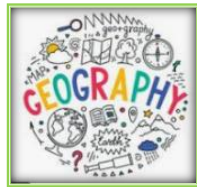
Subject Implementation Overview

Geography



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| <p>To locate some countries and major cities in South America. To know the key human and physical characteristics of a region in South America (Brazil). To know the environmental regions of South America</p> <ol style="list-style-type: none"> 1. What are the major countries and capital cities of South America? (1 lesson) MW GE 2. What are the significant human and physical features of Brazil? (2 lessons) GE 3. What are the environmental regions of South America? (1 lesson) MW GE 4. What are the personal views of different citizens of Brazil about cocoa farming? (farmers and environmentalists about cocoa production) (1 lesson) GE | <p>Through a detailed study on the River Ouse, deepen understanding of human and physical characteristics of a region in the UK (York) 1c, 2c</p> <ol style="list-style-type: none"> 1. What are the key human and physical features of York and Yorkshire? (1 lesson) GE MW 2. How are rivers formed? (1 lesson) GE FW 3. What are the key features of the River Ouse and where is it? (1 lesson) GE FW 4. Why is the Ouse so important? (2 lessons) GE (past and present uses for the Ouse) 5. To draw an accurate map of the journey we walk down the Ouse to York city centre. (1 lesson) <p>Whilst in York, complete a field view sketch of the Ouse and annotate it with descriptive and explanatory labels.</p> | <p>To know the location of major rivers in the UK including the River Trent, Ouse, Avon and Thames.</p> <p>To name and locate some counties and cities of the United Kingdom and begin to be familiar with geographical regions and their identifying human and physical characteristics.</p> <p>To locate some key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and begin to understand how some of these aspects have changed over time.</p> <ol style="list-style-type: none"> 1. What are the counties and major cities in the Uk? (1 lesson) MW 2. Where are the major rivers in the Uk? (1 lesson) MW 3. To locate some key topographical features (rivers, mountains, hills, coasts), and begin to understand how these aspects change over time. (1 - 2 lessons) GE MW 4. To begin to be familiar with UK geographical regions and their identifying human and physical characteristics (1 - 2 lessons) LK MW PG |
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| Y5 | | |
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| Autumn 1 | Spring 1 | Summer 1 |
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| Autumn 2 | Spring 2 | Summer 2 |
| Biomes | Eastern Europe Focus (Russia) | North America |



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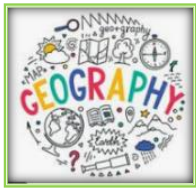
Subject Implementation Overview

Geography



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| <p>To locate some of the world's countries and major cities. To 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). To use maps, atlases, globes and mapping to locate countries and describe features studied. To understand key aspects of climate zones, biomes and vegetation belts.</p> <ol style="list-style-type: none"> 1. What are the major countries and capital cities of the world? MW 2. To identify the position and significance of the tropics of cancer and Capricorn and Arctic and Antarctic circles. 3. To explain the significance of lines of longitude and latitude and the Northern and Southern hemisphere. MW 4. What are time zones? GE MW 5. What are some of the world's biomes and climate zones? (2 lessons) MW | <p>To continue to locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on environmental regions, key physical and human characteristics, countries, and major cities</p> <ol style="list-style-type: none"> 1. To identify countries in Europe. MW 2. To investigate major cities in Europe using computer mapping. PK LK MW HG 3. What are the significant human and physical features of Russia? GE MW 4. To investigate the biomes of Russia. MW GE 5. What is the difference in climate between Eastern Europe and the UK? FW GE MW | <p>To know the location of North America. To know the environmental regions of North America. To know the key human and physical characteristics of a region in North America. To locate some countries and major cities in North America.</p> <ol style="list-style-type: none"> 1. What are the major countries and major cities of North America? (states, significant places, capitals etc) (use computer mapping if necessary) 2. What are the environmental regions of North America? GE MW 3. How are the biomes of North America and Russia similar/different? GE MW 4. What are the significant human and physical features of a region in North America? GE MW 5. How are the human and physical features of this region similar/different to the UK? GE MW |
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| Y6 | | |
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| Autumn 1 | Spring 1 | Summer 1 |
| Autumn 2 | Spring 2 | Summer 2 |
| Environment | Our World | Conwy - Tourism/Mountains |



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Subject Implementation Overview

Geography



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| <p>To know how our species is affecting the planet and what we can personally do to help (global warming, pollution, recycling, deforestation, population).</p> <ol style="list-style-type: none">1. To create a thematic map. MW GE2. What is the effect of the human population having on the environment? FW GE3. What is the impact of plastic packaging and how can we tackle it? GE4. What is the impact of deforestation? GE5. Why is global warming such an important issue? GE | <p>To know the geographical features of countries studied using digital mapping, maps, atlases and globes.</p> <p>To build knowledge of the UK and the wider world.</p> <ol style="list-style-type: none">1. How can I map the world?2. To compare the significant geographical features of the world and why they are important - Mountain Ranges (Himalayas, Rockies, Andes, Pennines)3. To compare the significant geographical features of the world and why they are important - Plateaus (Tibetan, Colorado, Deccan, Exmoor and Dartmoor)4. To compare the significant geographical features of the world and know why they are important - Plains (Indus Valley, Pampas, Siberian, East Anglia/Lincolnshire) | <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.</p> <p>To describe and understand key aspects of physical geography, including mountains (and their location).</p> <p>To have OS knowledge of Conwy and surrounding geographical features</p> <p>To identify & explain different viewpoints e.g. Do the people of North Wales always welcome tourists?</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.</p> <ol style="list-style-type: none">1. What is the positive and negative impact of tourism on a seaside town? GE FW MW2. To be able to plot a map of Conwy using symbols and keys. MW3. To be able to use four & six figure grid references to locate places on a map of Conwy MW4. What are the different types of settlement and land use in North Wales (Conwy, Llandudno)5. To describe and understand the key physical aspects of Snowden. GE FW <p>Whilst in Conwy:</p> <ol style="list-style-type: none">6. What is the importance of a nature reserve? FW GE |
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