

Geography Spring 1 Overview

Geography	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enquiry Questions	What is weather like in the UK?	Why is our world wonderful?	Who lives in Antarctica?	Where does our food come from?	Why do oceans matter?	Where does our energy come from?
Outline	To understand how the weather is across the UK, and how it changes over time.	To look at some of the most visited and amazing places on the planet.	Take a closer look at one of the seven continents and understand its incredible landscape and ecology.	Considering where our food comes, how far it travels and whether it's a positive thing.	The world is two thirds water, so take a look at the importance of this natural resource we are surrounded by.	Everything needs energy, and we get it from a variety of sources – some good, and some not so good.
Learning objectives	<ul style="list-style-type: none"> To locate the four countries of the UK. To identify seasonal changes in the UK. To identify the four compass directions. To investigate daily weather patterns. To identify daily weather patterns in the UK. To understand how the weather changes with each season. 	<ul style="list-style-type: none"> To identify geographical characteristics of the UK. To locate some of the world's most amazing places. To know the names of the five oceans and locate them on a map. To understand how to draw human and physical features on a sketch map. To investigate local habitats and record findings. To understand how to present findings in a bar chart. 	<ul style="list-style-type: none"> To understand the position and significance of lines of latitude. To describe the location and physical features of Antarctica. To describe the human features of Antarctica. To use four-figure grid references to plot Shackleton's route to Antarctica. To plan a simple route on a map using compass points. To follow instructions involving compass points and map a simple route. 	<ul style="list-style-type: none"> To explain the impact of food choices on the environment. To understand the importance of trading responsibly. To describe the journey of a cocoa bean. To map and calculate the distance food has travelled. To design and use data collection methods to find where our food comes from. To discuss the advantages and disadvantages of buying both locally and imported food. 	<ul style="list-style-type: none"> To explain the importance of our oceans. To locate and describe the significance of the Great Barrier Reef. To explain the impact humans have on coral reefs and oceans. To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. To collect data on the types of litter polluting a marine environment. To present, analyse and evaluate data collected. 	<ul style="list-style-type: none"> To know why energy sources are important. To understand the benefits and drawbacks of different energy sources. To understand how energy is generated in the United States. To know how energy sources are distributed in an area. To explain reasons for choosing an energy source. To collect and present data on where to position a solar panel on the school grounds.

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<p>Key Skills</p>	<ul style="list-style-type: none"> • Name and locate the four countries on a map of the UK. • Identify the country they live in. • Identify the four seasons. • Describe some seasonal changes. • Identify the four compass directions. • Use the compass directions to describe the location of features. • Observe and describe daily weather patterns. • Begin to locate the four capital cities of the UK. • Explain what the weather is like during each season in the UK. • Suggest appropriate clothing and activities for each season. 	<ul style="list-style-type: none"> • Identify and locate characteristics of the UK on a map. • Identify human and physical features. • Locate human and physical features on a world map. • Explain the difference between oceans and seas. • Name and locate the five oceans on a world map. • Use an aerial photograph to draw a simple sketch map. • Collect data by sketching findings on a map and completing a tally chart. • Present their findings in a bar chart. 	<ul style="list-style-type: none"> • Describe what lines of latitude and longitude are, giving an example. • Understand that the Northern and Southern Hemispheres experience seasons at different times. • Define what climate zones are. • Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. • Describe Antarctica's location in the far south of the globe. • State that tourism and research are the two main reasons people visit Antarctica. • Describe equipment researchers might use and clothes they wear. • List some of the research carried out in Antarctica. • State the outcome of Shackleton's expedition. • Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. • Describe a similarity and difference between 	<ul style="list-style-type: none"> • Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • Locate countries on a blank world map using an atlas. • Use a scale bar correctly to measure approximate distances. • Collect data through an interview process. • Analyse interview responses to answer an enquiry question. • Discuss any trends in data collected. 	<ul style="list-style-type: none"> • Describe the water cycle. • Describe how the ocean is used for human activity. • Explain how the ocean helps to regulate the Earth's climate and temperature. • Identify the Great Barrier Reef as part of Australia. • Describe the benefits of the Great Barrier reef. • Describe how humans impact the oceans and the consequences of this. • Explain some actions that can be taken to help support healthy oceans. • Explain which data collection method would be best for marine fieldwork and why. • Collect data using a tally chart, photographs and a sketch map. • Safely navigate the fieldwork environment. • Make suggestions for how to improve a marine environment. • Present data using a tally chart and pie chart. 	<ul style="list-style-type: none"> • Describe the significance of energy. • Give examples of sources of energy and their trading routes. • Define renewable and non-renewable energy. • Discuss the benefits and drawbacks of different energy sources. • Describe the significance of the Prime Meridian. • Identify human features on a digital map. • Discuss how transport links have changed over time. • Locate UK cities on a map. • Use six-figure grid references to identify features on an OS map. • Consider and justify the location of energy sources. • Design and use interview questions. • Plot points on a sketch map.
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			<p>life in the UK and life in Antarctica.</p> <ul style="list-style-type: none"> • Confidently use the zoom function on a digital map. • Begin to recall the eight points of a compass, following at least four of them. • Recognise and describe features on their school grounds from an aerial map. • Draw a map of the route they take on an expedition. • State one thing that went well on the expedition and one aspect that did not go as hoped. 			
Key Vocab	atlas autumn direction east England Europe map north Northern Ireland place Scotland season south spring summer United Kingdom Wales weather	aerial photograph capital city continent country data collection fieldwork human feature key lake land landmark locate location map north physical feature ocean OS map	climate climate zone compass points direction drifting ice hemisphere ice sheet ice shelf iceberg	air freight carbon footprint consume distribution export fertiliser food bank food miles grant import pesticides produce qualitative quantitative reliability responsible trade sample size scale bar	atmosphere biodegradable buffer coral bleaching coral reef decompose digital map disposable ecology ecosystem erosion geology habitat human footprint marine microplastics natural disaster ocean current	biofuel coal consumption contour line crude oil dam emissions energy source hydropower natural gas non-renewable nuclear power Prime Meridian producer regenerate renewable replenish sea level

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	west winter	river sample sea scale symbol tally chart vegetation	lines of latitude lines of longitude treaty	seasonal food source sustainability trade trend	policy renewable energy single use plastic species water cycle	solar power time zone urban planner windpower six-figure grid reference
Key Questions	Where is the UK? What are the four seasons? What are the compass directions? What is the weather like today? Is the weather the same everywhere in the UK? How do people prepare for the weather?	What are some of the UK's amazing features and landmarks? Where are some of the world's most amazing places? Where are our oceans? What is amazing about our local area? Why are natural habitats special? How can we look after natural habitats?	What is climate? Where is Antarctica? Who lives in Antarctica? Who was Shackleton? Can we plan an expedition around school? How did our expedition go?	How can our food choices impact the environment? What does it mean to trade responsibly? How do we get our chocolate? Where does our food come from? Are our school dinners locally sourced? Is it better to buy local or imported food?	How do we use our oceans? What is the Great Barrier Reef? Why are our oceans suffering? What can we do to help our oceans? How littered is our marine environment? How littered is our marine environment?	Why is energy important? What is renewable energy? How does the United States generate energy? How does the United Kingdom generate energy? What is the best way to generate energy? Where is the best place for a solar panel on the school grounds?