Geography Year A 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	**What is it like to live in Costessey?**
	Prior Vocabulary: town, village, same, different, similar, city, world, country, map, home, school, house, shop, Norwich, Costessey, atlas **Key vocabulary:** UK, United Kingdom, Europe, physical features, human features, climate, compare, contrast, continent, ocean, similarities, differences
	Enquiry questions (sequenced): ● Where is the United Kingdom located in the world / within Europe? **Label on a map.**

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<tr><td></td><td colspan="2">

Where is Costessey located in the United Kingdom? Label on a map
What are the key physical features of Costessey? Identify and describe.
What are the key human features of Costessey? Identify and describe.
What is the climate like in Costessey? Pattern spotting
How does it compare living in Norwich to living in Costessey? Compare and contrast

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<tr><td></td><td><u>By the end of this unit, pupils will know (substantive knowledge)</u>

<u>Locational knowledge</u>
To know we live in Costessey and that Costessey is in England.

Know where England is situated on a map of The UK.

Know where Costessey is situated in England.

Recognise simple map symbols such as church, post office etc.

<u>Place knowledge</u>
Some simple similarities and differences between Norwich and Costessey.

<u>Human and physical geographical knowledge</u>
Understand the difference between human and physical features.

Know some of the human and physical features of Costessey.

Know some of the human and physical features of Norwich.</td><td><u>By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)</u>

<u>Skills and fieldwork</u>
To use world maps, atlases and globes to identify the United Kingdom
To locate Costessey, Norwich and England on a map of the UK
To be able to draw and label a simple map
To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</td></tr>
<tr><td>KS1</td><td colspan="2"><u>What’s the same and what’s different in Costessey and Cambodia?</u></td></tr>
<tr><td></td><td colspan="2"><u>Prior Vocabulary:</u> Costessey, England, UK, same, different, similar, town, city, world, country, map, compare, contrast, capital city, climate, continent, season

<u>Key vocabulary:</u> Asia, hemisphere, Cambodia, Phnom Penh, Angkor Wat, Mekong river, monsoon, Tahen, border, bordering, Laos, Thailand, Vietnam, Tonle Sap Lake, paddy fields</td></tr>
<tr><td></td><td colspan="2"><u>Enquiry questions (sequenced):</u>
Where is Asia located in the world? Label on a map.</td></tr>
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- Where is Cambodia? **Label on a map**
- What are the key physical features of Cambodia? **Identify and describe**
- What are the key human features of Cambodia? **Draw and label**
- What is the climate like in Cambodia? **Pattern spotting**
- What is life like in Cambodia? **Investigate and describe**
- How does it **compare** living in Costessey to Cambodia? **Compare and contrast**

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By the end of this unit, pupils will know (substantive knowledge)

Locational knowledge
Where Asia is on a map
Where Cambodia is and be able to find it on a map.
What the capital city of Cambodia is and the capital city of the UK.

Place knowledge
Simple similarities and differences between Costessey and Cambodia

Human and physical geographical knowledge
Key physical features of Cambodia
Key human features of Cambodia
Compare physical features of Costessey and Cambodia
Compare human features in Costessey and Cambodia
Compare life in Costessey and Cambodia

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By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)

Skills and fieldwork

- identify similarities and differences between locations
- use maps
- To identify seasonal and daily weather patterns in Costessey and Cambodia

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<tr><td>LKS2</td><td colspan="2">Why is the River Wensum important?</td></tr>
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Prior Vocabulary: river, town, Norfolk, Norwich, Costessey, UK, United Kingdom, village, human geography, physical geography, Mekong, Cambodia

Key vocabulary: confluence, tributary, drainage basin, source, mouth, course, habitat, conservation, flood plains, flooding, meander, tributary, settlement, communities, Nile, Amazon, pollution, overfishing

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Enquiry questions (sequenced):

- What are the main rivers of the UK and where are they located? **Identify and label**
- How are rivers formed? **Use evidence to show**

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What journey does the River Wensum take? Draw, illustrate and label
How has the River Wensum affected the settlements near it? Describe and explain
How is the River Wensum used and how has this changed over time? Compare and contrast
How do communities around the world use rivers in different ways? Investigate
How do we care for our river systems? Explain

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<tr><td></td><td><u>By the end of this unit, pupils will know (substantive knowledge)</u>

<u>Locational knowledge</u>
To know the names of major rivers in the UK
To know the location of major rivers in the UK
To know the name of the seas that the rivers flow into

<u>Place knowledge</u>
To know some of the advantages and disadvantages of rivers

<u>Human and physical geographical knowledge</u>
To know how rivers have changed over time and what causes this to happen.
To know how humans engage with the River Wensum and other rivers around the world (Mekong, Nile & Amazon)
To know threats to rivers and the surrounding environment e.g. overfishing, pollution</td><td><u>By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)</u>

<u>Skills and fieldwork</u>
To identify and locate rivers on a map.
To be able to follow a river on a map to find where it starts and ends.
To be able to identify and explain how some rivers have changed.</td></tr>
<tr><td>LKS2</td><td colspan="2"><u>What is life like in the African Savannah?</u></td></tr>
<tr><td></td><td colspan="2"><u>Prior Vocabulary:</u> continent, country, habitat, environment, conservation, climate

<u>Key vocabulary:</u> plain, savannah, biomes, biodiversity, flora, fauna, poaching, distinct,</td></tr>
<tr><td></td><td colspan="2"><u>Enquiry questions (sequenced):</u>
How many countries are in Africa? Where are they located? Identify and label
What is the African savannah and where is it located? Describe
What is the flora and fauna of the African Savannah? Explain
What are the key physical and human features of the African savannah?
Where is Nairobi? Locate on a map
What is everyday life like in Nairobi ? Describe</td></tr>
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<tr><td></td><td colspan="2">● What impact do humans have on the natural environment in the African Savannah? Investigate</td></tr>
<tr><td></td><td><u>By the end of this unit, pupils will know (substantive knowledge)</u>

<u>Locational knowledge</u>
To know where Africa is on a map
To know that Africa is a continent
To know where Kenya and Nairobi are on a map

<u>Place knowledge</u>
To understand the impact of poaching and conservation efforts in the African savanna. ?

<u>Human and physical geographical knowledge</u>
To know a biome is an area with a distinctive climate and vegetation.

To know that Africa has many distinct biomes and that the African savannah is one of the biomes.
To know that some people live in cities such as Nairobi and Mombasa and some people live in traditional villages.</td><td><u>By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)</u>

● Use world maps, atlases and globes to identify Africa and surrounding oceans
● Name and locate some countries and major cities within the continent of Africa and key topographical features (including hills, mountains, coasts and rivers)
● To be able to identify human and physical geography of Nairobi</td></tr>
<tr><td>UKS2</td><td colspan="2"><u>Is South America a continent of extremes?</u></td></tr>
<tr><td></td><td colspan="2"><u>Prior Vocabulary:</u>landmarks, human/physical geography, trade, city, continent, climate,

<u>Key vocabulary:</u> landmarks, population, population density, economy, citizens, biodiversity, stereotypes</td></tr>
<tr><td></td><td colspan="2"><u>Enquiry questions (sequenced):</u>
● How many countries are in South America? Where are they located? Identify and label
● What are the significant physical features of South America? Identify and label
● How does the climate vary in different biomes of South America? Plot and identify trends/patterns</td></tr>
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What are the significant human features of South America? Identify and label
What is everyday life like in Rio de Janeiro? Compare and contrast
What is life like for the Awa people in the Amazon rainforest? Investigate and describe
How does life in Rio de Janeiro compare with life in the Amazon? Compare and contrast

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<tr><td></td><td><u>By the end of this unit, pupils will know (substantive knowledge)</u>

<u>Locational knowledge</u>
To know the 12 countries in South America and their capital cities are on a map.

<u>Place knowledge</u>
Some similarities and differences between Rio de Janeiro and the Amazon rainforest (Awa people)

<u>Human and physical geographical knowledge</u>
To know a biome is an area with a distinctive climate and vegetation.

To know the different Biomes found in South America: Desert, Temperate Grasslands, Coniferous Forests, Tropical Rainforests, Tundra, Mountains and their climates

To know the significant human features of South America

To know the significant physical features of South America

To compare life in the Amazon rainforest (Awa people) to life in Rio de Janeiro</td><td><u>By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)</u>

Use world maps, atlases and globes to identify South America and surrounding oceans
To be able to identify human and physical geography of South America
To be able to identify the seasons and weather in South America
To locate world’s countries (South America), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (compare sustainability levels between South America and England).</td></tr>
<tr><td>UKS2</td><td colspan="2"><u>Why are the Broads and the Amazon both protected?</u></td></tr>
<tr><td></td><td colspan="2"><u>Prior Vocabulary:</u> Norfolk, source, meander, human geography, physical geography, flora, fauna
<u>Key vocabulary:</u> Biodiversity, habitat, flora, fauna, endangered, climate change, deforestation, conservation</td></tr>
<tr><td></td><td colspan="2"><u>Enquiry questions (sequenced):</u>
Where are the Norfolk Broads and the Amazon rainforest located? Identify and locate</td></tr>
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- Why are the Boards important? **Explain**
- Why is the Amazon important? **Explain**
- What impact do humans have on the natural environment in the Broads and the Amazon Rainforest? **Investigate**
- Should we be more concerned about the future of the Broads or the Amazon Rainforest? **Suggest reasons why and convince others**

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By the end of this unit, pupils will know (substantive knowledge)

Locational knowledge

To know where the Broads and the Amazon river is on a map.
Know the Amazon river begins in the Andes Mountains and flows to the Atlantic Ocean.

Place knowledge

Know key aspects of physical geography in the Amazon and the Norfolk broads.

Know that the Norfolk Broads are man made

Human and physical geographical knowledge

Understand how and why the Broads developed and what the Broads are used for today
Know the importance of the Amazon rainforest as a habitat for endangered species and for oxygen production

Know about deforestation and its effect on the environment.

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By the end of this unit, pupils will be able to (procedural and disciplinary knowledge)

- To use maps, atlases, globes and digital computer mapping to name and locate the equator, northern hemisphere, southern hemisphere, the tropics and different rainforests around the world
- To locate world's countries (South America), environmental regions, key physical and human characteristics, countries, major cities, vegetation belts, climate zones and biomes on a map (compare sustainability levels between South America and England).
- To understand geographical similarities and differences

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