



Geography Long Term Overview

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Autumn 1 – All about me Autumn 2 – Once upon a time	Why is Britain great?	How does the world rely on our Oceans?	How has the Earth changed because of Volcanoes and Earthquakes?	History Focus – The Impact of the Roman Army on Modern day Britain.	Why are the Arctic regions so extreme?	A United Kingdom – Refugees and Migration
	<p>Autumn 1 – Children will discuss the question - Where do I live? And find out that every house has its own address.</p> <p>Children will answer the questions - What is a map? What does it look like? Children will use simple maps and google earth to locate School things in the local environment.</p> <p>Children will describe items in their environment</p>	<p>Children develop their local geographical knowledge to be able to answer the question 'Where do I live?' in detail. They will gain an understanding of the Isle of Wight being part of England and will study the other 3 countries in the UK and will learn the names and location of the capital cities.</p> <p>Children will begin to understand simple compass</p>	<p>Children develop geographical understanding of the wider world and deepen their knowledge of the seven continents and five oceans that they learned in Year One and begin to use globes to support their learning.</p> <p>Children will use compass directions when using a map to identify the continents and oceans and will use websites such as comarsystems to look at live</p>	<p>Children study the physical features of volcanoes and Earthquakes, in detail. They explore human features including buildings and the work carried out around the world to minimise the damage caused.</p> <p>Children will develop an understanding of how the economy and tourism affects earthquake prone regions and those with active volcanoes and</p>		<p>Children deepen their locational knowledge and understanding by exploring the significance of the Northern and southern hemisphere and the extreme places that can be found there.</p> <p>Children will build on their knowledge and understanding of different time zones and climates in the polar regions and the range of settlements in</p>	<p>Children will learn about natural resources, where they can be found around the world and how they can affect the economy and the peace of the country if a war breaks out. Children will explore what it means to be a refugee and the differences between a refugee and an immigrant and what leads to people migrating to other countries.</p> <p>They will look at maps and data bases to research where migration happens and on what scale.</p>

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	<p>using positional language- 'in front of' and 'next to' Children will describe their journey to school and will understand where Nine Acres is in relation to where they live.</p> <p>Children will understand through maps what in island is, and that there are other countries in the world</p> <p>Autumn 2 – Children will create a simple map of wolf's journey to visit the pigs</p> <p>Children will continue to explore positional language using characters from the story to describe a journey.</p>	<p>points when findings places on a map of the UK.</p> <p>Children develop an understanding of how local and national decisions affect the rules and Laws of the UK and how this is similar to following rules at Nine Acres Primary School and how this impacts their own life.</p>	<p>information of boats in the seas and oceans. Children make strong links around human and physical geography and how the Isle of Wight uses the English Channel to import and export goods and how this affects jobs and the economy.</p> <p>Children carry out fieldwork at the ferry port to understand how goods travel and the impact this has on the Island economy. Children study the human impact on the environment by linking their previous learning about the oceans to plastic pollution. A local significant person, Natasha Lambert is studied and children learn all about her achievements in</p>	<p>compare this to the economy on the Isle of Wight. Children will study in depth a local Isle of Wight scientist that developed seismographs on the Isle of Wight and the impact this has had on the wider world.</p>		<p>different areas.</p> <p>Children will study how extreme environments affect the economy and how some areas of interest cannot be a tourist attraction and why. They will compare this to local tourism on the Isle of Wight. Children will study global warming and the effect it has had on the polar regions.</p>	<p>Children will learn how human features of countries can affect land settlement and land use. Children will compare and contrast information using digital mapping and the datashine website, to study migration and its impact on the Isle of Wight and the rest of the UK. Children will research famous refugees and the impact they have had on the world.</p>
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	Children will explore Christmas around the world, using simple maps for reference.		sailing around the world and visiting different seas, oceans, harbours and ports.				
Spring Term	Spring 1 – Around the World Spring 2 - Superheroes	Where does our food come from?	Do birds go on holiday?	North America - How can a continent contain so much variation?	How did the Romans make a lasting impact on the UK?	Can you find snow near the equator? (Spring 1 - Mountain focus) Why does the world rely on Rivers (Spring 2)	Biomes
	<p>Spring 1 – Children will explore the concept of different places in the world and that not all countries are the same (link to size)</p> <p>Children will discuss the similarities and differences between life in England (Isle of Wight) and other countries drawing on information from a simple map.</p>	<p>Children will learn all about the continents and Oceans of the world and consolidate where the Isle of Wight is in comparison to the wider world.</p> <p>Children will identify hot and cold areas of the world and where they can locate the North and South poles and the Equator. They will use this information to</p>	<p>Children will recap the continents and oceans and link this to migration patterns of birds.</p> <p>Children also make a strong link to previous learning about hot and cold places around the world and how this affects migration.</p> <p>Children will consolidate and deepen their understanding of</p>	<p>Linking to their English text 'Libba', Children study the continent and the variation between countries within it and compare the physical features found there to those found in the UK and the Isle of Wight.</p> <p>Children will develop their locational knowledge by comparing and contrasting environmental</p>	<p>Children gain a deeper understanding of what settlers look for in a location in relation to the Roman Empire and their settlement in Britain and Italy. They will research how counties, towns and cities were developed by the Romans and what impact this had on trade links with Europe during this period.</p>	<p>Children will deepen their knowledge further about how weather and climate affect land use by studying extreme environments and the explorers that have studied and experienced these conditions.</p> <p>Children will learn all about longitude, latitude and their reference to the equator and will</p>	<p>Describe and understand key aspects of physical geography, including biomes and how biomes can influence what is bought and sold in different places.</p> <p>Children will recap previous learning on natural resources and their importance to the world.</p> <p>Children will learn all about vegetation</p>

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	<p>Children will discuss animals from different countries and find out why they are best suited to that habitat? Fur coat, camouflage etc.</p> <p>Spring 2 – Using the book Michael Recycle- children will explore the importance of recycling and impact on the environment.</p> <p>Children will go out Litter picking in the local environment.</p>	<p>identify where the food they buy in the supermarket comes from and place this on a map for reference.</p> <p>Children will visit the local supermarket to study packets and labels of food and identify where the food has come from and how it ended up on the Isle of Wight.</p> <p>Children will look at weather patterns for the Isle of Wight and the UK and identify which foods can grow here.</p> <p>Children will learn all about fair trade and why bananas cannot grow on the Isle of Wight.</p>	<p>using a compass by plotting journeys of birds from one place to another around the world (again linking this to seasonal weather).</p> <p>Children link this geography learning to the economy by studying the role of ornithologists and visit our local bird watching site (Newtown Creek and Brading Marshes) where they will discuss resident birds and those that migrate here.</p> <p>Children will study 3 different places around the world (African planes, South American rainforests and the UK coast) to learn all about migration patterns and weather patterns.</p>	<p>regions found in North America (Florida and Alaska) and compare their weather patterns to those found in the Isle of Wight. Children will learn about the context of weather in terms of where you are in the world.</p> <p>Children will use virtual tours of places to understand the human features of different towns and cities in North America and identify high levels of poverty and wealth and compare this to the UK and the Isle of Wight.</p> <p>Children will begin to use 6 figure grid references to build knowledge of the wider world by focusing on places in North Carolina</p>	<p>Children will name and locate counties and cities of the UK that have Roman names and will use their map reading skills and atlas work to identify these places.</p> <p>Children will compare the development of Human geography, with a focus on roads within the UK and on the Isle of Wight and find out about why there is no evidence of Roman Roads on the Island, even though we know that Romans had settled here (compare local Geographical evidence with National findings and that the Isle of Wight was mainly a rural area for farmland).</p>	<p>again a good understanding of what altitude means in relation to this.</p> <p>Children will use earthcam and different weather websites to look at different mountain ranges around the world and identify their physical features.</p> <p>Children will further enhance their locational knowledge by carrying out an in depth study of Mount Everest, using Google earth and a range of maps and atlases to deepen their understanding of where it is in the world and what might be found there.</p> <p>Children will learn about the physical and human</p>	<p>belts and how these physical features impact their local environment, including crop growth and animal and human settlements.</p> <p>Children will research the question “do we live in a biome?” by finding out about the ecosystems found within the UK and on the Isle of Wight and will link this to a unique place on the Isle of Wight – The Ventnor botanical gardens and the unique climate that can be found there.</p> <p>Children will describe how a biome is developed and how plants and animals adapt to these for 3 different regions of the world.</p>

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			<p>Children will carry out a local geography research project on the White tipped Eagle and how they were introduced back to the Isle of Wight coastline.</p>	<p>(English Text link).</p>	<p>Children will then learn about the development of economy in Britain through the use of roads and seas to transport goods.</p>	<p>features of mountains around the world and compare and contrast their findings.</p> <p>Children will study the significant individuals Hillary and Norgay and their experience of climbing mount Everest. They will also study Arunima Sinha, who was the first women amputee to climb Mount Everest in 2013.</p> <p>Children will study the impact of tourism on the economy and the environment and decide if the achievement of climbing a mountain outweighs the human impact on the environment.</p> <p>Moving on from this, in Spring 2,</p>	
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						<p>children will focus on how rivers are formed and the water cycle. They will deepen their locational knowledge and map work by finding different rivers around the world and comparing and contrasting their physical features and the impact human settlement and tourism has on these areas. Children will carry out some fieldwork by visiting our local river, The River Medina and following its path from source to mouth.</p>	
Su mm er	<p>Summer 1 – Growing</p> <p>Summer 2 – Island Life</p>	Why can't Giraffes live on the Isle of Wight?	What is Unique about the Isle of Wight?	My locality – Can you find your way around the Isle of Wight?	How diverse is Australia?	History Focus – The Ancient Greeks	History Focus – The Vikings and the Kingdom of Benin.

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Term	<p>Summer 1 – Children will explore how different environments affect growth.</p> <p>Children will explore the question - Where does our food come from? And will find out what food is grown on the Isle of Wight.</p> <p>Summer 2 – Children will focus on local geography, highlighting differences between forests, beaches and towns on the Isle of Wight.</p> <p>They will make a strong link to tourism and find out why people want to come to the Isle of Wight.</p>	<p>Linking back to the geography learning from the Spring term, children will recap hot and cold areas of the world and find the answer to the question “Is the Isle of Wight closer to the Equator or the North pole?”</p> <p>Children will compare hot and cold places around the world to see which animals can survive in these places. They will then compare this to the animals that are native to the Isle of Wight and the UK and answer the question “why can’t giraffes live on the Isle of Wight?”</p>	<p>Children begin to use simple aerial photographs and atlases to recognise local landmarks and link this to historical facts and tourism.</p> <p>Children will carry out a fieldwork study by travelling around the Island and using their observational skills will study the key human and physical features of the different landmarks they have previously studied.</p> <p>Children will compare and contrast local landmarks to those found around the UK.</p>	<p>Building on map skills from KS1 and earlier on in the year, children will begin to build more detail knowledge and understanding of using basic ordinance survey symbols and grid references. They will use a range of maps focused on the Isle of Wight and plan a number of journeys to improve locational knowledge.</p> <p>Children will refine their compass use and fieldwork skills by completing a physical challenge within the school grounds using a map to locate different objects.</p> <p>Children will then carry out fieldwork further afield by visiting 3 different places on the Isle of Wight and studying the physical</p>	<p>Children will deepen their understanding of the world by learning about the tropics of cancer and Capricorn and the Northern and Southern hemispheres. Children will focus on learning about islands around the world and compare and contrast using digital mapping, the Isle of Wight to Australia and Phillip Island in terms of the physical geography found on these places. They will then make deductions from the information they have found on why they are the same/ different.</p> <p>Children will use Google earth to identify the range in variation of</p>		
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				<p>features of each place.</p>	<p>physical geography of Australia and deepen their understanding of using grid references.</p> <p>Children will learn all about the human features of Islands and how they are the same/ different and why. They will look at land settlement and land use, climate zones and seasonal patterns as well as how humans impact the environment.</p> <p>A focus study will be carried out on the topographical features of the outback and how humans have affected this land. They will also study trade and how the economy has been affected by tourism and movement of</p>		
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