



**MACAULAY CE SCHOOL
GEOGRAPHY OVERVIEW**

	AUTUMN	SPRING	SUMMER
Nursery	<p>All about me Children develop a sense of place in relation to their own environment and an understanding of the physical world around them and their community. Talk about familiar landmarks and places that they have visited as they share their unique past experiences. Familiarise with simple routes around school.</p> <p>Festivals of Light Recognising that we live in England and the Using maps look at the location of India, Israel and link to the festival origins of Diwali, Hanukkah and Christmas. They will compare and contrast the similarities and differences of their own experiences and culture.</p>	<p>It's Cold Outside To observe the changing season and daily weather. To describe Using maps and other sources children to identify the Arctic and Antarctic. To compare and contrast different climates, to their own experience. To observe migrating birds and due to the changing weather and discuss where they have come from and go to.</p> <p>Growing To begin to understand that some plants can grow in England and some cannot due to climate.</p>	<p>Changes: To recognise change all around them; daily weather, seasonal change and how it changes what we wear, and experience</p> <p>Water, Water Everywhere: Looking at the world map and other sources, they will find out that water is everywhere e.g sea, ocean, lakes, rivers etc and make links in their experience that water is essential for life. They will observe seasonal change and how that affects the rainfall. They will compare different countries that have less water than themselves.</p>

<p>Reception</p>	<p>Me and My School Name, locate and recognise features and places of the school setting. Describe their immediate environment using knowledge from observation, discussion and maps. Draw information from a simple map - use maps, photographs and aerial views. Making simple maps of our school.</p> <p>Light and Dark Diwali - Show location of India on a map. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Once Upon a Time Recognise some similarities and differences between contrasting environments in our country and other countries drawing on knowledge from stories, non-fiction texts and, when appropriate, maps (Clapham and China): To compare similarities and differences between homes from around the world. Using a local map children to find a location where the Three Pigs could build their house using a local map. To compare similarities and differences between bread from around the world and to locate the countries on a map.</p> <p>The Natural World Children will observe seasonal change and how it affects us.</p>	<p>Healthy Me To use maps to locate where food comes from</p> <p>Under the Sea Recognise some similarities and differences between contrasting environments in our country and other countries drawing on knowledge from stories, non-fiction texts and, when appropriate, maps (Clapham and Trinidad): - show the location of Trinidad on the map and use maps/photographs to discuss and compare to Clapham, - know how the weather is different in Clapham and Trinidad</p> <p>Know that some food can grow in Trinidad but not in Clapham</p> <p>To know why we celebrate Carnival.</p> <p>Using maps to know that green is land and blue is water. To name the 5 different oceans and to talk about some of their features.</p> <p>To talk about how human activity has an effect on the world.</p>
<p><i>Year 1</i></p>	<p>Clapham at Christmas: Observing local weather and different weather around the world, four seasons, how they affect us and the clothing we use, our locality, how it looks different around Christmas, routes to school including keys, human changes to Clapham over Christmas</p>	<p>Phew it's Hot!: Seasons, atlases, maps, local weather, weather reports, equator, northern & southern hemispheres, deserts, comparing London weather to desert weather, animals and survival in the desert, arid and semi-arid land, how the Maasai people live on the land, comparisons with London life.</p>	<p>Where am I?: Navigation, instructions for turning including direction of turn, compass points, birds eye view, aerial photos, maps (symbols, compass directions, grids), using maps to describe routes, mapping familiar routes using symbols, 'A Trip to Clapham Common' following a route in real life, considering hazards along a route including</p>

			road safety, how to look after our local green space.
<i>Year 2</i>	<p>Explorers:</p> <p>Using maps to identify continents and oceans, the equator and using a compass. Exploring weather and geographical conditions in the UK and the Antarctica. To be able to locate the 7 continents and 5 oceans on a world map. To understand the divisions of the world. To understand different types of weather. To identify and understand weather patterns looking at seasons in the UK. Exploring weather patterns in Antarctica and comparing these with the UK</p>	<p>School Buddies:</p> <p>Clapham population and location within London, local landmarks, special features, elements to be improved, comparison of experience and features with a contrasting town in another part of the UK.</p>	<p>Around the World:</p> <p>Using atlases to find continents and oceans, close focus on the UK and the four nations and their capital cities, comparative study with another country, closer focus on a country from a different continent looking at physical features and using geographical vocabulary, visiting the equator, thinking about how the environment affects people, revising compass points and using them to plot a journey using maps, creating a travel guide.</p>
<i>Year 3</i>	<p>Islands:</p> <p>Coastal study comparing the islands of UK and Ireland to Montserrat. Locate capital and major cities in the UK, Locate beaches and holiday destinations around the UK, human and physical features of the UK, comparing beaches in Montserrat to British beaches, describing how island life similar or different in UK, Ireland and Montserrat.</p>	<p>Rainforests:</p> <p>Curiosity in the plant world and lifecycle, knowing the parts of a plant, defining a rainforest, 4 layers of a rainforest, where rainforests are, the Amazon rainforest, using atlases, using grid lines to define features, map scale to understand the size of the Amazon, researching and Amazon plant, classifying Amazonian animal life and their reliance on the Amazon environment, rainforest clearance, (economics driving clearance and the impact on the wildlife, impact on global welfare of clearance, knowing what we can do to help).</p>	<p>South America:</p> <p>In this unit, children will explore a range of themes surrounding continents. We will look at the location of different continents, countries within each continent and surrounding oceans. We will touch upon local landmarks, agriculture and farming, economy, population and government structures. This is also a good opportunity to explore contrasts within different continents that have been studied previously – Time Zones, Ethnicity (Sudan, Tunisia, South Africa) weather patterns – Southern and Northern Europe etc; languages- vernacular</p>

			+ European languages in South America, Asia and Africa etc .
Year 4	Habitats and Rivers: understanding river source, water cycle, route and features, river erosion, river habitats and animal and plant adaption. Human use of rivers for food, drinking water, cleaning, waste disposal, transport, industry, farming and leisure activities. Risks of living near to a river. River pollution. Animal and plant adaption to different habitats across the world. How rivers are formed and the stages of the river. The water cycle	. Climate Catastrophes In this unit, children will learn about natural disasters including tornadoes, flooding, wild-fires and hurricanes. They will describe where these disasters occur and how this is linked to their climate zone. Children will understand the impact of these disasters on communities and countries.	Europe: In this unit, children will explore a range of themes surrounding continents. We will look at the location of different continents, countries within each content and surrounding oceans. We will touch upon local landmarks, agriculture and farming, economy, population and government structures. This is also a good opportunity to explore contrasts within different continents that have been studied previously – Time Zones, Ethnicity (Sudan, Tunisia, South Africa) weather patterns – Southern and Northern Europe etc; languages- vernacular + European languages in South America, Asia and Africa etc .
Year 5	Mountains: Definition, using legends, locating mountains To understand the two types of mountains (volcano and fold) and how they are formed. Identifying the key features of mountain ranges the world's major mountain ranges. Locating famous mountain ranges using longitude and latitude Research famous mountain ranges. Comparing and contrasting UK and Asian mountain ranges.	London and It's People During this topic, children will look at their city and its development over time. They will consider the different factors that made it a capital city and how its human and physical geography have changed. They will consider how the population has changed and the different communities of people who have shaped London's culture.	Awe and Wonder: In this unit children will learn about natural wonders in North America including the Grand Canyon, Niagara Falls, Lake Michigan, Yosemite Park, Death Valley and The Rocky Mountains. They will compare these wonders to similar features in the UK and they will compare the UK and the USA in terms of their physical and human features.
Year 6	Caring for the Planet: what is an environment - location, physical	Africa In this unit, children will explore a range of themes surrounding continents. We will look	Global Trade: Origin of products and mapping these, impact on climate and trade costs, sequencing the processing and trading

	<p>characteristics, climate and weather. To look at climate zones around the world and identify weather patterns and understanding why weather patterns have changed. Discussing the changes to the world environment caused by humans. Looking at deforestation and its impact on the world.</p> <p>The debate about climate change and the causes and effects of global warming. Knowing how to care for the planet and promoting good habits.</p>	<p>at the location of different continents, countries within each content and surrounding oceans. We will touch upon local landmarks, agriculture and farming, economy, population and government structures. We will also think about native animals in different continents, extinction, danger to wildlife etc. This is also a good opportunity to explore contrasts within different continents – Time Zones, Ethnicity (Sudan, Tunisia, South Africa) weather patterns – languages- vernacular + European in Africa.</p>	<p>of coffee/chocolate/t- shirts, UK exports, fair trade, how trade has changed over time, comparisons with Tudor and Victorian eras, considering issues that may change trade in the future.</p>
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