

# Geography at Eversley

"Without Geography- you're lost." Anon.



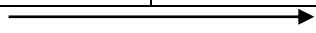
At Eversley Primary School we build on children's wide variety of experiences and use them to foster a curiosity about the world, to develop the ability to ask questions and argue rationally. We teach global learning through Geography to show similarities and differences of our world in comparison to others. Our aim is for all children to leave Eversley Primary School being able to recognise the importance of linking people's lives throughout the world and encourage critical examination of global issues and awareness of the impact that individuals can have on these.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>Understanding The World</b>- Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.</p> <p><b>Past and Present</b>- Talk about the lives of the people around them and their roles in society.</p> <p><b>People, Culture and Communities</b>- Describe their immediate environment using knowledge from observation, discussion, stories, 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.</p> <p><b>The Natural World</b>- Explore the natural world around them, making observations and drawing pictures of animals and plants. 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.</p>					
Year 1	<p><b>Introduction- Mapping the world</b> - Children to use globes, atlases, maps and satellite images. Children will describe maps of the world using keys. They will identify N+S Poles. They will explore the Compass Rose and be able to use geographical vocabulary such as</p>	<p>Children will use the school grounds to identify and record evidence of Human and physical features in their local environment.</p>	<p><b>Study of the United Kingdom.</b></p> <p>Identify where England, Ireland, Scotland and Wales are located on a map. Identify the capital cities. Looking at physical and human features.</p> <p>A comparative study between England and</p>	<p><b>Look at a small area of the UK and a non-European city.</b></p> <p>Use geographical vocabulary to refer to:</p> <p>Physical features: beach, cliff, coast, forest, hill, mountain, season and weather</p> <p>Human features: city, town, village, factory,</p>	<p><b>Study of continents and Oceans</b></p> <p>Children will learn to explore, identify and locate:</p> <p>Continents Oceans Seas around the UK UK seasons and weather Hot and cold climates</p>	<p>→</p>

	<p><b>North, South, East, West.</b></p> <p>→</p>		<p>Wales: similarities and differences.</p> <p>→</p>	<p>farm, house, office, port, harbour, shop</p> <p>→</p> <p>Forest School: links to seasons and changes in physical features.</p>		
Year 2	<p><b>Introduction- Mapping the world.</b></p> <p>Children to use globes, atlases, maps and satellite images. Children will describe maps of the world using keys. They will explore the Compass Rose and be able to use geographical vocabulary such as <b>North, South, East, West.</b></p> <p>→</p>	<p><b>Climate and weather-</b></p> <p>Keep a daily or weekly weather chart using pictures/symbols and building a table of information.</p>	<p><b>Study of continents and Oceans</b></p> <p>Children will learn to explore, identify and locate:</p> <p>Continents Oceans Seas around the UK UK seasons and weather Hot and cold climates</p>	<p><b>Study of Australia</b></p> <p>Use geographical vocabulary to refer to:</p> <p>Physical features: beach, cliff, coast, forest, sea, ocean, vegetation, season and weather, climate.</p> <p>Human features: city, town, factory, farm, house, office, port, harbour, shop, bay</p> <p>→</p> <p>Forest School: links to seasons and changes in physical features focussing on trees.</p>		<p><b>Comparative study of London and Sydney</b></p> <p>Children will look at the similarities and differences both human and physical. Children will explore the wildlife, climate, landscape and culture in both cities.</p>
Year 3	<p><b>Introduction- Mapping the world.</b></p> <p>Children to use maps, atlases, globes, computer mapping. Children will describe points on a map using the 8 points of a Compass Rose. They will use 4 and 6 figure grid references</p>	<p><b>Study of Europe</b></p> <p>Children will look at the UK region and EU region. They will focus on important rivers and seas that run through Europe.</p> <p>Forest school: links to rivers, children create their own river and how to filter water.</p>		<p><b>Study of Landscapes (rivers and mountains) and Erosion and deposition</b></p> <p>Children will learn how stacks, caves and arches are formed. How rivers are formed</p>		<p><b>Earthquakes and Volcanoes.</b></p> <p>Children will learn about the three main formations of mountains: fold, fault block and volcanoes (subduction).</p>

	when looking at ordinance survey maps.			and erosion of coastal line.		
Year 4	<p><b>Introduction- Mapping the world.</b></p> <p>Children to use maps, atlases, globes, computer mapping.</p> <p>Children will locate the Northern and Southern Hemisphere.</p> <p>Children will describe points on a map using the 8 points of a Compass Rose.</p> <p>They will use 4 and 6 figure grid references when looking at ordinance survey maps.</p> <p>—————→</p>		<p><b>Transportation (cities, national and international)</b></p> <p>Children will look at how countries and cities are connected through transportation.</p> <p>—————→</p>	<p><b>International Trade (food, natural resources and tourism)</b></p> <p>Children will learn about the importation and exportation of food and how countries rely on trade.</p> <p>Children will look at the three types of tourism.</p> <p>Children will explore the negative impact of trade and tourism on global warming.</p> <p>Forest School: used local produce for eating. Looking at the benefits of sourcing produce locally. Explore how global warming is affecting nature.</p> <p>—————→</p>	<p><b>The Water cycle</b></p> <p>Children will learn about the water cycle and how precipitation occurs.</p> <p>Identify the different types of cloud.</p> <p>Explore global warming and its impact on weather.</p> <p>—————→</p>	

Year 5	<p><b>Introduction-</b></p> <p><b>Mapping the world.</b></p> <p>Children to use maps, atlases, globes, computer mapping.</p> <p>Children will locate the Northern and Southern Hemisphere.</p> <p>Children will describe points on a map using the 8 points of a Compass Rose.</p> <p>They will use 4 and 6 figure grid references when looking at ordinance survey maps.</p>	<p>Children will look at worldwide trade and the advantages and disadvantages of trading fossil fuels and food.</p> <p>Forest School: links to maps and coordinates. Children use the playground as a giant grid to locate equipment.</p>	<p><b>Climate change</b></p> <p>Children will explore the impact of deforestation and global warming on the planet.</p>		<p><b>The study of different Biomes.</b></p> <p>Children will learn about 8 of the different Biomes and use their own geographical knowledge to determine which biome they would prefer to live in and why.</p>	
Year 6	<p><b>Introduction-</b></p> <p><b>Mapping the world.</b></p> <p>They will use 4 and 6 figure grid references when looking at ordinance maps, topographic and political maps. They will explore the advantages and disadvantages of both and who would use them. ( Reference to the war and how maps helped us)</p>		<p><b>Mapping the world.</b></p> <p>Children to use maps, atlases, globes, computer mapping.</p> <p>Children will locate the Northern and Southern Hemisphere.</p> <p>Children will describe points on a map using the 8 points of a Compass Rose.</p> <p><b>Study of North America-</b> Children</p>	<p><b>Study of South America-</b></p> <p>Children will explore the population, rivers, comparison of cities, mountains, Push and pull factors when comparing urban Brasilia and rural Caatinga.</p>		



			<p>will explore the population, climate, wildlife, rivers, ring of fire.</p> <p>Forest School: links to maps, North American animals.</p>			
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