

# Whole School Geography Overview

Year / Topic	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Skills	Fieldwork	Local Links
Area of Learning: M = Mathematics, UW = Understanding the world							
Nursery	UW: Know there are different countries	UW: Differences between countries	UW: Caring for the environment	UW: Natural materials	M: Positional language (under, in front of, behind etc.)  M: Describing routes and locations	UW: Observing natural materials	Nursery area
Reception	UW: Continents and countries ( <b>worldwide</b> )	UW: Similarities and differences (physical and human geography) <b>UK</b> vs <b>other countries</b>	UW: Caring for the environment  UW: Homes around the world	UW: Natural materials  UW: Contrasting environments  UW: Changes in the natural world including seasons	UW: Globes, wall map, taking photos, map of the school, using beebots for location,	UW: Walks/observations around the <b>school grounds</b>	School grounds

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1 Enchanted Woodland (A1)					Picture maps	Journey Stick (as part of fantastic finish)	<b>School grounds</b>
1 Bright Lights (A2)	Name countries and capitals of UK	Similarities and difference ( <b>London</b> and <b>Kuala Lumpur - Malaysia / Asia</b> )	Describe purpose of human features  Identify characteristics of a settlement ( <b>London</b> )	Patterns in daily and seasonal weather ( <b>UK</b> )	World maps, atlases and globes  Positional and directional language  Aerial photographs  Picture maps	Identify human characterises in <b>school grounds</b>	<b>School grounds</b>
1 Memory Box (Sp1)						Identify natural and man-made in the environment ( <b>school grounds</b> )  Litter and pollution ( <b>school grounds</b> )	<b>School grounds</b>
1 Moon Zoom (Sp2)				Identify and describe physical features ( <b>world wide</b> )	Positional and directional language		
1 Paws, Claws and whiskers (Su1)	Name and locate continents and oceans				World maps, atlases and globes  Picture maps		
1 Splendid Sky (Su2)		Similarities and difference ( <b>Antarctica</b> and <b>Africa</b> )		Patterns in daily and seasonal weather ( <b>UK</b> )  Extreme weather ( <b>UK</b> )  <b>Hot/cold place</b> in relation to equator	Aerial photographs	Collect data ( <b>school grounds</b> – weather station)  Identify human/physical characteristics in <b>school grounds</b>  Quadrant plant/flower count ( <b>school grounds</b> )	<b>School grounds</b>

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2 Castles – Towers and Turrets (A1)		Human and physical similarities and difference <b>Bedford</b> and <b>Denmark</b>	Describe how and why people use human features (Castles)		Aerial photographs	Design a questionnaire about Bedford castle and ask children and staff at school, e.g. Tourism – have you ever visited the castle?	<b>Bedford Castle and surrounding area</b>
2 Muck, Mess, Mixtures (A2)	Name and locate seas around the <b>UK</b> , continents and oceans  Describe characteristics of <b>UK</b>				World maps, atlases and globes		
2 Fire Fire (Sp1)			Describe how and why people use human features ( <b>London</b> )		NESW		
2 Scented Garden (Sp2)					Range of maps with symbols and key	Observations of human and physical features ( <b>local community</b> walk)	<b>Local community</b>
2 Wriggle and Crawl (Su1)					Range of maps with symbols and key	Sketch map of <b>Forrest school area</b> (human and physical features)	<b>School grounds</b>
2 Coastlines (Su2)	Name and locate seas around the <b>UK</b> , continents and oceans  Identify characteristics of <b>UK</b> countries, capitals and surrounding seas	Human and physical similarities and difference <b>Kempston, Whitby</b> and <b>New Zealand</b>	Describe how and why people use human features  Describe how human features change over time ( <b>Whitby</b> )  Describe the size, location, function and significance of a local industry ( <b>Whitby</b> )	Describe, size, location and position of physical features (coastal features)  Describe how physical features change over time (erosion)	World maps, atlases and globes  Range of maps with symbols and key  NESW  Aerial photographs	Ask and answer geographical questions through observations or data collection and organise simple data (Local shops survey in <b>Kempston vs Whitby/New Zealand</b> )	<b>Kempston high street</b>

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3 Gods and Mortals (A1)	Countries and cities of <b>Europe</b>						
3 Rock, Relics and Rumbles (Sp1)	Name and locate significant volcanoes and plate boundaries ( <b>worldwide</b> )			Understand and explain volcanic eruptions, earthquakes and tectonic plate movement  Describe landscape changes over time (due to above features)  Earth's crust/rocks	8 points of compass (N, NE, E, SE, S, SW, W, NW)  Analyse maps, atlases and globes, including digital	Gather evidence to answer a geographical question and analyses primary observations – Where would be the best place to gather in the event of an earthquake at school? ( <b>School grounds</b> )	<b>School grounds</b>
3 Homes, Bones and Groans (Su1)	Countries and cities of <b>Europe</b>				Analyse maps, atlases and globes, including digital		
3 Our World (Su2)	Countries and cities of <b>Europe</b>  Counties and cities of UK  Lines of Longitude and Latitude (equator, prime meridian)	Classify, compare and contrast physical and human features ( <b>Bedford(shire)</b> and <b>twinned towns – Bamberg and Rovigo</b> , other 'Bedford's around the world')  <a href="https://www.bedford.gov.uk/council-and-democracy/councillors-and-senior-staff/civic-and-ceremonial/bedford-worldwide/">https://www.bedford.gov.uk/council-and-democracy/councillors-and-senior-staff/civic-and-ceremonial/bedford-worldwide/</a>	Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location ( <b>Bedford(shire)</b> and <b>twinned towns – Bamberg and Rovigo</b> , other 'Bedford's around the world')  Describe settlement and land use ( <b>Bedford(shire)</b> and <b>twinned towns – Bamberg and Rovigo</b> , other 'Bedford's around the world')	5 climate zones ( <b>whole world</b> view)  Extreme precipitation and its impact on urban/rural environments ( <b>Bedford(shire)</b> and <b>twinned towns – Bamberg and Rovigo</b> , other 'Bedford's around the world')	Analyse maps, atlases and globes, including digital  4 figure grid references  8 points of compass (N, NE, E, SE, S, SW, W, NW)	Gather evidence to answer a geographical question ( <b>local area</b> walk)  Analyse primary data, identifying any patterns observed ( <b>local area</b> walk)	<b>Local area</b> land use

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4 Hola Mexico (A1)	Lines of longitude and latitude (equator, tropics of cancer and Capricorn)  World countries ( <b>North, Central and South America</b> )	Describe and compare similarities and differences of physical features ( <b>UK and Mexico</b> )	Describe human features and how they are connected ( <b>Mexico</b> )  Research and explain land use ( <b>UK and Mexico</b> )	Climatic variations of a country ( <b>Mexico</b> )	Maps, atlases, globes and digital mapping	Collect and analyses primary and secondary data (weather/temp <b>Kempston and Mexico</b> )	<b>School Grounds</b> (weather)
4 Potions (Sp1)					8 points of compass (N, NE, E, SE, S, SW, W, NW)  4 and 6 figure grid references		
4 I am Warrior (SP2)	Light touch via History – <b>Rome, Europe, UK cities</b>						
4 Misty Mountain, Winding River (Su1)	Topography (mountains)  Name, locate and describe the importance of physical features of the world (major rivers and mountain ranges <b>worldwide</b> )	Understand similarities and differences of physical features (rivers and mountains <b>worldwide</b> )	Explain how rivers are used (transport, leisure, industry, power)	Mountain formation  Altitudinal zonation  Rivers (transporting materials, erosion, deposition)  The water cycle	8 points of compass (N, NE, E, SE, S, SW, W, NW)  4 and 6 figure grid references  Maps, atlases, globes and digital mapping  OS maps	Collect and analyses primary and secondary data ( <b>Bedford</b> flood 2020) Ext: where does water go on different surfaces around the school? School map, photos/videos  Collect and analyses evidence to support a geographical hypothesis (river study – <b>The Spinney</b> )	<b>Local area – The Spinney</b>  <b>School grounds</b>

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5 Sow, Grow and Farm (A1)	<b>North and South America</b>		<p>Agricultural land use (<b>UK, North and South America</b>)</p> <p>Distribution of food</p>	<p>Topography and soil type (<b>UK farming</b>)</p> <p>Identify, describe and explain physical features, environments and land use (climate zones, soil types/ fertility/ drainage, farming in <b>UK, North and South America, California, Peru</b>)</p>	<p>8 points of compass (N, NE, E, SE, S, SW, W, NW)</p> <p>4 and 6 figure grid references</p>	<p>Summarise data collected about distribution of food</p> <p>Construct or carry out a geographical enquiry by gathering and analysing a range of sources (<b>allotments</b>).</p>	<b>Local area – allotments</b>
5 Global Explorers (Sp2)	<p>Locate world countries and cities (<b>Europe and France</b>)</p> <p>Describe relative location of counties, cities and geographical features of the <b>UK</b></p> <p>Lines of longitude and latitude (GMT and time zones)</p>	Similarities and differences between continents (physical and human)	Changes over time – settlements ( <b>capital cities, Brasilia, London, Paris, Bedford</b> )	Name locate world biomes, climate zones and vegetation belts and explain common characteristics ( <b>worldwide</b> )	Aerial photography, maps and atlases	<p>Construct and carry out a geographical enquiry using a range of sources (primary and secondary) 'Which location is best for a holiday?'</p> <p><b>Lake District / Provence / Amazonas</b></p>	

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6 Darwin's Delights (A1)	Lines of latitude and longitude (Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Similarities and differences (Darwin's journey – <b>Plymouth</b> and <b>Tenerife</b> )	Impact of tourism ( <b>Galapagos Islands</b> )		Maps, atlases, globes and digital mapping  Satellite images	Use a range of sources (sketch map, climate zone map, digital technologies) to present information about human and physical features ( <b>Galapagos Islands</b> )	<b>Local area – Kempston</b>
6 Frozen Kingdom (A2)	Lines of latitude and longitude ( <b>Arctic</b> and <b>Antarctic Circle</b> , day and night at poles)	Similarities and differences (climate <b>polar regions</b> and <b>UK</b> )	Access and distribution of natural resources ( <b>polar regions</b> )  Polar tourism  Extreme weather and the impact on the way people live	Polar climate  Effects on the landscape (erosion)  Polar landscapes  Climate change and the impact on climate zones and biomes	8 points of compass (N, NE, E, SE, S, SW, W, NW)  4 and 6 figure grid references  Digital mapping	Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques (Linked to map skills – <b>Priory Marina</b> ) Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary	<b>Local area – Priory Marina</b>