

# Geography Long Term Overview

	Autumn	Spring	Summer	Assessment
	All about Me Into the Woods	Journeys People Who Help Us	Growing and Changing Water	
	<b>The Natural World People and Communities</b>			
	<b>Projects and activities will be driven by the needs, interests and experiences of the pupils involved.</b>			<b>By the end of nursery:</b>
<b>Year N</b>	<p>Provide opportunities to talk with children about their responses to sights, sounds and smells in the environment both indoors and outdoors.</p> <p>Encourage young children to explore puddles, trees and surfaces such as grass, concrete or pebbles.</p> <p>Develop the use of the outdoors so that young children can investigate features e.g. a mound, path or wall and experience weather, large spaces and seasonal change.</p>	<p>Tell stories about places and journey.</p> <p>Encourage children to talk about their own home and community life.</p> <p>Make use of the outdoor area to give opportunities for investigations of the natural world e.g. windmills to investigate the effects of wind.</p> <p>Provide story and information books about places such as a zoo or the beach to remind children of visits to real places.</p>	<p>Provide story and information books about places such as a zoo or the beach to remind children of visits to real places.</p> <p>Arouse awareness of features of the environment in the setting and immediate local area.</p> <p>Use the local area for exploring both the built and natural environment.</p> <p>Provide opportunities to observe things closely.</p> <p>Use conversation with children to extend their vocabulary to help them talk about their observations and ask questions.</p>	<p>Talk about the things they can see, hear and feel around them.</p> <p>Describe the natural world around them.</p> <p>Understand simple changes in the natural world e.g. the wind makes trees and clouds move.</p> <p>Use small world to recreate their local environment.</p> <p>Confidently manoeuvre around a range of environments including, puddles, hills and uneven ground adapting their behaviour based on their observations of the environment.</p>
	<b>Projects and activities will be driven by the needs, interests and experiences of the pupils involved.</b>			<b>By the end of EYFS:</b>
<b>Year R</b>	<p>Provide regular opportunities for children to explore the outdoor setting at school.</p> <p>Provide stimuli and resources for children to create simple maps of their school environment.</p>	<p>Provide regular opportunities for children to explore the local community, including areas where children may be very knowledgeable.</p> <p>Make connections with places and spaces locally. Encourage parents to join you on regular outings, which can result in family visits to the same place.</p> <p>Give opportunities for pupils to record and creatively represent their findings e.g., drawing, writing, making a model or photographing, through music, dancing or dressing up.</p> <p>Provide stimuli and resources for children to create simple maps/plans of their local area (Lenton) using paintings, drawings, and models of observations.</p>	<p>Provide first hand experiences to support children in making sense of microenvironments, the specific conditions which enable each plant or animal to live and thrive.</p> <p>Give opportunities to design practical, attractive environments, for example, planting and taking care of flower and vegetable beds or organising outdoor equipment.</p> <p>Provide stories that help children to make sense of different environments.</p>	<p>Explore the natural world around them through observation.</p> <p>Know some similarities and differences between the natural world around them and some contrasting environments.</p> <p>Understand some important processes and changes in the natural world around them.</p> <p>Describe their immediate environment using knowledge from observations, discussion, stories and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries.</p> <p>Understand some important processes and changes in the natural world including the seasons and changing states of matter.</p>

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<b>Year 1</b>	<b>The World with Brown Rabbit</b> <b>(Geography based unit)</b>	<b>The Lost Toy Museum</b> <b>(History based unit)</b>	<b>People Who Help Us</b> <b>(History based unit)</b>	<b>By the end of year 1:</b>
	<p>Pupils will locate and learn about the world’s seven continents.</p> <p>Pupils will learn about what an ocean is and explore that Earth has five oceans. Pupils will locate the world’s five oceans.</p> <p>Pupils will locate and learn about the Equator and the North and South Poles.</p> <p>Pupils will learn about the different seasons in England and will consider what they would wear hot/cold weathers.</p> <p>Pupils will learn about Great Britain and the three countries in it. They will locate these on a map. Pupils will name and locate the three capital cities of Great Britain.</p> <p>Pupils will learn about what a city is. They will consider some of the human/ physical features of cities.</p> <p>Pupils will learn about what a town is. They will compare Lenton with Beeston. Pupils will consider some of the human/physical features of towns.</p> <p>Pupils will learn about what the countryside is. Pupils will consider the human/ physical features of the countryside.</p> <p>Pupils will compare some of the key features of a city, town and countryside.</p> <p>Pupils will learn about Nottingham and will discuss findings from their fieldwork into the city. Pupils will use simple compass directions (N,S,E and W) to locate some features on a map of Nottingham. Pupils will use observational skills to explore the school grounds and locate key rooms/ buildings.</p>	<p>R-Pupils will use a map to name the countries of Great Britain.</p> <p>R-Pupils will use a map to name the capital cities of Great Britain.</p> <p>R-Pupils will use a map to identify the 7 continents of the world.</p> <p>R-Pupils will use a map to identify the 5 oceans of the world.</p> <p>R-Pupils will look at similarities between cities, towns, and the countryside.</p> <p>R-Pupils will compare images of hot and cold places in relation to the Equator.</p> <p>R-Pupils will use simple fieldwork skills and observational skills to study the geography of school.</p>	<p>R- Pupils will use a map to name the countries of Great Britain.</p> <p>R- Pupils will use a map to name the capital cities of Great Britain.</p> <p>R-Pupils will use a map to identify the 7 continents of the world.</p> <p>R- Pupils will use a map to identify the 5 oceans of the world.</p> <p>R- Pupils will look at similarities between cities, towns, and the countryside.</p> <p>R - Pupils will compare images of hot and cold places in relation to the Equator.</p> <p>Pupils will look at aerial photographs of hospitals in Nottingham.</p> <p>Pupils will locate and identify QMC and Nottingham City Hospital on a map of Nottingham City.</p> <p>Pupils will use a simple map of the local area to plan a route to the QMC from school. Pupils will go on a walk to the QMC looking out for landmarks to photograph.</p>	<p><b><u>Locational Knowledge</u></b> Name and locate the world’s seven continents. Name and locate the world’s five oceans. Name and locate the three countries that make up Great Britain. Name and locate the three capital cities of Great Britain.</p> <p><b><u>Place Knowledge</u></b> Understand there are geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Beeston/ Lenton)</p> <p><b><u>Human and Physical Geography</u></b> Describe seasonal and daily weather patterns in the United Kingdom. Locate the Equator and North and South Poles. Know that some places are hot and some are cold. Use some basic geographical language (see progression map)</p> <p><b><u>Geographical Skills and Fieldwork</u></b> Use world maps, atlases and globes to identify Great Britain and its countries. Use world maps, atlases, and globes to identify countries, continents and oceans studied at this stage. Use simple compass directions (N, S, E, W). Use simple fieldwork and observational skills.</p>

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Year 2	<b>Great Fire of London</b> (History based unit)	<b>The adventures of Robin Hood</b> (History based unit)	<b>Around the World</b> (Geography based unit)	<b>By the end of year 2:</b>
	<p>Pupils will name and locate the four countries of the United Kingdom.</p> <p>Pupils will name and locate the four capital cities of the United Kingdom.</p> <p>Pupils will look at characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Pupils will look at the geographical differences between different places in the United Kingdom.</p>	<p>Pupils will use aerial photographs to recognise some landmarks and human/ physical features of Sherwood Forest.</p> <p>Pupils will devise their own simple map of Sherwood Forest, using recognises landmarks and will include basic symbols in a key.</p> <p>Fieldwork opportunity- Pupils will use simple locational and directional language to plan their route from school to Nottingham Castle.</p> <p>Pupils will go on a walk to Nottingham Castle. They will use a checklist to find landmarks and basic human and physical features.</p>	<p>Pupils will name and locate the world's seven continents. Pupils will explore and contrast the size of each continent and discuss populations.</p> <p>Pupils will use world maps and globes to explore the five oceans of the world. Pupils will explore and contrast the size of each ocean.</p> <p>Pupils will explore and discuss the meaning of some basic geographical language.</p> <p>Pupils will look at some countries which are hot and cold and locate these on a world map. They will discuss where these are in relation to the Equator and the North and South pole.</p> <p>Pupils will learn simple compass directions (N, S, E and W) and will use them to describe the route that Amelia Earhart took from North America to Northern Ireland.</p> <p>Pupils will compare the similarities and differences between Port Moresby (Papua New Guinea) with Nottingham by studying the human and physical geography of the areas.</p>	<p><b>Locational Knowledge</b>            Name and locate the world's seven continents.            Name and locate the world's five oceans.            Name and locate the four countries of the United Kingdom.            Name and locate the four capital cities of the United Kingdom.            Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</p> <p><b>Place Knowledge</b>            Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a non- European country (Nottingham/ Port Moresby, Papua New Guinea).</p> <p><b>Human and Physical Geography</b>            Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.            Apply knowledge of location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Geographical Skills and Fieldwork</b>            Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this stage.            Use simple compass directions (North, South, East and West) and locational and directional language to describe the locations 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.</p>

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Year 3	<b>The Magic and the Mummy</b> (History based unit)	<b>How to be a Viking</b> (Mixed History/ Geography unit)	<b>Christopher Columbus</b> (Mixed History/ Geography unit)	<b>By the end of year 3:</b>
	<p>Fieldwork opportunity – Pupils will go on a walk to Nottingham castle considering the human and physical features on the way. They will use a compass to identify if they/ features on their map are N, S, E or W.</p> <p>They will plan their walk using two figure grid references.</p> <p>Pupils will use tally charts and pictograms to present their findings.</p>	<p>Pupils will use an atlas to locate the main countries of Europe (ensure to include Finland, Sweden, Denmark, France, Ireland)</p> <p>Pupils will use an atlas to name and locate the countries making up the British Isles, including their capital cities.</p> <p>Pupils will explore the area of Lindisfarne (off Northumbrian Coast, North East) and will look at the geographical similarities and differences focusing on the human and physical geography of the area. Links to why it was invaded.</p> <p>Pupils will describe some of the key aspects of physical/human geography within this region.</p> <p>Pupils will compare Yorvik with York and consider how settlements have changed over time from Viking, Saxon Britain to Modern Britain.</p>	<p>Pupils will locate the main countries of Europe (focus on countries not previously looked at e.g. Spain, Italy, Germany)</p> <p>Pupils will use a world map to identify the position and significance of the Equator, N and S Hemisphere, Arctic and Antarctic, Tropics of Cancer and Capricorn.</p> <p>Pupils will locate the main countries of North and South America.</p> <p>Pupils will explore different environmental regions and will begin to locate different environmental regions within North America.</p> <p>Pupils explore the region of the Paria Peninsula (North-eastern Venezuela). Pupils will look at the geographical similarities and differences between Paria Peninsula and The East Midlands.</p> <p>Pupils will describe some of the key aspects of physical/human geography within these two regions.</p>	<p><b><u>Locational Knowledge</u></b>            Begin to locate different environmental regions, either desert, rainforest, or temperature regions.            Locate the main countries of Europe and North and South America.            Locate and name the countries making up the British Isles, with their capital cities.            Identify the position and significance of Equator, N. and S. Hemisphere, Arctic and Antarctic, Tropics of Cancer and Capricorn.</p> <p><b><u>Place Knowledge</u></b>            Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.            Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</p> <p><b><u>Human and Physical Geography</u></b>            Describe and understand key aspects of Physical geography, including: river, mountains, islands, forests, sea, English Channel            Human geography, including: types of settlements in modern Britain, types of settlements in Viking, Saxon Britain.</p> <p><b><u>Geographical Skills and Fieldwork</u></b>            Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.            Know the four points on a compass, two figure grid reference, some basic symbols and keys to build their knowledge of the United Kingdom and the wider world.            Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps and plans.            Use tally charts and pictograms to present data following fieldwork.</p>

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Rolling Year 1:

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Year 4	<p><b>Crime and Punishment</b> (History based unit)</p> <p>Pupils will locate the main counties and cities in and around Nottingham: Nottinghamshire, Derbyshire, Leicestershire, Lincolnshire, Yorkshire, Derby, Leicester, York, Sheffield, Lincoln.</p> <p>Pupils will compare land use maps over time in the UK – how was land used during the Victorians compared to how land is used today.</p> <p>Fieldwork opportunity: Pupils will go on a walk in the local area considering the human and physical features of Lenton. They will use a compass to identify if they are travelling / if features are N, S, E or W.</p> <p>They will plan their walk using 4 figure grid references on a simple map.</p>	<p><b>Wollaton at War</b> (History based unit)</p> <p>Pupils will locate the main counties and cities in and around Nottingham: Nottinghamshire, Derbyshire, Leicestershire, Lincolnshire, Yorkshire, Derby, Leicester, York, Sheffield, Lincoln.</p> <p>Pupils will compare land use maps over time in Nottinghamshire – how was land used during WWII compared to how land is used today.</p> <p>Fieldwork opportunity: Pupils will go on a walk in the local area considering the human and physical features of Wollaton. They will use a compass to identify if they are travelling / if features are N, S, E or W.</p> <p>They will plan their walk using 4 figure grid references on a simple map.</p>	<p><b>Around the World</b> (Geography based unit)</p> <p>Pupils will locate the main countries of Europe (outside UK) on a map, including identifying their capital cities: France – Paris, Spain – Madrid, Italy – Rome, Germany – Berlin, Greece – Athens, Finland – Helsinki, Russia – Moscow, Norway – Oslo, Turkey – Istanbul.</p> <p>Pupils will name the key topographical features located in these countries: Mountains – France, longest coastline – Norway, longest European River – Russia, smallest city – Italy.</p> <p>Pupils will compare Nottingham with Helsinki comparing:</p> <ul style="list-style-type: none"> <li>- Coastal / inland</li> <li>- Rivers /Mountains</li> <li>- Population</li> <li>- Weather</li> <li>- Urban development</li> <li>- Infrastructure</li> </ul> <p>Fieldwork: Pupils will go on a walk in the local area considering the human and physical features of Lakeside. They will use a compass to identify if they are travelling / if features are N, S, E or W. They will plan their walk using 4 figure grid references on a simple map.</p> <p>Pupils will carry out an in-depth study on Volcanoes– Stromboli ‘The Lighthouse of the Mediterranean’:</p> <ul style="list-style-type: none"> <li>- What are they? How are they formed? Types of Volcano, Parts of a Volcano, Why do they erupt? What happens when they erupt?</li> <li>- Understand and describe the human and physical effects of Volcanoes on Stromboli</li> </ul>	<p><b>By the end of Year 4</b></p> <p><b>Locational Knowledge</b> Locate the main countries of Europe and their capital cities. Locate and name the main counties and cities in and around Nottingham. Name relevant key topographical features – might include hills, mountains, coasts, and rivers.)</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p><b>Human and Physical Geography</b> Describe and understand types of settlements and land use. (Linked to History. Why did early people choose to settle there?)</p> <p><b>Geographical Skills and Fieldwork</b> Use maps and atlases to locate countries and describe features studied. Use 4 points on a compass. Use 4 figure grid references on a simple map of a local area (linked to external trip) Use field work to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs (bar chart).</p>

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Year 5	<p><b>The Great Exhibition</b> (History based unit)</p> <p>Pupils will compare land use maps over time in UK – how was land used during the Victorians compared to how land is used today.</p> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Lenton, planning the area studied on a map using 4 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and describe the location of features in relation to themselves.</p>	<p><b>Wollaton at War</b> (History based unit)</p> <p>Locate the main counties and cities in England –Nottinghamshire, Greater London, Greater Manchester, West Midlands, West Yorkshire and Nottingham, London, Birmingham, Manchester, Leeds, Liverpool, Sheffield.</p> <p>Pupils will compare land use maps over time in Nottinghamshire– how was land used during WWII compared to how land is used today.</p> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Wollaton, planning the area studied on a map using 4 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and describe the location of features in relation to themselves.</p>	<p><b>Around the World</b> (Geography based unit)</p> <p>Pupils will be able to locate and name the main countries and their cities in Europe and – North and South America: USA – Washington D.C., Canada – Ottawa, Brazil – Brasilia, Mexico – Mexico City, Colombia - Bogota, Argentina – Buenos Aires, Peru - Lima, Venezuela – Caracas, locating similar environmental regions based on their previous learning e.g. Mountains in France, USA and Mexico.</p> <p>Name the relevant key topographical features in these countries – Coastal areas of USA, Mountains in West of USA, dense forest and jungle in Brazil, mountain ranges in Mexico etc...</p> <p>They will then compare the similarities and differences between Nottingham, Helsinki and Brasilia.</p> <p>Within their learning, pupils will develop an understanding of different climate zones – tropical, dry, temperate, continental and polar, biomes – tropical rainforest, temperate forest, desert, tundra, grassland and Savanna and vegetations belts - forest, grassland, tundra, desert and ice sheet. They will be able to describe the features of these and apply their knowledge to areas of Europe, North and South America.</p> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Lakeside, planning the area studied on a map using 4 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and describe the location of features in relation to themselves.</p> <p>Pupils will carry out an in-depth study on Volcanoes– Mount St Helen’s in North America:</p> <ul style="list-style-type: none"> <li>- What are they? How are they formed? Types of Volcano, Parts of a Volcano, Why do they erupt? What happens when they erupt?</li> </ul> <p>Understand and describe the effect of St Helen’s on settlement, land use and economic activity.</p>	<p><b>By the end of Year 5</b></p> <p><b>Locational Knowledge</b> Locate the main countries in Europe, North and South America and their principle cities. Locate the main counties and cities in England. Locate areas of similar environmental regions. Name the relevant key topographical features – might include hills, mountains, coasts, and rivers.)</p> <p><b>Place Knowledge</b> Compare and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region in North or South America.</p> <p><b>Human and Physical Geography</b> Describe and understand settlements and land use focussing on trade and economic activity. (Linked to History. Why did early people choose to settle there?)</p> <p><b>Geographical skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points on a compass, four figure grid references, symbols and key (including the use of Ordnance survey maps) to build their knowledge of the United Kingdom (external trip) Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

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Year 6	<p><b>The Great Exhibition</b> (History based unit)</p> <p>Pupils will compare land use maps over time in UK – how was land used during the Victorians compared to how land is used today.</p> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Lenton, planning the area studied on a map using 6 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and will use a range of methods including sketch maps, charts and digital technology to record human and physical features.</p>	<p><b>Wollaton at War</b> (History based unit)</p> <p>Pupils will compare land use maps over time in Nottinghamshire– how was land used during WWII compared to how land is used today.</p> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Wollaton, planning the area studied on a map using 6 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and will use a range of methods including sketch maps, charts and digital technology to record human and physical features.</p>	<p><b>Around the World</b> (Geography based unit)</p> <p>Pupils will be able to locate and name the main countries in Africa, Asia and Australasia based on school population: Egypt, South Africa, Nigeria, Sudan, Saudi Arabia, Pakistan, India, Bangladesh, Hong Kong, Indonesia, Zimbabwe, Afghanistan, China, Qatar, Sri Lanka, Libya, Iraq, Australia and New Zealand.</p> <p>Pupils will be able to locate areas of similar environmental regions in these areas describing their human and physical characteristics and key topographical features e.g. desert in Australia and Egypt or jungle and forest in New Zealand and Sri Lanka.</p> <p>They will then compare the similarities and differences between Nottingham, Helsinki and Lahore.</p>	<p><b>By the end of Year 6</b></p> <p><b>Locational Knowledge</b> Locate the main countries in Africa, Asia and Australasia. Locate areas of similar environmental regions and describe their key human and physical characteristics. Name the relevant key topographical features – might include hills, mountains, coasts, and rivers.)</p> <p><b>Place Knowledge</b> Compare and understand and explain geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region in North or South America.</p> <p><b>Human and Physical Geography</b> Describe and understand settlements and the distribution of natural resources focussing on energy.</p> <p><b>Geographical Skills and Fieldwork</b> Use maps and atlases to locate countries and describe features studied. Use 8 points on a compass. Learn 6 figure grid references on a simple map of a local area <b>external trip</b> Use field work to observe and record and present the human and physical features in the local area.</p>
			<p>Pupils will carry out an in-depth study on Volcanoes– Mount Fuji - Japan:</p> <ul style="list-style-type: none"> <li>- What are they? How are they formed? Types of Volcano, Parts of a Volcano, Why do they erupt? What happens when they erupt?</li> </ul> <p>Understand and describe the effect of Mount Fuji on natural resources.</p>	

Rolling Year 2:

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Year 4	<p><b>Arabian Nights</b> (History based unit)</p> <p>They will plan their walk using 4 figure grid references on a simple map. During their Historical research into Ancient Islamic Civilisations, pupils will consider:</p> <ul style="list-style-type: none"> <li>- The type of settlement it was</li> <li>- Why people settled there.</li> <li>- How they used their land.</li> </ul> <p>Fieldwork opportunity: Pupils will go on a walk in the local area considering the human and physical features of Lakeside. They will use a compass to identify if they are travelling / if features are N, S, E or W.</p> <p>They will plan their walk using 4 figure grid references on a simple map.</p>	<p><b>It's All Greek To Me</b> (History based unit)</p> <p>Pupils will locate the main countries of Europe (outside UK) on a map, including identifying their capital cities: France – Paris, Spain – Madrid, Italy – Rome, Germany – Berlin, Greece – Athens, Finland – Helsinki, Russia – Moscow, Norway – Oslo, Turkey – Istanbul – With the then focus on Greece.</p> <p>During their Historical research into Ancient Greece, pupils will consider:</p> <ul style="list-style-type: none"> <li>- The type of settlement Ancient Greece was</li> <li>- Why people settled there.</li> <li>- How they used their land.</li> </ul> <p>Fieldwork opportunity: Pupils will go on a walk in the local area considering the human and physical features of Lenton. They will use a compass to identify if they are travelling / if features are N, S, E or W.</p>	<p><b>Around the World</b> (Geography based unit)</p> <p>Pupils will locate the main counties and cities in and around Nottingham: Nottinghamshire, Derbyshire, Leicestershire, Lincolnshire, Yorkshire, Derby, Leicester, York, Sheffield, Lincoln.</p> <p>Pupils will locate the main countries of Europe on a map, naming the key topographical features located in these countries: Mountains – France, longest coastline – Norway, longest European River – Russia, smallest city – Italy.</p> <p>Pupils will compare Nottingham with Helsinki comparing:</p> <ul style="list-style-type: none"> <li>- Coastal / inland</li> <li>- Rivers /Mountains</li> <li>- Population</li> <li>- Weather</li> <li>- Urban development</li> <li>- Infrastructure</li> </ul> <p>Fieldwork: Pupils will go on a walk in the local area considering the human and physical features of Wollaton. They will use a compass to identify if they are travelling / if features are N, S, E or W. They will plan their walk using 4 figure grid references on a simple map.</p> <p>Within their learning, pupils will develop an understanding of different climate zones and the impact of Global Warming. They will be able to describe the features of these and apply their knowledge to areas of Europe, explaining how climate change is affecting the physical geography in the area.</p>	<p><b>By the end of Year 4</b></p> <p><b>Locational Knowledge</b> Locate the main countries of Europe and their capital cities. Locate and name the main counties and cities in and around Nottingham. Name relevant key topographical features – might include hills, mountains, coasts, and rivers.)</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p><b>Human and Physical Geography</b> Describe and understand types of settlements and land use. (Linked to History. Why did early people choose to settle there?)</p> <p><b>Geographical Skills and Fieldwork</b> Use maps and atlases to locate countries and describe features studied. Use 4 points on a compass. Use 4 figure grid references on a simple map of a local area (linked to external trip) Use field work to observe and record the human and physical features in the local rea using a range of methods including sketch maps, plans and graphs (bar chart).</p>



# Geography Long Term Overview

	Autumn	Spring	Summer	Assessment
Year 5	<p><b>Arabian Nights</b> (History based unit)</p> <p>During their History topic, pupils will consider Ancient Islamic Settlements:</p> <ul style="list-style-type: none"> <li>- What trade routes were there through these areas?</li> <li>- Was the civilisation wealthy or poor?</li> <li>- How did the economic activity and trade affect the civilisation?</li> </ul> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Lakeside, planning the area studied on a map using 4 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and describe the location of features in relation to themselves.</p>	<p><b>It's All Greek To Me</b> (History based unit)</p> <p>During their History topic, pupils will consider Ancient Greek Settlements:</p> <ul style="list-style-type: none"> <li>- What trade routes were there through Ancient Greece?</li> <li>- Was the civilisation wealthy or poor?</li> <li>- How did the economic activity and trade affect the civilisation?</li> <li>-</li> </ul> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Lenton, planning the area studied on a map using 4 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and describe the location of features in relation to themselves.</p>	<p><b>Around the World</b> (Geography based unit)</p> <p>Pupils will be able to locate and name the main countries and their cities in Europe and – North and South America: USA – Washington D.C., Canada – Ottawa, Brazil – Brasilia, Mexico – Mexico City, Colombia - Bogota, Argentina – Buenos Aires, Peru - Lima, Venezuela – Caracas, locating similar environmental regions based on their previous learning e.g. Mountains in France, USA and Mexico.</p> <p>Locate the main counties and cities in England – Nottinghamshire, Greater London, Greater Manchester, West Midlands, West Yorkshire and Nottingham, London, Birmingham, Manchester, Leeds, Liverpool, Sheffield.</p> <p>Name the relevant key topographical features in these countries – Coastal areas of USA, Mountains in West of USA, dense forest and jungle in Brazil, mountain ranges in Mexico etc...</p> <p>They will then compare the similarities and differences between Nottingham, Helsinki and Brasilia.</p> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Wollaton, planning the area studied on a map using 4 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and describe the location of features in relation to themselves.</p> <p>Within their learning, pupils will develop an understanding of different climate zones and the impact of Global Warming. They will be able to describe the features of these and apply their knowledge to areas of South America, explaining how trade is affecting climate change.</p>	<p><b>By the end of Year 5</b></p> <p><b>Locational Knowledge</b> Locate the main countries in Europe, North and South America and their principle cities. Locate the main counties and cities in England. Locate areas of similar environmental regions. Name the relevant key topographical features – might include hills, mountains, coasts, and rivers.)</p> <p><b>Place Knowledge</b> Compare and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region in North or South America.</p> <p><b>Human and Physical Geography</b> Describe and understand climate zones, biomes, and vegetation belts. Describe and understand settlements and land use focussing on trade and economic activity. (Linked to History. Why did early people choose to settle there?)</p> <p><b>Geographical skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points on a compass, four figure grid references, symbols and key (including the use of Ordnance survey maps) to build their knowledge of the United Kingdom (external trip) Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

	Autumn	Spring	Summer	Assessment
<b>Year 6</b>	<p><b>Arabian Nights</b> (History based unit)</p> <p>During their History topic, pupils will consider Ancient Islamic Settlements:</p> <ul style="list-style-type: none"> <li>- What natural resources where there?</li> <li>- How did this help the civilisation develop?</li> <li>- Were these renewable or non-renewable?</li> <li>- How did this affect their life e.g. fires, heating, water power etc...</li> </ul> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Wollaton, planning the area studied on a map using 6 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and will use a range of methods including sketch maps, charts and digital technology to record human and physical features.</p>	<p><b>It's All Greek To Me</b> (History based unit)</p> <p>During their History topic, pupils will consider Ancient Greek Settlements:</p> <ul style="list-style-type: none"> <li>- What natural resources where there?</li> <li>- How did this help the civilisation develop?</li> <li>- Were these renewable or non-renewable?</li> <li>- How did this affect their life e.g. fires, heating, water power etc...</li> </ul> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Lenton, planning the area studied on a map using 6 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and will use a range of methods including sketch maps, charts and digital technology to record human and physical features.</p>	<p><b>Around the World</b> (Geography based unit)</p> <p>Pupils will be able to locate and name the main countries in Africa, Asia and Australasia based on school population: Egypt, South Africa, Nigeria, Sudan, Saudi Arabia, Pakistan, India, Bangladesh, Hong Kong, Indoneisa, Zimbabwe, Afghanistan, China, Qatar, Sri Lanka, Libya, Iraq, Australia and New Zealand.</p> <p>Pupils will be able to locate areas of similar environmental regions in these areas describing their human and physical characteristics and key topographical features e.g. desert in Australia and Egypt or jungle and forest in New Zealand and Sri Lanka.</p> <p>They will then compare the similarities and differences between Nottingham, Helsinki and Lahore.</p> <p>Pupils will carry out an in-depth study on Earthquakes and tectonic plates – Tohoku 'Great East Japan Earthquake':</p> <ul style="list-style-type: none"> <li>- Structure of Earth</li> <li>- What are they?</li> <li>- How are they formed?</li> <li>- Scale and impact</li> <li>- How to Earthquake proof your buildings.</li> </ul> <p>Within their learning, pupils will develop an understanding of different climate zones and the impact of Global Warming. They will be able to describe the features of these and apply their knowledge to areas of Australasia, explaining how trade is affecting climate change. Great Barrier Reef.</p>	<p><b>By the end of Year 6</b></p> <p><b>Locational Knowledge</b> Locate the main countries in Africa, Asia and Australasia. Locate areas of similar environmental regions and describe their key human and physical characteristics. Name the relevant key topographical features – might include hills, mountains, coasts, and rivers.)</p> <p><b>Place Knowledge</b> Compare and understand and explain geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region in North or South America.</p> <p><b>Human and Physical Geography</b> Describe and understand Earthquakes and tectonic plates. Describe and understand settlements and the distribution of natural resources focussing on energy.</p> <p><b>Geographical Skills and Fieldwork</b> Use maps and atlases to locate countries and describe features studied. Use 8 points on a compass. Learn 6 figure grid references on a simple map of a local area <b>external trip</b> Use field work to observe and record and present the human and physical features in the local area.</p>

# Geography Long Term Overview

Rolling Year 3:

	Autumn	Spring	Summer	Assessment
Year 4	<p><b>Roaming Romans</b> (History based unit)</p> <p>Pupils will locate the main countries of Europe (outside UK) on a map, including identifying their capital cities: France – Paris, Spain – Madrid, Italy – Rome, Germany – Berlin, Greece – Athens, Finland – Helsinki, Russia – Moscow, Norway – Oslo, Turkey – Istanbul – With the then focus on Greece.</p> <p>During their Historical research into Ancient Rome, pupils will consider:</p> <ul style="list-style-type: none"> <li>- The type of settlement Ancient Rome was</li> <li>- Why people settled there.</li> <li>- How they used their land.</li> </ul> <p>Fieldwork opportunity: Pupils will go on a walk in the local area considering the human and physical features of Lakeside. They will use a compass to identify if they are travelling / if features are N, S, E or W.</p> <p>They will plan their walk using 4 figure grid references on a simple map.</p>	<p><b>The Sword in The Stone</b> (History based unit)</p> <p>During their Historical research into Anglo-Saxon Civilisations, pupils will consider:</p> <ul style="list-style-type: none"> <li>- The type of settlement in Britain</li> <li>- Why people settled there.</li> <li>- How they used their land.</li> </ul> <p>Fieldwork opportunity: Pupils will go on a walk in the local area considering the human and physical features of Lenton. They will use a compass to identify if they are travelling / if features are N, S, E or W.</p> <p>They will plan their walk using 4 figure grid references on a simple map.</p>	<p><b>Around the World</b> (Geography based unit)</p> <p>Pupils will locate the main counties and cities in and around Nottingham: Nottinghamshire, Derbyshire, Leicestershire, Lincolnshire, Yorkshire, Derby, Leicester, York, Sheffield, Lincoln.</p> <p>Pupils will locate the main countries of Europe on a map, naming the key topographical features located in these countries: Mountains – France, longest coastline – Norway, longest European River – Russia, smallest city – Italy.</p> <p>Pupils will compare Nottingham with Helsinki comparing:</p> <ul style="list-style-type: none"> <li>- Coastal / inland</li> <li>- Rivers /Mountains</li> <li>- Population</li> <li>- Weather</li> <li>- Urban development</li> <li>- Infrastructure</li> </ul> <p>Fieldwork: Pupils will go on a walk in the local area considering the human and physical features of Wollaton. They will use a compass to identify if they are travelling / if features are N, S, E or W. They will plan their walk using 4 figure grid references on a simple map.</p>	<p><b>By the end of Year 4</b></p> <p><b>Locational Knowledge</b> Locate the main countries of Europe and their capital cities. Locate and name the main counties and cities in and around Nottingham. Name relevant key topographical features – might include hills, mountains, coasts, and rivers.)</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p><b>Human and Physical Geography</b> Describe and understand volcanoes and mountains. Describe and understand types of settlements and land use. (Linked to History. Why did early people choose to settle there?)</p> <p><b>Geographical Skills and Fieldwork</b> Use maps and atlases to locate countries and describe features studied. Use 4 points on a compass. Use 4 figure grid references on a simple map of a local area (linked to external trip) Use field work to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs (bar chart).</p>
	<p>Pupils will carry out an in-depth study on Earthquakes and tectonic plates – Straits of Messina, Southern Italy</p> <ul style="list-style-type: none"> <li>- Structure of Earth, What are they? How are they formed?, Scale and impact, How to Earthquake proof your buildings.</li> <li>- Understand and describe the human and physical effects of earthquakes on Southern Italy</li> </ul>			

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Year 5	<p style="text-align: center;"><b>Roaming Romans</b> (History based unit)</p> <p>During their History topic, pupils will consider Roman Settlements:</p> <ul style="list-style-type: none"> <li>- What trade routes were there through these areas?</li> <li>- Was the civilisation wealthy or poor?</li> <li>- How did the economic activity and trade affect the civilisation?</li> </ul> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Lakeside, planning the area studied on a map using 4 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and describe the location of features in relation to themselves.</p>	<p style="text-align: center;"><b>The Sword in The Stone</b> (History based unit)</p> <p>During their History topic, pupils will consider Anglo-Saxon Settlements:</p> <ul style="list-style-type: none"> <li>- What trade routes were there with Anglo-Saxons?</li> <li>- Was the civilisation wealthy or poor?</li> <li>- How did the economic activity and trade affect the civilisation?</li> </ul> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Lenton, planning the area studied on a map using 4 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and describe the location of features in relation to themselves.</p>	<p style="text-align: center;"><b>Around the World</b> (Geography based unit)</p> <p>Pupils will be able to locate and name the main countries and their cities in Europe and – North and South America: USA – Washington D.C., Canada – Ottawa, Brazil – Brasilia, Mexico – Mexico City, Colombia - Bogota, Argentina – Buenos Aires, Peru - Lima, Venezuela – Caracas, locating similar environmental regions based on their previous learning e.g. Mountains in France, USA and Mexico.</p> <p>Locate the main counties and cities in England – Nottinghamshire, Greater London, Greater Manchester, West Midlands, West Yorkshire and Nottingham, London, Birmingham, Manchester, Leeds, Liverpool, Sheffield.</p> <p>Name the relevant key topographical features in these countries – Coastal areas of USA, Mountains in West of USA, dense forest and jungle in Brazil, mountain ranges in Mexico etc...</p> <p>They will then compare the similarities and differences between Nottingham, Helsinki and Brasilia.</p> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Wollaton, planning the area studied on a map using 4 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and describe the location of features in relation to themselves.</p>	<p style="text-align: center;"><b>By the end of Year 5</b></p> <p><b>Locational Knowledge</b> Locate the main countries in Europe, North and South America and their principle cities. Locate the main counties and cities in England. Locate areas of similar environmental regions. Name the relevant key topographical features – might include hills, mountains, coasts, and rivers.)</p> <p><b>Place Knowledge</b> Compare and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region in North or South America.</p> <p><b>Human and Physical Geography</b> Describe and understand climate zones, biomes, and vegetation belts. Describe and understand settlements and land use focussing on trade and economic activity. (Linked to History. Why did early people choose to settle there?)</p> <p><b>Geographical skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points on a compass, four figure grid references, symbols and key (including the use of Ordnance survey maps) to build their knowledge of the United Kingdom (external trip) Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
	<p>Pupils will carry out an in-depth study on Earthquakes and tectonic plates – Los Angeles:</p> <ul style="list-style-type: none"> <li>- Structure of Earth</li> <li>- What are they?</li> <li>- How are they formed?</li> <li>- Scale and impact</li> <li>- How to Earthquake proof your buildings.</li> </ul> <p>Understand and describe the effect of Earthquakes on settlement, land use and economic activity.</p>			

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<b>Year 6</b>	<b>Roaming Romans</b> <b>(History based unit)</b>	<b>The Sword in The Stone</b> <b>(History based unit)</b>	<b>Around the World</b> <b>(Geography based unit)</b>	<b>By the end of Year 6</b>
	<p>During their History topic, pupils will consider Ancient Roman Settlements:</p> <ul style="list-style-type: none"> <li>- What natural resources were there?</li> <li>- How did this help the civilisation develop?</li> <li>- Were these renewable or non-renewable?</li> <li>- How did this affect their life e.g. fires, heating, water power etc...</li> </ul> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Wollaton, planning the area studied on a map using 6 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and will use a range of methods including sketch maps, charts and digital technology to record human and physical features.</p>	<p>During their History topic, pupils will consider Anglo-Saxon Settlements:</p> <ul style="list-style-type: none"> <li>- What natural resources were there?</li> <li>- How did this help the civilisation develop?</li> <li>- Were these renewable or non-renewable?</li> <li>- How did this affect their life e.g. fires, heating, water power etc...</li> </ul> <p>Fieldwork opportunity: Use field work to observe and record the human and physical features in Lenton, planning the area studied on a map using 6 figure grid references, symbols and key. Pupils will use the 8 points on a compass to plan their route and will use a range of methods including sketch maps, charts and digital technology to record human and physical features.</p>	<p>Pupils will be able to locate and name the main countries in Africa, Asia and Australasia based on school population: Egypt, South Africa, Nigeria, Sudan, Saudi Arabia, Pakistan, India, Bangladesh, Hong Kong, Indonesia, Zimbabwe, Afghanistan, China, Qatar, Sri Lanka, Libya, Iraq, Australia and New Zealand.</p> <p>Pupils will be able to locate areas of similar environmental regions in these areas describing their human and physical characteristics and key topographical features e.g. desert in Australia and Egypt or jungle and forest in New Zealand and Sri Lanka.</p> <p>They will then compare the similarities and differences between Nottingham, Helsinki and Lahore.</p> <hr/> <p>Pupils will carry out an in-depth study on Earthquakes and tectonic plates – Tohoku ‘Great East Japan Earthquake’:</p> <ul style="list-style-type: none"> <li>- Structure of Earth</li> <li>- What are they?</li> <li>- How are they formed?</li> <li>- Scale and impact</li> <li>- How to Earthquake proof your buildings.</li> </ul> <p>Consider how the distribution of natural resources is affected by Earthquakes.</p>	<p><b>Locational Knowledge</b> Locate the main countries in Africa, Asia and Australasia. Locate areas of similar environmental regions and describe their key human and physical characteristics. Name the relevant key topographical features – might include hills, mountains, coasts, and rivers.)</p> <p><b>Place Knowledge</b> Compare and understand and explain geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region in Asia, Australasia or Africa.</p> <p><b>Human and Physical Geography</b> Describe and understand settlements and the distribution of natural resources focussing on energy.</p> <p><b>Geographical Skills and Fieldwork</b> Use maps and atlases to locate countries and describe features studied. Use 8 points on a compass. Learn 6 figure grid references on a simple map of a local area <b>external trip</b> Use field work to observe and record and present the human and physical features in the local area.</p>