

Acton CE Primary School Geography Overview

EYFS Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Something	Star in A Jar	Juniper Jupiter	Little Red	The Storm Whale	The Extraordinary Gardener
<p>Create warning signs for the hole so people don't fall or hurt themselves... and keep away from the creatures down it!</p> <p>Draw an animal that could live in the hole and explain why it would like to live there. Show children a range of other holes/caves to compare to – Are there similarities and differences?</p> <p>Write the boy a postcard to ask him a question about the hole he has found.</p> <p>Write a letter to the boy to offer</p>	<p>List and look at all the places in our day to day lives and compare them to other people.</p>	<p>Find things the superhero has 'dropped' in the classroom –</p> <p>Draw/write to explain what it could be used for.</p>	<p>Draw a map to help Red make her way through the forest</p> <p>Write a simple set of directions to help Red through the forest</p>	<p>Send a postcard offering advice on how to look after the whale.</p> <p>Explain how the whale got there using pictures and words.</p> <p>Explain what it is like near his house and compare it to mine.</p> <p>Look at other places you could get a whale and some where you definitely would not!</p>	<p>Complete weather charts to look at weather patterns and how this changes over time.</p> <p>Grow plants in class and complete a simple comic strip to show what happened (with a simple explanation) Look at why the plant has changed over time and photograph onto a story board so it can be compared easily.</p> <p>Compare my garden to somebody else in class – take a photo and bring it in Look at different gardens from around the world – how do they differ and why?</p>

<p>him some advice – Have you ever found something that you didn't know what it was? What did you do? Is there an expert he could ask?</p> <p>Create a hole/tunnel in the classroom – get children to predict how it got there and compare to the one in the story</p>					<p>Compare weather from different seasons What is traditionally grown in our local area?</p> <p>Compare this to another and look at the impact this has on traditional food. Draw up a menu for us and another community.</p>
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Year 1 Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Where in the World is Acton?		Our Feathered Friends		Afternoon Tea with the Royals	Commotion in the Ocean
<p>I can use a compass and label N S E W</p> <p>I can label a map with compass points N S E W</p> <p>I can label a local map with familiar places. School, church, village hall.</p> <p>I know the differences between,</p>	<p>I can name human and physical features on a map using aerial and standard maps (school and Acton) e.g. note taking, videoing, data collection, sketches, observations</p> <p>I can compare two environments. Looking at human and physical features of</p>	<p>I can recognise different environments birds live in</p> <p>I can compare two different environments for different birds.</p> <p>I can create data about birds in our environment.</p> <p>I can compare birds from my environments to those in other</p>			

<p>village, town and city.</p> <p>I can create my own map of my local area</p> <p>I can create a key for my own map</p> <p>I can name human and physical features on a map using aerial and standard maps (school and Acton) e.g. note taking, videoing, data collection, sketches, observations</p> <p>I can use directional language (near, next to, left, right) to discuss what is on a map.</p>	<p>both. Similarities and differences.</p> <p>I can recognise what environments are needed for the protection of animals.</p>	<p>environments. (rainforest)</p> <p>I understand why some birds fly south for winter, through looking at temperature and weather.</p> <p>I know the four countries in the UK and can locate them on a map.</p>			
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Year 2 Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The British Isles	Behind Enemy Lines	Fun at the Fair	How does your Garden Grow?	How does your Garden Grow?	Water World
I can name, locate and identify the 4 British countries <u>and</u> capital cities					<p>I can make a simple aerial map</p> <p>I can use a simple key to label maps.</p>

<p>I can locate and name the seas and oceans.</p> <p>I can label and understand all compass points on a compass.</p> <p>I can locate major rivers in the UK and describe their location (south of Acton etc)</p> <p>I can recognise and locate the continents of the world. I can locate great Britain on a map</p> <p>I can examine daily weather patterns in the local area and compare to other parts of Britain (weather chart)</p> <p>I can use maps of the UK and an atlas</p> <p>I can identify geographical features in the 4 countries that make up Britain: beaches; cliffs; mountains; seas; ports; cities; rivers</p>					<p>I can ask and answer questions using compass directions</p> <p>I can understand and explain a water cycle.</p> <p>I can record and observe rainfall and compare to one other country.</p> <p>I can understand how rainfall effects water travel (rivers, lakes, seas) include effects of flooding.</p>
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<p>I can recognise similarities and differences with the 4 capital cities, physical and human features.</p> <p>I understand how to represent geographical features on a map (key)</p>					
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Year 3 Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A Passport to Europe	The Penny Black (Queen Victoria 1837-1901)	Reduce, Reuse, Recycle		Ready, Steady, Cook	
<p>I can locate the continents of the world</p> <p>I can locate countries in Europe,</p> <p>I can identify capital cities in Europe</p> <p>I can recognise major landmarks. Human and physical</p> <p>I can compare England to two other countries. Commenting on</p>		<p>I can identify where the main recycling sites are in England</p> <p>I can identify recycling in local areas</p> <p>I understand the impact of landfill sites on communities</p> <p>I can undertake a geographical enquiry of Freshkills Park to appreciate how to address issues of landfill sites</p>	<p>I can understand the impact of not recycling and the impact this has on the environment</p> <p>I understand the purpose of a survey and can create an action plan based on results found</p> <p>I have an awareness of the environmental issues that can affect societies today</p>		

<p>human and physical features, weather, population.</p> <p>I can use maps and atlases to find and locate</p>		<p>I can produce a valuable justification about why we should recycle as much waste as possible at a global level</p> <p>I can interpret data about global waste to support my views</p>			
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Year 4 Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Forgotten Flamboyant King (James I 1567- 1625)	Gift of Giving	War, Fire and Pestilence (Charles I-II 1625- 49, 1649- 51)	Around the World in 80 Days	Lights, Camera, Fashion	
	<p>I understand poverty and the implications this has on people.</p> <p>I can locate places within the UK that are the least wealthy.</p> <p>I can name, locate and describe countries in need.</p> <p>I understand human and physical features that contribute to a</p>		<p>I understand what a time zone is and how they differ between countries</p> <p>I can locate major rivers, mountains and mountain ranges and deserts of the world?</p> <p>I can I use 8 points of a compass effectively</p> <p>I can compare key cultural features of a region of Russia, an EU country and a region of North or South America</p> <p>I can compare the major cities of a region of Russia, an EU country and a region of North or South America</p> <p>I can compare the key environmental, physical and human characteristics of Russia, an EU country and a region of</p>	<p>I can identify fashions around the world. Traditional outfits worn.</p> <p>I can understand the differences in culture.</p> <p>I can compare fashion and the reasons behind cultural choices.</p> <p>I can use maps, Ordnance Survey Maps</p>	

	<p>decline in wealth and increase in need.</p> <p>I can research charities around the world.</p> <p>I can choose and justify a choice in charity based on research.</p>		<p>North or South America. (Will take multiple lessons).</p> <p>I can calculate differences in time zones between two countries</p>		
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Year 5 Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Autumn 1 Sails, Seas and Scurvy (Queen Elizabeth I 1558- 1603)	Wonders of the World	Ecotricity		What's on the menu?	The Empire Strikes Back (27BC – 476AD)
	<p>I understand what constitutes the Southern Hemisphere</p> <p>I understand the differences between the Northern and Southern Hemispheres"</p>	<p>I can explain what makes an energy source renewable</p> <p>I can name some of the renewable methods of power generation used in the UK</p>		<p>I know common crops grown in the UK.</p> <p>I can locate countries that grow crops that the UK imports from.</p> <p>I can use research methods to find where food comes from.</p>	

	<p>I can identify the Tropics; the Equator; the Antarctic Circle and time zones on a map.</p> <p>I know and can locate the 5 continents that are located in the Southern Hemisphere on a map</p> <p>I can identify countries, major cities and landmarks within the Southern Hemisphere</p> <p>I can explore biomes and know what these are</p> <p>I can use digital sources to explore physical features such as: volcanoes; earthquake sites; rivers and great plains</p> <p>I can investigate using a selection of sources where the best trade links exist within the Southern Hemisphere"</p> <p>I can understand and use the geographical language: longitude/latitude;</p>	<p>I can describe some renewable methods of power generation.</p> <p>I can describe the impact renewable sources have on UK electricity production.</p> <p>I can locate some areas of the UK that have renewable energy sites. Power stations, wind turbines. Using a map</p> <p>I can describe the positive/negative impact of actions on pollution.</p> <p>I understanding sustainability for the environment</p>		<p>I can explore the growing of crops and rearing of animals with a focus on trade links, vegetation.</p> <p>I understand and can explain the importance of fair trade and distribution of food and water within the UK and over seas.</p>	
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	climate zones; tundra; desert; grassland; tropical; rainforest				
Year 6 Overview					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Law and Disorder (Vikings 790-1066)	The Apprentice	Spring Globalcitizen@work		Pharoahs, pyramids and prehistoric periods	Wacky Races
		<p>I know that famine and food shortages are a global problem.</p> <p>I understand that famine and shortage occurs in the UK.</p> <p>I can name and locate areas of the world most affected by food shortages.</p> <p>I understand causes of food shortages in a country in South or Central America.</p> <p>I understand the impact of deforestation in Madagascar and the impact this has.</p> <p>I can explain how CO2 levels impact global access to resources</p>	<p>I can describe and show an understanding of earthquakes linking to the key places of study</p> <p>I understand the impact of natural disasters.</p>		<p>I can examine race tracks throughout the world.</p> <p>I can compare climates, terrain and weather and how this impacts on races and materials used in construction.</p> <p>I can locate race tracks on a map of the world.</p> <p>I can use gained knowledge of climate, materials, terrain and weather to locate an ideal places to create a new race track and create justification for this.</p>

		I can describe how global warming is caused by CO2 and the impact on food, farming and access to drinking water.			
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