Geography Year B Learning Overview

EYFS	**Our children will develop awe, wonder and sensitivity to the world around them, locally, globally, historically and in the present**
Nursery	**Key vocabulary:** Natural textures [shiny, rough, smooth, spiky, soft, hard] season [Autumn, Winter, Spring, Summer], change, house, city, country, world, space, hot, cold, road, building, river, sea, woods
	Key Learning points: ● Children will learn about different types of weather and experience how these feel and affect us. ● They will learn about how seasons change the natural environment through hands-on exploration of objects, looking at books, hearing stories and discussions with their peers and teachers. ● Children will be taught that we live on planet Earth which has many different countries. ● Children will talk about places in their local community, such as their school and church.
Reception	**Key Vocabulary:** town, village, same, different, similar, city, world, country, map, home, school, job, house, shop
	Key learning points: ● Children will understand that some places in our community are special to people, such as the different churches in our area ● Children will name Costessey and Norwich as the places we live and build up vocabulary to describe where they live ● Children will recognise similarities and differences between our country and others for example; India, North and South Poles, African countries ● Children will talk about what they see on maps, globes and atlases ● Children will begin to make their own maps and talk about what they show
KS1	**Which United Kingdom capital city would you like to visit?**
	Prior Vocabulary: town, village, same, different, similar, city, world, country, map, home, school, job, house, shop

<table>
<tr><td></td><td colspan="2"><u>Key vocabulary:</u> UK, map,Europe, physical features, human features, climate, compare, contrast, England, Northern Ireland, Scotland, Wales</td></tr>
<tr><td></td><td colspan="2"><u>Enquiry questions (sequenced):</u>
Where is the United Kingdom located in the world / within Europe? Label them on a map.
What are the countries and capital cities of the countries in the United Kingdom? Identify and label
What seas are around the United Kingdom? Identify and label
What are the flags, other national emblems and languages? Design a quiz to show your knowledge.
What are some significant physical and human features of the UK? Identify and describe.
What is the weather like around the United Kingdom? Pattern spotting
Why do we protect special places in the UK (UNESCO sites)? Explain your thinking.</td></tr>
<tr><td></td><td><u>By the end of this unit, pupils will know:</u>
<u>Locational knowledge</u>
To know where the UK is in Europe
To know where England, Northern Ireland, Scotland and Wales are situated on a map of the UK
To know where London, Belfast, Edinburgh and Cardiff are situated on a map of the UK
To know which seas surround the UK

<u>Place knowledge</u>
To know national flags & emblems (such as national flowers) and languages spoken in each country

<u>Human and physical geographical knowledge</u>
To know some significant human features of the 4 countries and their capital cities
To know some significant physical features of the 4 countries and their capital cities
To know the seasonal and daily weather patterns in the UK</td><td><u>By the end of this unit, pupils will be able to (procedural and disciplinary knowledge):</u>
To use world maps, atlases and globes to find the United Kingdom on a map of Europe
To use world maps, atlases and globes to identify and name the 4 countries of the United Kingdom
To use world maps, atlases and globes to identify and name the 4 capitals of the United Kingdom countries
To use world maps, atlases and globes to identify and name the surrounding seas of the United Kingdom
To identify seasonal and daily weather patterns in the United Kingdom</td></tr>
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LKS2	**Why do people visit different counties in England?**	
	Prior Vocabulary: landmarks, features, physical geography, human geography, **Key vocabulary:** County, city, town, urban, rural, capital city,region, county, economy, industry, agriculture, manufacture, tourism, farming, East Anglia, The Midlands, The South East, The West Country, The North East, The North West, coastal	
	Enquiry questions (sequenced): ● What is a county? Can you name some counties of the UK? **Describe and label.** ● The capital cities of England are located in which county? **Identify and label.** ● Which is the smallest and largest county in England? **Compare and contrast**. ● Which county do I live in? Who are our neighbours? **Explain your findings**. ● What are the key physical and human features of the counties in East Anglia? **Explain your findings.** ● What is the impact of tourism on our county? **Summarise** ● What is our county famous for? **Present and explain.** ● What are different counties in England famous for? ● What are the key physical and human geography of the different regions of England (Peak District and Norfolk)? **Compare and contrast**	
	By the end of this unit, pupils will know: **Locational knowledge** To know the names of major counties in England To know the location of major counties in England To know which counties the major cities are of England are located in **Place knowledge** Similarities and differences between human and physical features of Peak District and Norfolk To know what our county is famous for To describe the impact of tourism on our county **Human and physical geographical knowledge** To know some key physical features of counties in East Anglia	**By the end of this unit, pupils will be able to (procedural and disciplinary knowledge):** ● To use world maps and atlases to identify different counties in the United Kingdom ● To use world maps and atlases to identify which cities are in which counties ● To compare and contrast the the key human and physical features of different counties

	To know some key human features of counties in East Anglia To compare the climate in the Peak District and Norfolk	
UKS2	**<u>What is it like to live in a country that has earthquakes and active volcanoes?</u>**	
	<u>Prior Vocabulary:</u> rocks, continents, sedimentary, metamorphic, igneous, Pompeii **<u>Key vocabulary:</u>** active, ash, crater, dormant, earthquake, eruption, fault, flank, iron, lava, magma, mantle, structure, tsunami, upper mantle, vent, volcano	
	<u>Enquiry questions (sequenced):</u> ● Where are active volcanoes and earthquake zones around the world located? **Identify and label.** ● How are volcanoes formed? **Use evidence to show.** ● What are the key aspects of an earthquake and how are they measured? **Investigate** ● What are the key geographical features of Mount Vesuvius and its surrounding area? **Describe** ● What are the positive and negative impacts of living in the shadow of a volcano? **Explain why you think this** ● What are the positive and negative impacts of living in an earthquake zone? **Explain why you think this** ● What can we do to prepare for future earthquakes and eruptions? **Investigate**	
	<u>By the end of this unit, pupils will know:</u> **<u>Locational knowledge</u>** To know where active volcanoes are located around the world To know where earthquake zones around the world are located **<u>Place knowledge</u>** To understand how to protect against future eruptions To understand how technology evolves to protect against future earthquakes **<u>Human and physical geographical knowledge</u>** To know what a volcano is and how they are formed To know the aspects of an earthquake and how they are measured (Seismography, Richter scale, Moment Magnitude)	**<u>By the end of this unit, pupils will be able to (procedural and disciplinary knowledge):</u>** ● To be able to name layers of the earth ● To use maps, atlases, globes and digital/computer mapping to locate volcanoes ● To use maps, atlases, globes and digital/computer mapping to locate earthquake zones ● To be able to describe how volcanoes are formed and what causes them to erupt