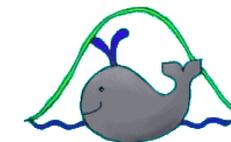


Whale Hill Primary School 2020-2021 Subject Overview



Geography

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	<u>Cycle A:</u> Where is Whale Hill? Where do I live?	<u>Cycle A:</u> Where are the cold places in the world? Where do animals live?	<u>Cycle A:</u> Positional vocabulary /using maps/ Beebots
			<u>Cycle B:</u> What is it like at the seaside?
	<u>Cycle B:</u> Positional vocabulary/using maps/Beebots	<u>Cycle B:</u> Our local area and its features	<u>Cycles A and B:</u> Making maps
	<u>Cycles A and B:</u> Autumn and Harvest	<u>Cycles A and B:</u> Winter and Spring	<u>Cycles A and B:</u> Summer
YEAR 1	<u>Unit 1:</u> What can we see around our school? 1. Where is our school? ('Zooming in' - Map of the UK then maps of the local area - Digimaps) 2. How can we find our way around our school? (Map/plan of school, features of map, drawing own maps. Describe locations using	<u>Unit 2:</u> What do we know about our island home? 1. Where in the world is the UK? (Introduce the world map and a globe to the children and identify and locate the UK. Continue to develop locational vocabulary from progression grid.) 2. What does 'UK' mean and which countries are part of the UK?	<u>Unit 3:</u> How can we use maps to find out about our world? <i>(Intro to world mapping and locating continents and oceans)</i> (8 hours)

	<p>locational/directional language and four compass points.)</p> <p>3. What can we see inside our school? (Location of classrooms, halls, entrances, ICT suite - map and describe school landmarks)</p> <p>4. What can we see outside of our school? (Location of playgrounds, field, car park, boundaries)</p> <p>5. What can we see beyond our school gates? (Local houses, shops, landmarks, views beyond Whale Hill) (8 hours)</p>	<p>(Introduce the term 'United Kingdom and discuss meaning, including studying the Union Flag. Locate the four countries of the UK on maps. Discuss Republic of Ireland as part of the British Isles. Also introduce 'Great Britain' as the largest landmass in the British Isles.)</p> <p>3. What is a capital city and what are the capital cities of the UK? (Discuss meanings of 'city', 'town' and 'village'. Establish that a capital city is usually where the government of a country works from and that capital cities are often, but not always, the largest city in a country. Locate the four UK capital cities on maps and identify key landmarks.)</p> <p>4. Why is the UK an island? (Discuss the meaning of the word 'island' and locate the seas surrounding the UK on maps.)</p> <p>5. What features of our island home can we locate on a map? (Introduce the terms 'human' and 'physical' linked to geographical features and identify, discuss and locate a range of human and physical features - rivers, mountains, landmarks - from each country of the UK. Refer to human and physical vocabulary from NC and progression grid.) (6 hours)</p>	
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	<p style="text-align: center;"><u>Unit 4:</u> <u>What is the weather like where we live?</u></p> <ol style="list-style-type: none"> 1. What are seasons? (Revisit learning from EYFS and establish that our weather changes depending on the season.) 2. What is the weather like in Autumn? (Observe, measure and record daily weather - temperature, wind direction, wind speed, rainfall. Focus on seasonal and weather patterns observed over time.) <p style="text-align: center;">(Autumn A - 2 hours)</p>	<p style="text-align: center;"><u>Unit 4:</u> <u>What is the weather like where we live?</u></p> <ol style="list-style-type: none"> 1. How do we know that it is Spring? (Discuss changes that could be observed and differences in weather from Autumn to Spring.) 2. What is the weather like in Spring? (Observe, measure and record daily weather - temperature, wind direction, wind speed, rainfall. Focus on seasonal and weather patterns observed over time. Compare observations to those made in Autumn.) <p style="text-align: center;">(Spring A - 2 hours) (Spring B - 2 hours)</p>	<p style="text-align: center;"><u>Unit 4:</u> <u>What is the weather like where we live?</u> (Summer B - 2 hours)</p>
YEAR 2	<p style="text-align: center;"><u>Unit 1:</u> <u>What is it like to live in Eston today?</u></p> <ol style="list-style-type: none"> 1. Where is Eston? (Locate and mark Eston on a map of the UK, a map of the North East region and a map of the immediate local area) 2. What do we already know about the geography of Eston? (Prior knowledge - sketches, maps, local services/buildings/landmarks) 3. What can we see on our visit to Eston? (Weather linked to the season, homes, shops, businesses, transport, facilities for children.) 	<p style="text-align: center;"><u>Unit 2:</u> <u>*FOR 2020/2021 ONLY:</u> <u>What do we know about our island home?</u></p> <ol style="list-style-type: none"> 1. Where in the world is the UK? (Identify and locate the UK on a world map and globe. Continue to develop locational vocabulary from progression grid.) 2. What does 'UK' mean and which countries are part of the UK? (Introduce the term 'United Kingdom and discuss meaning. Locate the four countries of the UK on maps. Discuss Republic of Ireland as part of the British Isles. Also introduce 'Great 	<p style="text-align: center;"><u>Unit 3:</u> <u>How does living in Mugurameno compare to living in Eston?</u> (12 hours) <i>Oddizzi resource available</i></p>

	<p>Follow route on OS map and describe using four compass points.)</p> <p>4. What are our favourite places in Eston and why? (Personal geographies - map location of favourite places and explain choices)</p> <p>5. How could we improve Eston? (Changes to local environment and improving facilities for children)</p> <p>(10 hours)</p>	<p>Britain' as the largest landmass in the British Isles. Establish that we live on an island and locate seas surrounding the UK on maps.)</p> <p>3. What are the capital cities of the UK? (Establish that a capital city is usually where the government of a country works from and that capital cities are often, but not always, the largest city in a country. Locate the four UK capital cities on maps.)</p> <p>(2 hours)</p> <p><u>THEN</u></p> <p><u>What is it like to live in hot and cold places?</u></p> <p>1. Where are the world's hot and cold places? Use world maps and globes to locate the Northern and Southern Hemispheres and the North and South Poles. Discuss definitions of Equator, Arctic Circle and Antarctic Circle as lines of latitude. Make connections between all of the above and the locations of hot and cold areas of the world.)</p> <p>2. What geographical features can be found in hot and cold places? (Identify human and physical features that can be found in hot and cold countries and establish that some geographical features (e.g. deserts or mountains) can be found in both hot and cold areas.</p>	
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YEAR 3	<p>Unit 1: <i>(*FOR 2020 - 2021 ONLY, THIS UNIT WILL BE TAUGHT AS UNIT 3)</i> <u>Why do people visit Middlesbrough?</u></p> <ol style="list-style-type: none"> Where is Middlesbrough? ('Zooming in' from map of UK to maps of England, region and local area. Compare size of Middlesbrough to size of Eston.) How can we use maps to find out about Middlesbrough? (OS map 1:25000 - identify human and physical features - churches, schools, houses, university, River Tees, etc. Also identify types of 	<p>Unit 2: <u>How can we use maps to find out about the countries of the UK?</u> *Resources available on RGS website - 'The UK' unit</p> <ol style="list-style-type: none"> How are the countries of the UK divided into regions? (Establish/review prior learning about the UK from KS1. Locate the geographical regions of the UK on maps - see vocabulary section of progression grid - and establish that we live in the North East region. Identify, locate and research key human and physical geographical features of the region, including 			<p>Unit 3: <i>(*FOR 2020 - 2021 ONLY, THIS UNIT WILL BE TAUGHT AS UNIT 1)</i> <u>What do we know about our European neighbours?</u> (RGS and Planbee resources available for this unit)</p> <ol style="list-style-type: none"> Where in the world is Europe? (Revisit learning from KS1 on continents/oceans, N & S Hemispheres and lines of latitude - Equator and Arctic/Antarctic Circles. Establish the location of Europe and its borders. Discuss and record key facts about the continent e.g. size, population, largest and smallest countries, etc.)

	<p>settlement/land use in Middlesbrough.</p> <ol style="list-style-type: none"> Where do people go when they visit Middlesbrough? (Leisure, education employment, public buildings/services) Is Middlesbrough family-friendly? (Based on evidence from fieldwork) How could people be encouraged to visit Middlesbrough? (Identify human or physical features that would appeal to visitors/tourists) <p>(10 hours)</p>	<p>population, major towns and cities, and significant physical features.)</p> <ol style="list-style-type: none"> What are counties? Recap learning on UK regions and then show how the regions are further divided into counties using maps. Introduce and discuss maps showing counties of the UK and discuss how this map has changed over time, including the county in which we live. Establish and locate the counties in the North East region of the UK and explain the difference between counties and authorities such as Redcar and Cleveland. How many people live in the UK? (See Worldometers website for live population info and RGS resources for population factsheet. Discuss the population of the UK and of some of its major cities, identifying the most populous cities in each UK region on maps. Discuss how UK population has changed over time and how it might change in the future.) What can maps tell us about the physical geography of the UK? (Use OS maps to identify topographical features of the UK, including mountains and rivers. Compare and contrast these features in different areas of the UK. How have settlements and land use in the UK and our region changed 	<ol style="list-style-type: none"> Which countries and capital cities are located in Europe? (Identifying countries and major capital cities on maps of Europe. What else can maps tell us about Europe? (Introduce and discuss a range of maps from RGS - political, topographical, rivers, aerial view at night. Establish what each map tells us about the continent and locate the major human and physical features of Europe, such as rivers, mountain ranges and landmarks, on blank maps. What are the similarities and differences between London and Paris? (Revisit learning about UK capital cities from Year 2 and establish why London is a significant geographical location. Introduce France and Paris by using maps and a range of other sources and identify key physical and human features before comparing with London.) <p>(10 hours)</p>		
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		<p>over time? (Using historic OS maps, compare the size of settlements and land use over time, beginning with a UK overview and then focusing on the North East region and our local area. Link to the economic activity of the North East over time.)</p> <p><i>Focus on intro to OS maps and UK geography - counties, cities, regions, human and physical characteristics, key topographical features, land use patterns and how some of these aspects have changed over time.</i></p> <p>(10 hours)</p>		
YEAR 4	<p><u>Unit 1:</u> <u>How does climate affect life on Earth?</u></p> <ol style="list-style-type: none"> What is climate? (Revisit concepts linked to weather from KS1 and introduce concept of climate) What are climate zones and how do they affect life on Earth? (Review understanding of Equator, Northern and Southern Hemispheres and Arctic and Antarctic Circles. Introduce Tropics of Cancer and Capricorn. 4 main climate zones - polar, temperate tropical and arid/desert - and how the Earth is divided into these zones by lines of latitude. Also look at minor climate zones - mountains and 	<p><u>Unit 2:</u> <u>*FOR 2020/2021 ONLY:</u> <u>What do we know about our European neighbours?</u></p> <ol style="list-style-type: none"> Where in the world is Europe? (Revisit learning from KS1 on continents/oceans, N & S Hemispheres and lines of latitude - Equator and Arctic/Antarctic Circles. Establish the location of Europe and its borders. Discuss and record key facts about the continent e.g. size, population, largest and smallest countries, etc.) Which countries and capital cities are located in Europe? (Identifying 		<p><u>Unit 3:</u> <u>Why are rivers important?</u></p> <p><i>Needs to include geographical aspects of water cycle. To be taught alongside/after water cycle in Y4 Science.</i></p> <p>(10 hours)</p>

	<p>Mediterranean. Link to <i>Geography</i> in the news if possible.</p> <p>3. What are biomes and vegetation belts and how do they affect life on Earth? (Biome - a large region of Earth with similar climates, landscapes, animals and plants. Vegetation belt - an area or region with a distinctive kind of plant life. Overview of world biomes - mark on a map. Biomes to be covered:</p> <ul style="list-style-type: none"> - Rainforest - Forest (deciduous and coniferous) - Grassland (savannah and temperate) - Desert (hot and polar) - Mediterranean - Tundra (Arctic and alpine) <p>Key features to teach include annual temperatures and precipitation data, including seasonal changes. Investigate features of biomes based on places studied so far (desert, tundra, forest, savannah) Look at how climate affects the animals and plants that live in each biome.</p> <p>4. How has our climate changed over the past 100 years? (Introduce concept of climate change and its causes. Look at its effects around the world and how it affects our lives in</p>	<p>countries and major capital cities on maps of Europe.</p> <p>3. What are Europe's key physical features? Identify and locate Europe's major seas, rivers and mountain ranges on maps and research information on these features using a range of geographical sources. Review knowledge of biomes from previous topic and discuss the biomes that can be found in Europe and their effects on the geography of the continent.</p> <p>(3 hours - focus on locational knowledge of countries, capital cities, rivers, mountain ranges and biomes)</p> <p style="text-align: center;"><u>THEN</u></p> <p style="text-align: center;"><u>How does living in Sicily compare to living in the north- east of England?</u></p> <p>1. What do we know about our region of the UK? (<i>This content will be taught in Year 3 from 2021 -2022.</i> Establish that the UK is divided into political regions and that we live in the North East region. Identify, locate and research key human and physical geographical features of the region, including population, major towns and cities, settlements and land use over time, economic activity and significant physical features.)</p>	
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the UK - flooding, droughts, food prices, etc.)
(12 hours)

2. **Where in the world is Sicily?**
(Establish that Italy is also divided into regions and locate these on a map. Locate and identify Sicily as a significant region in Italy and the largest island in the Mediterranean Sea. Identify locations of major cities, mountains and rivers.)
3. **How does the land use in Sicily compare to the land use in our region?** (Establish that Sicily has a Mediterranean climate, referring to previous work on climate zones and biomes. Discuss and research the main land uses of agriculture and industry and investigate the main crops produced and types of industry. Compare these to agriculture and industry in the North East and identify similarities and differences.)
4. **How does Mount Etna affect life in Sicily?** (Introduce Mount Etna as the highest and most active volcano in Europe and briefly explain what a volcano is and its key features. Investigate the advantages and disadvantages of living near Mount Etna for Sicilians - fertile soil, tourism, dangers of eruption, etc.)

Need to review knowledge of geography of UK from Year 3 in this unit before comparisons are made.

		<p><i>In 2020- 2021, children will need to learn the key features of the NE region of England (which will subsequently be taught in Year 3) before comparing to Sicily.</i></p> <p><i>Needs to include human and physical features/trade/economic activity/natural resources</i> (5 hours)</p> <p><u>FROM 2021 - 2022:</u></p> <p><u>How does living in Sicily compare to living in the north- east of England?</u></p> <p><i>Need to review knowledge of geography of UK from Year 3 in this unit before comparisons are made.</i></p> <p><i>Needs to include human and physical features/trade/economic activity/natural resources</i> (8 hours)</p>	
YEAR 5	<p><u>Unit 1:</u> <u>The Americas: Continents of contrasts?</u></p> <p>1. Where in the world are the Americas? (Revisit previous learning on lines of latitude, Equator, hemispheres and tropics. Discuss how the Americas got their name. Look at</p>	<p><u>Unit 2:</u> <u>From Rio to the Rainforest: What do we know about life in Brazil?</u></p> <p>1. Where in the world is Brazil? (Identify the location of Brazil on a globe, a world map and a map of the Americas. Establish distance between Brazil and previous locations</p>	<p><u>Unit 3:</u> <u>What do we know about our local coastline?</u></p> <p><i>Need to review knowledge of geography of UK covered in Years 3 and 4 throughout unit.</i></p> <p>(8 hours)</p>

map of continents and identify key geographical features)

2. **Which countries are located in North America and how does the landscape vary?** (Identifying countries and major capital cities on maps of North America. Look at a range of maps and establish what they tell us about the continent. Identify the climate zones and biomes found in North America and their impact on the environment and ecosystems. Identify the location of major mountain ranges and rivers.)
3. **How has the population of the USA changed over time?** (Case study - investigate factors that have affected population distribution and density. Identify and represent on a graph the most and least populous states of the USA and discuss patterns in distribution.)
4. **Which countries are located in South America and how does the landscape vary?** (Identifying countries and major capital cities on maps of South America. Look at a range of maps and establish what they tell us about the continent. Identify the climate zones and biomes found in South America and their impact on the environment and ecosystems. Identify the location of major mountain ranges and rivers.)

studied and review vocabulary associated with location. Compare size of Brazil to previous locations studied. Identify major cities, rivers and highest mountain and mark on map of the country.)

2. **What is it like to live in Rio de Janeiro?** (Introduce the city and establish how it was founded. Use a range of sources to investigate the human and physical features of the city. Compare the areas of Copacabana and the Rochina favela, suggest reasons for similarities and differences and discuss links between the human and physical geography of each area.)
3. **How do the lives of children in Rio de Janeiro compare to the lives of children in the UK?** (Use case studies of children living in Brazil to investigate their lives, focusing on education, family life and leisure time. Discuss similarities and differences between the lives of Brazilian and UK children and establish reasons for these.)
4. **Why is the Amazon rainforest so important for our planet?** (Discuss the definition of 'rainforest' and establish why the Amazon rainforest is a significant ecosystem. Begin to investigate the impact of the Amazon river on the rainforest and

	<p>5. How do the Andes mountains and the Atacama desert affect life in South America? (Case study - Locate each of these physical features and investigate how they affect human activity)</p> <p>6. Why do the Americas have so many time zones? (Introduce lines of longitude including the Prime/Greenwich Meridian. Introduce concept of time zones and discuss the link between lines of longitude and time zones. Practice locating places using lines of latitude and longitude and calculating their current time based on their time zone.</p> <p>(12 hours)</p>	<p>identify the differences between each layer of the rainforest.)</p> <p>5. Who lives in the Amazon rainforest? (Use a range of sources to investigate the lives of the Caboclo or the Awa (RGS resources) tribe. Compare the lives of people who live in the rainforest to the lives of people in the UK and identify similarities and differences. Begin to establish factors that might affect the future of the people who live in the rainforest e.g. cattle farming, logging, road building, etc.)</p> <p>6. How is life in the Amazon rainforest under threat? (Discuss recent events such as wildfires and logging using a range of sources, including news articles. Ask whether all of these sources are reliable and what this means. Investigate the impacts of these events on the human and physical geography of the rainforest and suggest ways in which we can help to protect the future of the rainforest.)</p> <p>(10 hours)</p>		
YEAR 6	<p>Unit 1: (*FOR 2020 - 2021 ONLY, THIS UNIT WILL BE TAUGHT AS UNIT 4) <u>Village study: How has the village of Danby changed over time and how might it change in the future?</u></p>	<p>Unit 3: (*FOR 2020 - 2021 ONLY, THIS UNIT WILL BE TAUGHT AS UNIT 2) <u>How do volcanoes and earthquakes affect life in Mexico?</u></p>	<p>Unit 4: (*FOR 2020 - 2021 ONLY, THIS UNIT WILL BE TAUGHT AS UNIT 3)</p>	

	<p>(5 hours)</p> <p><i>*Review knowledge of UK Geography covered in previous year groups throughout this unit.</i></p> <ol style="list-style-type: none"> 1. What is a national park and where are they located? (Look at what defines a national park and why they were created. Use maps to investigate land use in national parks.) 2. Where is Danby village and how has the village changed over time? (Use historic maps and OS maps to compare historic and modern day land use) 3. How could the economy of Danby village be developed? - Fieldwork study - investigate how the local residents can generate extra income for the village and identify which proposal might be most beneficial for the village. 	<ol style="list-style-type: none"> 1. What is it like to live in Mexico? (Overview of the physical and human geography of Mexico. Identify key cities, landmarks, mountains and rivers. Compare a rural village with a major city and identify geographical similarities and differences. 2. What is a volcano and how do they form? Review and develop learning from Mountains topic linked to the Earth's plates and the structure of the Earth. Identify the locations of volcanoes worldwide, in the Pacific Ring of Fire and then in Mexico using thematic maps. Label and describe the features of a volcano. 3. What are the effects of volcanic eruptions on the landscape and people of Mexico? (Use research on previous eruptions in Mexico to describe the positive and negative effects of eruptions on the physical and human geography of the country - landscape, population, energy, economy, homes, etc.) 4. What is an earthquake and why do they happen? (Investigate how earthquakes are caused and how they are measured. Establish how they can also cause tsunamis.) 5. What are the effects of earthquakes on the landscape and people of Mexico? (Investigate the effects of previous major 	<p><u>Into the future: is our planet sustainable?</u></p> <p><i>*Planbee 'Natural Resources' unit could be used for <u>some</u> questions within this topic.</i></p> <ol style="list-style-type: none"> 1. What are the UK's natural resources and how are they used? (Review previous learning on land use in the UK and identify abundant and non-abundant resources in the UK and how these have changed over time. Discuss differences between agricultural resources and geological resources. Identify problems associated with overuse of resources that are not abundant. 2. How is energy produced around the world? Investigate methods of global energy production, beginning with the UK and then expanding to look at alternative methods in other countries. Discuss whether each method will be sustainable in the near and long term future and the reasons why. Investigate the benefits and drawbacks of renewable energy sources. 3. Where does our food come from? (Discuss where a range of UK food staples are imported from and use distribution/thematic maps to
	<p><u>Unit 2: How are mountains formed?</u> <i>(*FOR 2020 - 2021 ONLY, THIS UNIT WILL BE TAUGHT AS UNIT 1)</i></p> <p>RGS resources available for this unit.</p> <ol style="list-style-type: none"> 1. What is a mountain? (Identify the highest peaks on each continent and mountain ranges in the UK and establish definition of a mountain. Use OS maps to complete a case study of a UK mountain e.g. Snowdon - see RGS resource. 		

	<p>2. What is the structure of the Earth? (Introduce layers of the earth and plate tectonics.)</p> <p>3. What are the differences between fold, dome and fault-block mountains? Establish how each type is formed and map examples from around the world. Draw diagrams to explain their formation.</p> <p>4. Mount Everest: the world's highest rubbish dump? Establish location of Everest and why it is significant. Discuss first ascent. Look at how tourism has affected Everest and how it is being managed so it is sustainable. (7 hours)</p>	<p>earthquakes on the physical and human geography of Mexico - see question 3 above). (8 hours)</p>	<p>present findings. Investigate food miles and fair trade and establish whether our current sources of food are likely to be sustainable in the near and long term. Research and discuss the geographical reasons why some people do not have sufficient food.</p> <p>4. Which natural resources can be found underground? (Investigate water sustainability around the world and how cities of the future risk having an unsustainable supply. Establish how many minerals are mined from underground (link to local iron mining) and research the sustainability of mining these minerals around the world.)</p> <p>5. How will climate change affect the future of our planet? (Review knowledge from Year 4 on climate change. Investigate the effects of climate change in the previous locations studied throughout KS2 and on a global scale. Discuss and research the possible future effects of climate change and how it is being addressed around the world.) 10 hours)</p>						