

The London Acorn School.

Subject overviews

Geography



Term	Class/Year group	Subject area
Autumn	Class 1 Year 2	<p>Where are we all from? (family lineage and history)</p> <p>ATLAS AND GLOBES Use maps, atlases and globes to locate places Identify the four countries that make up the United Kingdom Name some of the towns and cities in the United Kingdom, including those that are north and south Locate the north and south pole and the equator on a globe Ask and answer questions about the location of places Make observations about where things are located</p> <p>LOCAL & FAMILIAR PHYSICAL FEATURES Use basic geographical vocabulary to refer to school and other familiar features Understand navigation of roads and landmarks within our area (How do we come to school?) Ask and answer questions about the local environment (the rose garden and our homes) Know where they live and what their address is.</p> <p>Safety in and around London Keeping me and my family safe in the park, on public transport and in the home</p> <p><i>Place knowledge & understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i></p>
Spring	Class 1 Year 2	<p>Locational knowledge Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Explore where different animals are found and their favourite environments Identify and place animals in their correct biomes and suitable environments</p>
Summer	Class 1 Year 2	<p>FEATURES AND PHYSICAL OF OUR PARK Understand geographical similarities and differences including physical features of the park and its natural habitats Ask and answer questions about the local environment in relation to the park and its ecosystems Recognise how the park environment can be adapted and improved Caring for our park and our environment (sustainability) <i>use basic geographical vocabulary to refer to: & key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather & key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>And others to explore relational geography space, the importance of these two forces since the beginning of time and the rich cultural significance of these features.</p> <p>Human and physical geography & identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>
Autumn	Class 2	AFRICA

	Year 3	<ul style="list-style-type: none"> • Compare and contrast Africa to England • Locate Africa on a map or globe • Identify the main differences with regards to climate, land use, animals, daily life. • Identify the characteristics of a 'day in the life of an African Child' – school day • Understand the importance of water in Africa • Explore African traditions including-food, dress, art
Spring	Class 2 Year 3	CONTINENTS AND OCEANS <ul style="list-style-type: none"> • Name and locate the worlds seven continents and five oceans • Explore the idea that a continent is a very large area of land. • Discuss the varying sizes of the continents and oceans and locate them on the map and globe. • Use geographical language to name and locate the seven continents and five oceans.
Summer	Class 2 Year 3	MAPS & PLANS <ul style="list-style-type: none"> • Use maps and plans on a range of scales • Devise a simple map and construct basic symbols in a key • Make observations about where things are located • Use simple observational skills to study the geography of the school and its grounds • Recognise the changes in features
Autumn	Class 3 Year 4	LOCATION Find out how a compass works Name the eight points of a compass Use the eight points of a compass to follow a bearing Make a simple compass using magnets (science and D.T link).
Spring	Class 3 Year 4	SCOTLAND Name and locate UK Countries and their cities, the geographical regions and their identifying human and physical characteristic, topographical features including hills, mountains, coasts and rivers. Use patterns and understand how some of these have changed over time. Know the geographical features of Scotland and compare with another European Country – France and South America (google maps) Understand the physical geography of Scotland including rivers and mountains (Ben Nevis) Use maps atlases, globes and digital/computer mapping to locate countries and describe features studied.
Summer	Class 3 Year 4	BIOMES Know that a biome is a climatically and geographically contiguous area with similar climatic conditions, such as communities of plants, animals, soil organisms, and viruses. Describe and understand the key aspects of physical geography including climate zones, biomes and vegetation belts in relation to the Eden Project Describe and understand key aspects of human geography including the distribution of natural resources such as water Use fieldwork skills to observe and record and present the human and physical features of the Eden project Understand how the human features (and design) of the Eden project, impacts on the sustainability of biomes.
Autumn	Class 4 Year 5	ENVIRONMENT <ul style="list-style-type: none"> • An environmental issue caused by a changing environment • Understand and gain knowledge of attempts to manage the environment sustainably • Describe and understand human geography including land use and economic activity • Observe measure and record human features in the local area
Spring	Class 4 Year 5	SOUTH AMERICA Defining rainforests and locate them on a world map- the Amazon Identifying the equator and Tropics of Cancer and Capricorn Using maps to identify continents and countries where the Amazon is located Learning that the hot, humid climate of rainforests make them perfect for plant growth Identifying the 4 main layers of vegetation in a tropical rainforest: emergent layer, canopy, under storey and forest floor Defining 'climate' and discussing the local climate, including changes in seasons Use charts and graphs to explore the climate of tropical rainforests, including heat and rainfall Exploring the part the rainforests play in the water cycle (briefly Y5 topic) Exploring the way of life of the Yanomami tribe, including housing, clothing, hunting, traditions, etc. Comparing the lives of indigenous rainforest tribes with life in modern society Exploring some of the reasons for deforestation

		Investigating the impact of deforestation on plants, animals and humans in the rainforest and around the world - Identifying ways we can help save the rainforests
Summer	Class 4 Year 5	<p>PLACE KNOWLEDGE -FRANCE</p> <p>Know what Europe is and how it is constituted</p> <p>Name and locate the countries of Europe</p> <p>Locate France and compare the similarities and differences with our own locality in relation to the physical and human features</p> <p>Explore the diverse range of landscapes that France has to offer, including coasts and mountain ranges</p> <p>Use digital mapping to identify the features of France (google earth)</p> <p>Research a key human feature in France, the Channel Tunnel. Describe and understand its key aspects including trade links and economic activity</p>
Autumn	Class 5 Year 6	<p>Europe</p> <p>Locate world's countries, using maps to focus on Europe (incl location of Russia concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Find and identify the countries involved in the triple entente and triple alliance.</p> <p>Use symbols and arrows to demonstrate the movement of alliances during the war</p> <p>Explore human geography during the war:</p> <p>land use, trade links, distribution of natural resources</p> <p>User the eight point compass, four and six figure grid references, symbols and keys to build their knowledge of the UK and wider world</p> <p>Investigating a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes. Explore the effects these can have on people and the landscape</p> <p>Earthquakes</p> <p>Finding out about the Earth's tectonic plates and how these move to create earthquakes. Exploring areas of the globe that are prone to earthquakes because of fault lines. Exploring examples of earthquakes and the effects they had on people and the landscape</p> <p>Using a map to identify the location of earthquakes around the world</p> <p>Tsunamis</p> <p>Finding out how tsunamis are caused by earthquakes under the sea bed. Exploring the effects of tsunamis on people and the environment- Investigating the Indian Ocean tsunami of 2004</p> <p>Exploring the effects of natural disasters on people and communities</p> <p>Exploring how aid agencies and charities respond to natural disasters and ongoing issues of famine and drought</p> <p>Exploring what individuals can do to help those affected by natural disaster, famine and drought</p>
Spring	Class 5 Year 6	<p>Know how mountains are formed and the definition of a mountain</p> <p>Locate of world's major mountain ranges by continent and country using maps, plans and globes</p> <p>Learn the names and locations of some of the world's most famous mountains</p> <p>Investigating the physical and human features of Mount Everest (height, location, climate, land patterns)</p> <p>Investigate why it is that mountains have their own climate</p> <p>Exploring climate data for Ben Nevis and Everest and compare</p> <p>Interpreting the impact of a mountain climate on the mountain environment</p> <p>Explore why mountains such popular tourist destinations</p> <p>Discuss the positives and negatives of tourism in mountain environments: economy, transport, pollution, danger to wildlife, etc.</p>
Summer	Class 5 Year 6	<p>Identifying the host cities and countries of the Olympics using world maps and globes</p> <p>Identify continents, countries and major cities associated with the Olympics.</p> <p>Locating host countries on a world map</p> <p>Identifying national flags of Olympic host countries</p> <p>Exploring what flags are and why they are important</p> <p>Finding out how the Olympic bid system works and why people want the Olympics to be held in their cities</p> <p>Investigating how the host country will be affected by the Games</p> <p>Exploring positive and negative aspects of hosting the Olympics with regards to economy, travel, etc</p>