



North Ealing Primary School Geography overview

EYFS	Autumn 1	Spring 1	Summer				
	<p><u>Early Years Foundation stage Framework – Understanding the World</u></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p>Autumn: We begin the year focussing on ourselves and who we are, where we live (linked to Maths-number, Road Safety-Walk to School) and we typically go on a local walk through the park looking at the current season (Autumn). We then revisit a number of times to see the changes across the seasons. This also incorporates the growing use of positional language as we develop through the year.</p> <p>During Autumn we link our relationship education with people who help us and follow this up later in the year with visits from various people.</p> <p>Spring: Once the children are familiar with their school locality 'Reception/Nursery' we then look into exploring the other areas of our school, naming and locating areas – developing a growing understanding of our school. We continue with local walks through our park.</p> <p>Summer: We visit the park and explore the local area and take a walk along Pitshanger Lane. We visit Pitshanger Library where possible and other shops along the Lane.</p> <p>When reading 'Traditional Tales' we explore versions of the same story from other countries.</p> <p>With such a fluid curriculum we often take opportunities as they arise to identify and learn about a specific countries either related to an event/festival or family connection etc.</p> <p>We talk to members of staff at our school about their different jobs and why they do them.</p> <p>Maps are very popular - the children often choose to create their own treasure maps or maps based on where they would like to go. This encourages them to expand their language and oracy skills and consider geographical detail e.g. how would they travel?</p>						
<p>Link to NEPS Curriculum Principles</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td data-bbox="297 959 772 1098"> </td> <td data-bbox="772 959 1232 1098"> </td> <td data-bbox="1232 959 1691 1098"> </td> <td data-bbox="1691 959 2130 1098"> </td> </tr> </table> <p style="text-align: center;"> Nurturing values – respecting our local area and school community Enquiring– asking and answering many questions, especially when out and about and when we have visitors Purposeful learning – exploring our world and asking questions improves thinking skills and the ability to use and apply information Sustainability – Looking after our local area and our minds. </p>						



Year 1	Autumn 1	Spring 1	Spring 2
	A study of our school Seasons	A study of four nations Seasons	A study of our local area and beyond!
Big Question	What makes somewhere unique and special?	How does weather affect our world?	Why do we need to look after our green spaces?
Key geog. Concepts:	Place knowledge, mapping skills and field work	Location and place knowledge	Human and physical geography
Link to NEPS Curriculum Principles	  <p>Nurturing values – respecting our school Enquiring– field work to answer questions about our school</p>	  <p>Nurturing values – understanding respecting where we live Sustainability – Why is our weather changing?</p>	  <p>Nurturing values –respecting and looking after our green spaces. Purposeful learning – we need green spaces and use them all the time</p>
NC Objectives	<ul style="list-style-type: none"> I know the 4 compass points. I can talk about where I live. I can ask questions about the weather and seasons. I can identify seasonal and daily weather patterns in the UK. (use appropriate vocab eg temperature, rain, wind, sunshine). I can use basic geographical vocabulary to identify and describe key human features e.g. school, city, town, village. I can ask simple geographical questions e.g. What is it like to live in this place? I can use simple observational skills to describe the geography of the school and its grounds, also of areas around the UK using still images and video clips. I can use and create a simple map of the local area e.g. large scale print, pictorial, annotating pre-drawn outline. I use locational language (e.g. near and far, left and right) to describe the location of features and routes. I can follow directions: up, down, left, right, forwards and backwards, North, South, East, West. I can use a simple plan to follow a route. e.g. a route around the school or local area or his/her route from home to school. I can draw maps of real life and imaginary places. I can ask questions about places studied at KS1. 	<ul style="list-style-type: none"> I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. I can ask questions about the weather and seasons. I can identify seasonal and daily weather patterns in the UK. (use appropriate vocab eg temperature, rain, wind, sunshine). I can compare the weather in 2 British localities. I understand how seasons change and can discuss changes that relate to these eg what we wear and do. I can observe and describe information about how weather can change during a day or what its is going to be like at different times of the year. I can use simple observational skills to describe the geography of areas around the UK using still images and video clips. I can use world maps, atlases and globes to identify the United Kingdom and its countries. I can use different aerial photographs to recognise landmarks and basic human and physical features in the UK. I can ask questions about places studied at KS1. I can find answers to questions using simple resources. I can point out key characteristics of all 4 nations and use basic geographical vocabulary eg mountains, coast, hills. 	<ul style="list-style-type: none"> I can talk about where I live. I can ask questions about the place I am studying. I can ask questions about the weather and seasons. I am beginning to understand what human features are. I am building an understanding of what physical features are. I can use simple observational skills to describe the geography of our local area, also of areas around the UK using still images and video clips. I can use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, season and weather. I can use different aerial photographs to recognise landmarks and basic human and physical features in UK. I can find answers to questions using simple resources. I can observe and collect information about my environment.



	<ul style="list-style-type: none"> I can find answers to questions using simple resources. 		
Enrichment	Fieldwork around the school Trip to local park for nature walk	Flag making National Conference for 4 Nations	Growing food Trip to Pitshanger wildlife garden Trip to Northala fields



Year 2	Autumn 1	Spring 2	Summer 2
Theme	A study of our local area	A study of continents and sea	Comparing contrasting places
Big Question	Why do people go on journeys?	Where on earth are we?	Home or Away?
Key geog. Concepts:	Place knowledge, mapping skills and field work	Location and Place knowledge	Location and place knowledge
Link to NEPS Curriculum Principles	  Nurturing values – respecting our local area Enquiring– field work to answer questions about our school	  Nurturing values – understanding respecting where we live Sustainability – Why is our weather changing?	  Nurturing values –respecting and understanding different cultures Enquiring – finding out what Nairobi is like and how it is different to London.
NC Objectives	<p>I can describe some human and physical features in the places studied.</p> <p>I can use basic geographical vocabulary to identify and describe key human features e.g. house, office and shop.</p> <p>I can use basic geographical vocabulary to identify and describe key physical features e.g. river, season and weather.</p> <p>I can use simple fieldwork and observational skills to study the geography of my local and its grounds and the key human and physical features of its surrounding environment</p> <p>I can draw simple maps and can annotate photos or drawings with labels and add my own</p> <p>I can use and construct basic symbols in a key.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the UK and beyond.</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p>	<p>I know what a continent is and that I live in Europe.</p> <p>I can name and locate the world’s seven continents and the five oceans,</p> <p>I can identify the North and South Pole and the Equator.</p> <p>I can describe some differences between places near the equator and at the poles.</p> <p>I can identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles.</p> <p>I understand that there are weather patterns and these are changing due to global warming.</p> <p>I can predict the hottest and coldest places in the world using knowledge of the equator.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the UK and beyond.</p> <p>I can use world maps, atlases and globes to identify continents and oceans and countries studied in key stage 1.</p> <p>I can use compass skills to describe the location of places in relation to each other.</p> <p>I know that habitats in different continents may differ.</p> <p>I am beginning to understand the importance of keeping the seas and oceans clean.</p>	<p>I can compare a small area in the UK with a small area in a contrasting country by asking and answering geographical questions.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the UK and beyond.</p> <p>I can use world maps , atlases and globes to identify continents and oceans and countries studied in key stage 1.</p> <p>I can use information (e.g. books and leaflets) to answer questions about areas studied, and begin to compare the similarities and differences between places studied at KS1.</p> <p>I can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>I can extend and apply my understanding of Kenya to other parts of Africa - such as Somalia.</p>



Enrichment	Field trips Creating pastel drawing linked to core text (Where I'd rather be creations).	Pen pal letter competition	Making Kenyan bowls /plates Kenyan drumming circles Session with Somali parents
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Year 3	Autumn 2	Spring 1	Spring 2	Summer 2
	A Study of mountains	Volcanoes, earthquakes and tsunamis	A comparison of 2 regions – London and Rome	A study of our local area
Big Question	Magnificent mountains – What are they?	Eruption or disruption?	What's the attraction?	Big Question: What is the human impact on our local area?
Key Geog concepts	Physical Geography	Physical Geography	Location and Place	Place knowledge and environmental/ sustainability issues
Key links to curriculum principles	Nurturing values -respecting choices and cultures Sustainability – environmental issues  	Nurturing values - respecting choices and cultures Sustainability – environmental issues  	Nurturing values - cultural differences Purposeful learning - learning more about where I live and how it compares to somewhere else  	Nurturing values -respecting our community and local area Purposeful learning – understanding our local area and community  
NC Objectives	<p>I can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.</p> <p>I can describe and show an understanding of mountains and how they are formed</p> <p>I can locate mountains in the UK.</p> <p>I can know and locate the counties the UK's highest mountains are in.</p> <p>I can describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>I can locate continents, seas and countries studied, using maps to focus on Europe (including Italy, Russia and other locations studied).</p> <p>I can describe and show an understanding of earthquakes, volcanoes and tsunamis linking to the key places I study?</p> <p>I can use maps, atlases, digital computing mapping to locate countries and describe features studied?</p> <p>I can locate the ring of fire on a map of the world.</p> <p>I can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p>I know what a relief map is and why they are useful.</p>	<p>I can name and locate some counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (incl.hills and mountains) and changes over time.</p> <p>I understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, and of a region in a European country (London and Rome).</p> <p>I can begin to show understanding of the climate zones of the key places I study?</p> <p>I can show understanding of the settlements and land use of the key places that I study (London and Rome).</p> <p>I can use maps, atlases, digital computing mapping to locate countries and describe features studied.</p> <p>I can use knowledge of compass points and the four figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world.</p>	<p>I can follow a route on an OS map.</p> <p>I can use fieldwork to observe, record, and present information on my local area.</p> <p>I can study maps and photographs to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas.</p> <p>I can study the economic activity of the key places that I study.</p> <p>I can create a survey to explore human impact on a particular topical aspect of daily life.</p> <p>I understand how my area has changed over time.</p> <p>I can plan and write a letter to my local MP to explain geographical findings and key issues and make recommendations.</p>



		I understand the impact of natural disasters. Why and where these might occur.	I can use my knowledge of position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn in relation to location of Italy. I am beginning to show some understanding of the climate zones and biomes in the places I study.	
Enrichment	Alma Thomas mountain style paintings Create and collage of photos of all staff and children on mountains	Create paper mache volcanoes Visit from Geologist Professor Jackson	Italian staff meetings! Quilt making Creating healthy sandwiches – Italian and English!	Mapping out local area Surveying the community Creating Giacometti style sculptures to improve our environment.

Year 4	Spring 1	Summer 1	Summer 2
	A Study of modern Egypt and Iran (Desert and Trade)	A comparison of 2 areas – Ealing vs Buckinghamshire	Study of economy and oil
Big Question	Egypt and Iran, are they similar or very different?	Why do people choose to live here?	Off to Scotland!
Key geog concepts	Location knowledge, human and physical geography	Place knowledge, field and map work	Place & Environmental issue
Key Link to NEPS Curriculum Principles	Nurturing values -Respecting cultures Purposeful learning – what do we eat and use that comes from Egypt and Iran? Preparation for study on Ancient Egypt  	Enquiring questions – create and administer survey questions Purposeful learning – how does Buckinghamshire compare to where we live?  	Nurturing values- we understand why oil companies exist and pros and cos of these. Sustainability – What are companies working in the North Sea doing to halt climate change?  



<p>NC Objectives</p>	<p>I can locate countries, continents and seas, using maps, focusing on Egypt's and Iran's surrounding areas.</p> <p>I can locate significant lines of latitude, longitude, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>I can understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in another country (Egypt and Iran).</p> <p>I can use a range of resources to understand similarities and differences in the human and physical differences within areas studied. (Egypt, Iran and Scotland).</p> <p>I can describe and show some understanding of the climate zones and biomes and vegetation belts of the key places I study?</p> <p>I can begin to describe and understand the workings of rivers and the water cycle (Nile).</p> <p>I can describe and understand different types of settlement and land use. (Egypt, Iran and Scotland).</p> <p>I can use a variety of sources to locate places.</p> <p>I am beginning to understand the terms trade and import.</p> <p>I can raise questions about the different hemispheres and proximity to the equator of countries.</p>	<p>I can 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 land-use patterns; and understand how some of these aspects have changed over time.</p> <p>I can use fieldwork to observe, measure, record, and present the human features in a local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (London vs Bucks study).</p> <p>I can use a range of sources to compare the similarities and differences between human and physical features of places studied.</p> <p>I can describe and understand different types of settlement and land use.</p> <p>I can create a survey to discover similarities and differences with my area and a more rural area.</p> <p>I can make contact with my local MP to explain geographical findings and key issues and make recommendations.</p> <p>I can locate places on an OS map using a 4 figure grid reference.</p> <p>I can follow a route on an OS map.</p> <p>I can apply my understanding of why people move out of cities to other places in the world, e.g. Indian and New Delhi.</p>	<p>I can 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).</p> <p>I understand land-use patterns; and understand how some of these aspects have changed over time.</p> <p>I can locate countries, continents and seas, using maps, focusing on Scotland and surrounding areas - and Russia.</p> <p>I have some understanding of natural resources, including energy, and the economy of an area I am studying (Scotland and Russia).</p> <p>I can make a map of a short route experienced, in study of our local area.</p> <p>I can use a relief map to show different points of elevations.</p> <p>I can use the four and six figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world?</p> <p>I can use 8 points of a compass to show locations.</p> <p>I can use ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider world?</p> <p>I can follow the route on an OS map and show some understanding of how GPS systems work (Scotland).</p>
<p>Enrichment:</p>	<p>We are travel agents!</p> <p>Session with some of our Egyptian families.</p>	<p>Children will be out in Ealing collecting data and talking to members of the public.</p> <p>Q and A session with local estate agents and staff members who have chosen to move out of London.</p> <p>Invite families from New Delhi to discuss their experiences and understanding.</p>	<p>Workshop with BP to discuss activity in the North Sea and plans to become Net zero.</p> <p>Design and create a 2 course meal with a Scottish twist!</p>

Year 5	Autumn 2	Spring 1	Summer 2
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	A study of biomes, vegetation belts and the Amazon	A study of a region in the UK	The big comparison - in depth study of all 3 islands – IOW, Iceland and Hawaii
Big Question	How can I change the world?	Is the UK shrinking?	How hot is too hot?
Key geog. concepts	Location knowledge, environmental issues and sustainability	Place knowledge and physical geography and geographical skills	Place knowledge & Environmental and sustainability issues
Key Link to NEPS Curriculum Principles	Nurturing values -Cultural understanding of Amazonians Sustainability –What happens tomorrow depends on what you do today.  	Enquiring - field work, surveying and coastal studies Sustainability – What can we do to slow down coastal erosion?  	Enquiring – Research into all 3 areas. How do they compare? Sustainability - Environmental issues  
NC Objectives	<p>I can identify where some rain forests are in the world and understand some of their differences.</p> <p>I understand the terms biome, climate zone and vegetation belt and use knowledge of these terms to make suggestions about places in the world they may be and how they are linked to the water cycle.</p> <p>I can explain land-use patterns and understand some of topological features that have changed over time in areas studied .</p> <p>I can describe what a rain forest is, who lives in them and why they are under threat.</p> <p>I can use digital mapping confidently to locate countries and regions I am studying.</p> <p>I can research and explain topical geographical issues in places of study and understand how these issues have changed over time.</p> <p>I can analyse the relevance of information from a range of sources and make conclusions about places studied at KS2 eg environment and climate change.</p>	<p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, (including coasts), and land use and how these have changed over time.</p> <p>I understand what coastal erosion is and the impact it can have on communities.</p> <p>I have a growing understanding that climate change can be slowed and what we can do to help.</p> <p>I can read the scale on contour lines on a relief map.</p> <p>I can explain how we locate places on an OS map using a 6 figure grid reference and how to use 8 points on a compass.</p> <p>I can use fieldwork to observe, measure, record, and present on some physical features of the IOW using methods, including maps, plans and graphs, and possibly photography and modelling.</p> <p>I can research and explain topical geographical issues in places of study and understand how these issues have changed over time.</p>	<p>I can locate countries studied focusing on Hawaii, Iceland - concentrating on locating the environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>I understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, and of a region in North America (IOW, Hawaii and Iceland).</p> <p>I can research and explain topical geographical issues in places of study and understand how these issues have changed over time.</p> <p>I can analyse the relevance of information from a range of sources and make conclusions about places studied at KS2 e.g. Environment and climate change.</p> <p>I can confidently use compass and mapping skills to quickly locate these places on a map.</p>
Enrichment:	Trip to London Zoo	Residential trip to IOW	<p>We are meteorologist – comparing weather and climates</p> <p>Pizza making linked to effect of heat on materials</p>



	Spring 1	Spring 2	Summer 1
Year 6	A study of Modern Greece	A study of Rivers	A study of population and migration
Big Question	How does Greece use its natural resources?	Are all rivers the same?	Is there one boy every minute?
Key geog concept	Location knowledge, Environmental issues and sustainability	Physical geography, Environmental issues	Human Geography
Link to NEPS Curriculum Principles	  <p>Nurturing values - cultural understanding Sustainability – how sustainable are natural resources in Greece?</p>	   <p>Enquiring – field work asking and answering question Sustainability – pollution and environment issues. Purposeful learning –What can we do to keep our rivers clean?</p>	  <p>Nurturing values – cultural understanding and respecting why people move Purposeful learning – how does migration enhance our communities?</p>
NC Objectives	<p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, (including rivers), and how aspects have changed over time.</p> <p>I can locate countries, studied focusing on Greece and surrounding countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>I understand geographical similarities and differences through studying the human (economy) and physical (climate) geography of Greece and the UK.</p> <p>I can describe and understand economic activity and the distribution of key natural resources in areas studied.</p> <p>I can describe some environmental regions and understand some geographical features that have changed over time.</p> <p>I can describe and understand the connection between climate zones, biomes, vegetation belts and the water cycle.</p>	<p>I can name and locate counties and cities of the United Kingdom and beyond, geographical regions and their identifying human and physical characteristics, (including rivers), and how aspects have changed over time.</p> <p>Locate the world’s countries, using maps to focus on the Rivers studied.</p> <p>I can describe some environmental regions and understand some geographical features that have changed over time.</p> <p>I can describe and understand key aspects of rivers and the water cycle.</p> <p>I can describe the formation and features of rivers.</p> <p>I can use fieldwork to observe, measure, record, and present on some physical features using methods, including maps, plans and graphs, and possibly photography and modelling.</p> <p>I understand some of the environmental issues related to many rivers.</p>	<p>I understand types of settlement and land use and why people move about.</p> <p>I am beginning to understand how London's population changes and why people migrate.</p> <p>I can make my own simple thematic map based on my own data (migration and population study).</p> <p>I can analyse the relevance of information from a range of sources and make conclusions about topics studied at KS eg climate change and migration.</p> <p>I can decide on relevant data to gather to explain why the population in my area fluctuates.</p>
Enrichment :	Visit to the Greek Orthodox church in Paddington	Trip to Thames Education Centre, Chiswick. Trip to our local river.	Creating our very own population maps.