



## Geography Content Overview

<b>Locational knowledge</b>	<b>Place knowledge</b>	<b>Human and physical processes</b>	<b>Geographical skills &amp; Fieldwork</b>
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Click on the topic heading links for additional information and context

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<a href="#"><u>Superhero Me</u></a>	<a href="#"><u>People Who Help Us</u></a>	<a href="#"><u>5, 4, 3, 2, 1... Blast Off!</u></a>	<a href="#"><u>Dinosaur Discovery</u></a>	<a href="#"><u>Around the World (Bristol, Japan and Mexico)</u></a>	<a href="#"><u>Story Time!</u></a>
<b>Reception</b>	-Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class	-Know some similarities and differences between different cultural communities in this country, drawing on their experiences and what has been read in class			-describe their immediate environment using knowledge from observation, discussion, non-fiction texts and maps -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	
Reception take part in ten whole day Forest School sessions which provides a number of opportunities for children to enhance, support and bring to life their knowledge and understanding of geography.						
<ul style="list-style-type: none"> <li>-Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>-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</li> <li>-Understand some important processes and changes in the natural world around them, including the seasons and changing state of matter</li> <li>-describe their immediate environment using knowledge from observation, discussion, non-fiction texts and maps</li> </ul>						

	<a href="#"><u>Pesky Pirates</u></a>	<a href="#"><u>Bandages &amp; Bravery</u></a>	<a href="#"><u>Let's Play</u></a>	<a href="#"><u>Life Below Water</u></a>	<a href="#"><u>Down on the Farm</u></a>	<a href="#"><u>Awesome Africa</u></a>
1	<ul style="list-style-type: none"> <li>-name and locate the world's seven continents and five oceans</li> <li>-identify seasonal and daily weather patterns in the United Kingdom</li> <li>-use world maps, atlases and globes</li> <li>-devise a simple map</li> <li>-use simple fieldwork and observational skills to study the geography of their school and its grounds</li> <li>-use simple compass directions (North, South, East and West)</li> <li>-use basic geographical language :season and weather, farm etc</li> </ul>			<ul style="list-style-type: none"> <li>-name and locate the world's seven continents and five oceans</li> <li>-identify seasonal and daily weather patterns in the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>-use basic geographical language : season and weather, farm</li> </ul>	<ul style="list-style-type: none"> <li>-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</li> </ul>

Children enjoy Forest School sessions led by a trained Forest School specialist. These sessions provide a number of opportunities for children to enhance, support and bring to life their knowledge and understanding of geography skills and fieldwork.

	<a href="#"><u>An Island Home</u></a>	<a href="#"><u>Fire! Fire!</u></a>	<a href="#"><u>Power of Pictures</u></a>	<a href="#"><u>Amazon Adventure</u></a>	<a href="#"><u>Food Heroes</u></a>	<a href="#"><u>Terrific Trees</u></a>
2	<ul style="list-style-type: none"> <li>-use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation</li> <li>-use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>-locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;use and construct basic symbols in a key</li> </ul>			<ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</li> <li>-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>-location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>-identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>		<ul style="list-style-type: none"> <li>-key human and physical features of its surrounding environment</li> </ul>

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	<u>Savage Stone Age</u>	<u>To the Ends of the Earth</u>	<u>What the Romans Did for Us</u>	<u>Brilliant Light</u>	<u>Healthy Me</u>	<u>Oh, Grow Up!</u>
3		<p>-locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</p> <p>- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes,</p> <p>-locate the geographic zones of the world.</p> <p>-Understand the significance of the geographic zones of the world.</p> <p>-locate countries and describe features studied</p> <p>-use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world (we locate UK and do 8 points of a compass)</p>	<p>- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		<p>- human geography, including: settlements, land use, economic activity including trade (healthy environment) check</p> <p>-describe and understand key aspects of human geography, including land use and economic activity / trade.</p> <p>-begin to explore the distribution of natural resources including food and water supplies.</p>	Fieldwork trip

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	<u>All Around Us</u>	<u>Awesome Ancient Egyptians</u>	<u>Listen Up!</u>	<u>Imaginary Worlds</u>	<u>Who Were the Anglo-Saxons?</u>	<u>'A European Country'</u>
4	<p>describe and understand key aspects of the water cycle</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Use maps, atlases, globes and digital/computer mapping</p>			<p>Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom</p> <p>Describe and understand key aspects of:</p> <p>human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</p>	<p>-Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</p> <p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</p> <p>human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including</p>

						energy, food, minerals and water supplies. Use a wide range of geographical sources in order to investigate places and patterns.
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	<u><a href="#">New York, New York</a></u>	<u><a href="#">Out of this World</a></u>	<u><a href="#">Greatest Greeks</a></u>	<u><a href="#">Now that's what I call the 1960s</a></u>	<u><a href="#">The Vikings are Coming</a></u>	<u><a href="#">Climate Warriors</a></u>	
5	<ul style="list-style-type: none"> <li>-Locate the world's countries, with a focus on Europe</li> <li>-Locate the world's countries, with focus on North America</li> <li>-Identify key geographical features of Bristol topographical features and South West region</li> <li>-Locate the geographic zones of the world.</li> <li>-Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom</li> <li>-Understand geographical similarities and differences through the study of the human and physical geography of a region or area within <b>North</b> or South America.</li> <li>-Describe and understand key aspects of: <u>physical geography</u>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. <u>human geography</u>, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</li> <li>-Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.</li> </ul>			<ul style="list-style-type: none"> <li>-Locate the world's countries, with a focus on Europe</li> </ul>		<ul style="list-style-type: none"> <li>-human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>Compared with rocky barren, cold Scandinavia moving to warmer, more fertile land. Intermarry with the population.</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography</li> <li>describe and understand key aspects of: <u>physical geography</u>, including: climate zones, biomes and vegetation belts</li> <li><u>human geography</u>, including: the distribution of natural resources including energy, food, minerals and water</li> <li>Identify some human activities contributing to climate change. Understand what a carbon footprint is and recognise that everybody in the world has a carbon footprint but some people are responsible for more CO2 emissions than others.</li> </ul>

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	<a href="#">Bristol Street Art</a>	<a href="#">Mysterious Mayans</a>	<a href="#">My, How You've Changed</a>	<a href="#">Peace, Justice &amp; Strong Institutions</a>	<a href="#">Me, Myself and I</a>	<a href="#">Curious Crime</a>
6	<p><b>Bristol - locate bristol on a map, locating countries that traded with Bristol on a map</b></p> <p><b>Changes over time (population, city development - human geography).</b></p> <p><b>-Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).</b></p> <p><b>-Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.</b></p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Locate central America on a map.</p> <p>Physical geography of landscapes of Maya habitats (northern and central lowlands and southern highlands - influences of human geography (farming, trading))</p> <p>-Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</p> <p>(Central America)</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b></p>	<p>Location of Galapagos Islands on map.</p> <p>Investigating different island landscapes,</p> <p>Volcanoes</p> <p><b>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</b></p> <p><b>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>			<p>Maths - local traffic. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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