



Cliftonville Geography Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS: Understanding the World - cross-curricular topics which include teaching about People, Culture and Communities and The Natural World						
P-S	All About Me and Nursery Rhymes	Celebrations	Traditional Tales	Journeys	Minibeasts	People Who Help Us
YR	Marvellous Me!	Once Upon a Time	Space Explorers	Roots, Shoots and Muddy Boots	Mad about Animals	Pirates, Mermaids and Under the Sea
Y1	Come Outside UK, weather, local features, map work and <i>fieldwork</i>		Let's Play Continents, Equator, poles and map work		Living Things Continents, features of habitats, map work	
Y2	London's Burning UK capitals, urban features and map work		What an Achievement! Map work		Jamaica Continents and oceans, hot and cold regions, physical and human features, map work, comparison to UK	Oh I do Like to be Beside the Seaside! UK and seas, local physical and human features, map work and <i>fieldwork</i>
Y3	Stone Age to Iron Age Physical features of the UK		Europe Equator, hemispheres, countries, capitals, physical and human features, map work, compass directions	Romans Map work: countries of the Roman Empire	The UK Counties, cities, regions, comparing Margate to Central London, map work and <i>fieldwork</i>	
Y4	Vikings Northern European countries and seas, Equator, hemispheres, Arctic and Antarctic circles, settlements, push and pull factors, map work (including OS)		Africa African countries (focus on Kenya), oceans, human and physical features, fair trade, comparisons with UK, map work, compass directions		Habitats World's countries and oceans, Equator, Arctic and Antarctic circles, physical features of habitats, map work, <i>field work</i>	The Power of Rivers River Nile – connection between physical and human features, map work, adjacent countries and oceans
Y5	Early Islamic Civilisation Countries of Middle East, relationship between natural landscape and human settlement patterns, trade routes, map work		Italy Countries of Europe, oceans, Equator, hemispheres, Arctic and Antarctic circles, lines of latitude, mountains and volcanoes, human features, map work		WWII Human and physical features of Thanet, Ramsgate Tunnels, Margate Harbour – their role in WWII, map work and <i>fieldwork</i>	
Y6	Victorians Changes in land use over time (Margate), map work and <i>fieldwork</i>	Earth and Space Time zones and Prime/Greenwich Meridian	The Americas – North America: California Locational knowledge, physical and human features, environmental issues, earthquakes, map work		The Amazon Human (trade and environmental issues) and physical (river and forest) features	

	Years that knowledge/skills are first introduced		Progression of fieldwork and sketch mapping	
	Locational knowledge	Reading and using maps	Fieldwork	Creating and drawing maps
Y1	*name and locate the four countries of the UK and London *name and locate the world's seven continents *identify hot and cold places in relation to the Equator and the North and South Poles	*use simple compass directions (North, South, East and West)	Come Outside <i>What are the different parts of the school used for?</i> The school and its grounds	*look at an object from above and draw it – use a visualiser and draw round it on the smartboard *give a basic map of the classroom and rectangles of card representing the tables – chn arrange on the map and draw around them *go on a walk around the school, noting what is passed on the route. On a large whole class outline map of the school, map the route taken and draw on key features passed (or place models of the features on a floor map.) *look at aerial views of the local area alongside maps of the same area to understand that maps are a representation of a place from a 'birds-eye view'
Y2	*name and locate the capital cities of the four countries of the UK *name and locate the UK's surrounding seas/oceans *name and locate the world's five oceans		Oh I do like to be beside the seaside! <i>What kind of a place is Margate?</i> Central Margate	*review understanding of maps as a representation of a place from a 'birds-eye view', using maps of the classroom and school – orienteering activities *outline map of Jamaica (either individual or whole class); as aspects of the country are studied, add them to the map, devising symbols for a key *give a basic outline map of Margate with some key landmarks marked on; give pictures of landmarks identified on fieldwork trip – chn position them on the map (this could be a whole class activity on a large map)
Y3	*identify the position of the Equator; and the Southern and Northern Hemispheres, recognising that Europe is in the Northern Hemisphere	*use the eight points of the compass	The UK <i>What are the similarities and differences between Margate and Central London?</i> Wider Margate	*draw a map of the classroom *use a map of the school for orienteering activities *give a base map of Margate seafront and a list of key features – chn place them on the map and devise a key (during or after fieldwork trip)
Y4	*identify the position and significance of the Equator; and the Southern and Northern Hemispheres *identify the position and significance of the Arctic and Antarctic circles	*use four-figure grid references	Habitats and Plants <i>Which micro-habitats are in our school grounds?</i> The school grounds and beach	*draw a sketch map of the school grounds, identifying different habitats
Y5	*identify the position and significance of the lines of longitude and latitude, including the Tropics of Cancer and Capricorn	*use six-grid references	WWII <i>How did Thanet's coastal location play a part in WWII?</i> The Ramsgate Tunnels	*draw a sketch map of the Ramsgate tunnels area whilst carrying out fieldwork
Y6	*identify and understand time zones and the Prime/Greenwich Meridian		The Victorians <i>How did Victorian industrialisation and</i>	*draw a sketch map of an area of Margate visited, mapping out the location of Victorian buildings

			urbanisation change Margate? Margate	
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