

Magdalen Gates Primary School

Geography

2022/2023



	Autumn 1 Community	Autumn 2 Change and progress	Spring 1 Exploration and discovery	Spring 2 Technological advancement	Summer 1 Climate and sustainability	Summer 2 Conflict and Power
<p>Reception</p> <p>Geography lines of enquiry.</p> <p>Throughout the Year</p> <p>“Something about a Bear” (SAAB)</p> <p>Where about in the world do real bears live?</p>	<p>Using floor maps and jigsaws to introduce and develop geographical concepts, skills and vocabulary. Introduction to a globe and maps (The snail and the Whale – Julia Donaldson)</p> <p>Who lives with me in my home?</p> <p>Gapminder-The Oliver Family England (Just teddy bears!)</p> <p>Gapminder Chinese family (Giant Panda Bear)</p>	<p>How does where I live compare with other homes and families around the world? We live in England – Europe Anna lives in Ghana – Africa (Anna Hibiscus song)</p> <p>Gapminder Ghanain Family (no bears but what would we see?)</p> <p>Gapminder Indian Family – Sloth Bear</p>	<p>Where in the world are the forests of one trees that brown bears live?</p> <p>Something about a bear – Jackie Morris</p> <p>Let’s go home, Little Bear – Martin Wadell</p> <p>A Brave Bear by Sean Taylor</p> <p>Gapminder –USA Family Black Bear</p>	<p>How do we know that we live in Norwich? Investigating the local area – including a bus trip around Norwich</p> <p>Non fiction texts about Norwich</p> <p>Gapminder – Indian Family – Sloth Bear</p>	<p>Why is the world so blue?</p> <p>One tiny turtle – Nicola Davies</p> <p>The Snail and the Whale – Julia Donaldson</p> <p>Billy’s Bucket by Kes Gray</p> <p>Gapminder – Brazilian Family – Spectacled Bear</p>	<p>Exploring the school grounds.</p> <p>Gapminder families in Sweden (Brown Bear) and Indonesian (Sun Bear) an</p>
<p>Year 1</p>	<p>Geography: Maps, local</p> <p>How do I get to Norwich Cathedral?</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its ground.</p> <p>Name and locate local town and city.</p> <p>Observe and describe the human and physical geography of a small, local area of UK.</p> <p>Use maps to identify their locality and other key features.</p> <p>Use locational and directional language; describe the location of features and routes on maps, including</p>		<p>Geography: Seasonal changes</p> <p>Which season would you spend where in the UK?</p> <p>Name and locate local town and city.</p> <p>Observe and describe the human and physical geography of a small, local area of UK.</p> <p>Identify seasonal/daily weather patterns in UK.</p> <p>Use maps, atlases and globes to identify the United Kingdom, its countries, capital cities and seas.</p> <p>Use photographs to recognise landmarks and basic human and physical features.</p>			

	<p>simple compass directions. Devise simple picture maps. Use basic geographical vocabulary to refer to physical features of their school. Use questions to find out more about the local area.</p>		<p>Name, locate and identify characteristics of the four countries and capital cities of the united kingdom</p>			
Year 2	<p>Geography: City Urban Rural Physical features Human features</p> <p>Is Norwich a fine city?</p> <p>Name, locate and identify human and physical features of a city. Use basic geographical vocabulary to refer to key physical and human features. Use simple compass directions to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography</p>				<p>Geography: Islands, Coast, Urban, Rural</p> <p>Which island would you rather live on, the UK or St Lucia?</p> <p>Name, locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a non-European country. Identify seasonal/daily weather patterns in the UK and in a non-European country. Identify the location of hot and cold areas of the world in relation to the equator.</p>	

	<p>of the school surrounding areas. Use locational, directional and positional language.</p>				<p>Use maps, globes and atlases to identify and locate the world's seven continents and oceans.</p>	
Year 3	<p>Geography: City, Urban, Rural Physical features Human features</p> <p>Should boats be banned on the broads?</p> <p>Name, locate and identify human and physical characteristic, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over times. Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. Describe and understand key aspects of topographical features</p>		<p>Geography: Capital city Rivers Population</p> <p>If Europe was to have a capital city, what would it be?</p> <p>Name and locate a range of countries and cities in Europe including cities in Russia, concentrating on their key human and physical features. Understand geographical similarities and differences through studying the human and physical geography of regions in European countries. Use maps, globes, atlases and digital computer mapping to locate countries and cities in Europe and describe features studied.</p>		<p>Geography; Tectonic plates, climate zones, volcanoes and earthquakes</p> <p>Which are worse earthquakes or volcanoes?</p> <p>Describe and understand key aspects of earthquakes and volcanoes (including plates and ring of fire) in different climates zones. Use maps, globes, atlases and digital computer mapping to locate volcanoes and tectonic plates around the world.</p>	

	<p>and how they have changed over time. Use maps, globes, atlases and digital computer mapping to locate and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK. Use fieldwork to observe, measure and record human and physical features of local area using a range of methods.</p>					
Year 4	<p>Geography: Erosion, Climate change, Norfolk case study.</p> <p>Is it better to live by the beach?</p> <p>Physical geography including coast, rivers and the water cycle. Human geography including types of settlements, towns and villages in modern Britain. Use maps, atlases and globes and digital /computer mapping to locate countries and describe features studied. Learn the eight points of a compass, and four-figure grid reference.</p>		<p>Geography: Explorers</p> <p>If you discovered Japan, would you stay? Explorer William Adams 1564-1620</p> <p>Locate the world's countries, using maps to focus on Europe and Asia. Concentrating on the environmental regions, key physical and human characteristics, countries and other major cities. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Understand geographical similarities and</p>			

	<p>Use fieldwork to observe, measure and record human and physical features of local area using a range of methods. Name and locate the key topographical features including coast and features of erosion.</p> <p>Linking with history, compare land use maps of UK from the past with the present, focusing on land use.</p>		<p>differences through studying the human and physical geography of regions in Asian countries.</p>			
Year 5	<p>Geography: Longitude and latitude Fieldwork</p> <p>Where would you rather live, Birmingham or Tunstead?</p> <p>Locate and name the main counties and cities in England. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, times zones, night and day. Compare 2 different regions in the UK rural/urban. Use the eight points of a compass, and four-figure grid reference and six figure grid reference, symbols and key (including the use</p>		<p>Geography: Longitude and latitude Globalisation Trade</p> <p>What will you see on a journey from New York to Chile?</p> <p>Time zones – USA Longitude and latitude Locate the main countries in North America and South America. Name and locate principle cities. Use maps, atlases and globes and digital /computer mapping to locate countries and describe features studied. Learn the significance of famous geographers. Identify the position and significance of latitude, longitude,</p>		<p>Geography: Deforestation Sustainability Environmental change</p> <p>Is South America one big rainforest?</p> <p>Physical geography, including: climate zones, biomes and vegetation belts (links to rainforest). Human geography including trade between UK and the rest of the world. Fair/unfair distribution of resources. Linking with history, compare maps focusing on land use. Distribution of natural resource including food and minerals and water.</p>	

	<p>of Ordnance Survey maps) Use fieldwork to observe, measure and record human and physical features of local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Use map skills to included non-UK countries. .</p>			
Year 6	<p>Geography: Trade, Tourism Globalisation</p> <p>Why does Norwich need an airport?</p> <p>Linking with local history, map how land use has changed in local area over time. Use fieldwork to observe, measure and record human and physical features of local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Extend to 6 figure grid reference. Describe and understand key aspects of human geography including economic activity, trade links and tourism.</p>		<p>Geography: Longitude and latitude Globalisation Trade</p> <p>Antarctica and the arctic circle</p> <p>There's no point going to the poles?</p> <p>Compare a region in the UK with regions in S. Hemisphere with significant differences and similarities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle. Extend to 6 figure grid reference with teaching of latitude and longitude in depth. Use maps atlases, globes and digital/computer mapping (Google</p>		<p>Geography: Climate change Sustainability Ecosystem Renewable</p> <p>Environmental issues, Australia – case study</p> <p>Have humans damaged the planet?</p> <p>On a world map locate the main countries in Africa, Asia and Australia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Name and locate key topographical features including mountains, hills and rivers. Compare a region in the UK with a region in Australasia/ Oceania Distribution of natural resource focusing on energy. Use maps atlases, globes and</p>	

			Earth) to locate countries and describe features studied Use map skills to included non-UK countries. .		digital/computer mapping (Google Earth) to locate countries and describe features studied Use map skills to included non-UK countries.	
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