

Tickhill Estfeld Primary School

Geography – Teaching Sequence 2022-23

Reception		
Lesson	Autumn 1	Autumn 2
1		
2		Going on a bear hunt – simple map
3		The Jolly Postman – simple map
4	Autumn in the UK - exploration	Our walk to the Post Box – simple map
5	Autumn in the UK – exploration	
6	Autumn in the UK - exploration	
Lesson	Spring 1	Spring 2
1	Go Jettters – Great Wall of China	
2	Chinese traditions for New Year Celebration – lantern festival	
3	Go Jettters – Dragon festival and Chinese banquet	
4	Changing season - winter	
5	Go Jettters – issues relating to the arctic	
6	Comparing Arctic to England	
Lesson	Summer 1	Summer 2
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2		Minibeast hunt – discussion about the sort of locations we would find them
3		Minibeast hunt – discussion about the sort of locations we would find them
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Year 1		
Lesson	Autumn 1 –	Autumn 2 –
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2	<p>NC: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Lesson outline: Children to bring in photographs of their own houses and discuss where they live in relation to school. Village locality.</p>	
3	<p>NC: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Lesson outline: Children to look at houses around school, identify the different style of houses and other uses of land around school. e.g. farm, recreational, shops etc. Look at how Tickhill and its surrounding areas fit within the wider context of Doncaster.</p>	

4	<p>NC: Use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>Lesson outline: Look at aerial photographs of Tickhill and identify features of our local town. Look at an aerial photograph of Doncaster city centre, identify key landmarks and compare the photograph of Tickhill and Doncaster.</p>	
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Lesson	Spring 1 –	Spring 2 -
1	<p>NC: Use world maps, atlases and globes to identify the United Kingdom and the 7 countries which make up the Arctic Circle.</p> <p>Lesson outline: Look at the location of the UK on a world map and globe. Identify where the Arctic Circle is on the globe and the map. Locate the 7 countries which makeup the Arctic Circle and their associated flags.</p>	
2	<p>NC: 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.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of small area in a contrasting non-European country</p> <p>Lesson outline: Look at the physical and human features of the Arctic. Compare these features to where we live.</p>	<p>NC: name, locate London as the capital city of the United Kingdom. Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Lesson Outline: Identify famous London Landmarks.</p>
3	<p>NC: identify seasonal and daily weather patterns in the United Kingdom and the location of cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Lesson outline: Discuss how the Arctic only has 2 seasons and explain what typical weather is seen during these seasons. Discuss patterns of day and night in the Arctic Circle.</p>	<p>NC: 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</p> <p>Lesson Outline: Learn about the country of Peru and it's location in the world. Compare to the Arctic and its location in relation to the equator. Compare London to Peru.</p>
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Lesson	Summer 1	Summer 2
1	<p>NC: Devise a simple map to detail a journey taken by somebody else.</p> <p>Lesson outline: Create a simple map to support the journey a character took in a story.</p>	<p>NC: 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>

		Lesson outline: Follow simple directional language. Learn how a compass works and what the directions mean. Practise using a compass on a map to move a character around.
2	NC: 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 Name and locate the world's seven continents Lesson Outline: Learn about the country of Africa and its location in the world. Identify the 7 continents of the world. Compare Africa to the Arctic and Peru and its location in relation to the equator.	
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5		NC: Design a simple map with human and physical features. Include a compass in their design. Lesson Outline: Draw a map of a woodland area, map to include human and physical features and a compass with correct compass points.
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Year 2		
Lesson	Autumn 1 –	Autumn 2 –
1		<u>Place knowledge</u> <i>Identify the key features of a location in order to say if it is a city, town, village, coastal or rural area.</i> <u>Human and Physical Geography</u> <i>Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.</i> <u>Introductory lesson - Where am I?</u> What is Geography? What skills will we learn? What vocabulary will we need? Thinking about where we are – in our classroom, in Estfeld School, in Common Lane, in the village/town of Tickhill, near the city of Doncaster, in the county of South Yorkshire, in the country of England. Record through simple pictorial representations, emphasising geographical vocabulary and key features of a town, village and city. Use Google Earth to demonstrate where we are by starting in our location and zooming out.
2		<u>Locational knowledge</u> <i>Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i> <u>The United Kingdom</u> After a presentation on the four countries of the UK and their capital cities, the children label a map and use a simple key to indicate the countries.

3		<p><u>Geographical skills and fieldwork</u> Early map work – plan views - use plan perspectives to recognise landmarks and basic physical features. Use locational and directional language (near, far, left, right) to describe the location of features on a map. Aerial photographs compared to maps of local area. Use aerial photographs to recognise landmarks and physical features in the local area.</p> <p>Introduction to Plan Views Drawing familiar objects from the side then drawing them from above.</p>
4		<p><u>Geographical skills and fieldwork</u> Early map work – plan views - use plan perspectives to recognise landmarks and basic physical features. Use locational and directional language (near, far, left, right) to describe the location of features on a map. Aerial photographs compared to maps of local area. Use aerial photographs to recognise landmarks and physical features in the local area.</p> <p>Comparing aerial photographs and maps of the local area around school. Look for familiar landmarks on both as well as identifying physical and human geographical features – roads, parks, sports fields, buildings, bodies of water. Can you find a place to play football, meet a friend, have a picnic, watch wildlife? Use Google Earth to switch between photograph and map view. Use drawing tools on Digimap to identify, name and label features.</p>
5		<p><u>Geographical skills and fieldwork (as above)</u></p> <p>Tickhill Walk Using a simple map of the local area, follow a route around Tickhill, looking at landmarks and finding out more about them. Think about how and why the streets got their names. Take a compass to emphasise direction and compare this to the weather vane on The Buttercross.</p>
6		<p>A Map of Our Walk At school, record our walking route on a simple map of the local area and label key landmarks. Send home so that the children can take their families on the same walk and act as guides.</p>
Lesson	Spring 1 –	Spring 2 -
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Lesson	Summer 1	Summer 2
1		<p><u>Locational knowledge</u> Locate and name the seven continents and five oceans on world maps, globes and digital mapping (Google Earth) and also to locate specific places eg the rainforests of the world. Talk about the continents in relation to the equator and the poles.</p> <p>Our World Use the song <i>Seven Continents, Five Oceans</i> to introduce the idea that the world can be talked about/classified in this way and that each continent has specific or special physical and human</p>

		features to recognise. Use a presentation to introduce some of the most famous features of each continent and encourage discussion as the children share their knowledge. Use resources such as globes, maps, atlases and jigsaw puzzles to encourage curiosity and questioning.
2		Our World (continued) Label a simple map of the world with the names of the continents and oceans. (Home Learning link – send home a simple world map so the children can discuss with their families places that friends and family have links to or have visited).
3		<u>Place knowledge</u> Compare the physical and human geography of Tickhill and a small area of a contrasting non-European country (nomad settlement in Mongolia) <u>Human and Physical Geography</u> Ask geographical questions: <i>What is this place like? What will I see here? What do people do here?</i> Compare daily life of school child in Tickhill with the life of Ganbat in the Mongolian Steppes (Kids of the World website) Ganbat and his life in Mongolia Introduce Ganbat through video clips of varying aspects of his life – his home in a Mongolian ger, his hobbies and skills, his school. Compare and contrast with own life in Tickhill. What is the same? What is different? Look at the landscape surrounding Ganbat’s home and compare with local landscape – what is it like here? What do people do here? Re-visit vocabulary of key human and physical geography.
4		Ganbat cont Compare a day in the life of Ganbat with a day in own lives.
5		<u>Human and Physical Geography</u> Draw simple maps showing key physical and human features – coast, mountain, river, harbour, town_(based on a story setting) <u>Geographical skills and fieldwork</u> Devise a simple map and use and construct basic symbols in a key. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Use simple grid references. Use a story we share in class to inspire simple map making, embed locational and directional language and describe features and
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Year 3

Lesson	Autumn 1 –	Autumn 2 –
1	LO: To explain why people settled in certain areas thinking about the geography of the land SC: To describe the physical features To explain why these made the areas a good place to settle	

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Lesson	Spring 1 –	Spring 2 -
1	<p>LO: To describe and understand key aspects of physical geography in the context of what is under the Earth's surface</p> <p>SC: name the layers that make up the Earth</p>	
2	<p>LO: To describe and understand key aspects of physical geography in the context of volcanoes.</p> <p>SC: To explain how volcanoes are formed</p> <p>Name the key parts of a volcano</p>	
3	<p>LO: To describe and understand key aspects of physical geography in the context of volcanoes.</p> <p>SC: To explain how volcanoes affect people's lives.</p> <p>To show where most volcanoes are found</p>	
4	<p>LO: To describe and understand key aspects of physical geography in the context of earthquakes.</p> <p>SC: To explain what causes earthquakes and how they are measured.</p> <p>To describe how to keep safe during an earthquake</p>	
5	<p>LO: To describe and understand key aspects of physical geography in the context of tsunamis</p> <p>SC: To explain what causes tsunamis and how they affect people</p> <p>To explain how to keep safe in a tsunami</p>	
6	<p>LO: To describe and understand key aspects of physical geography in the context of tornadoes</p> <p>SC: To explain what causes tornadoes and the effects they have</p> <p>To explain how tornadoes form</p>	

	To describe how scientists collect data about storms	
Lesson	Summer 1	Summer 2
1		LO: To describe how the Roman Empire spread using maps SC: I can explain how the Roman Empire spread throughout Europe
2		LO: To explain how the Romans changed the British landscape SC: I can compare Roman roads with maps of present-day roads To explain how physical features helped to shape the name of Roman towns
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Year 4		
Lesson	Autumn 1 –	Autumn 2 –
1	Where did the AS come from? Map work	Where did the Vikings come from? Map work
2	What were the seven AS kingdoms and how do they correspond to counties today? Map work	
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Lesson	Spring 1 – water / Rivers	Spring 2 – Rivers
1	To identify what water is used for – domestic, leisure, industry, agriculture	To use the index in an atlas to find rivers – Worldwide focus. Identify the sources and the sea a river flows into. Identify key locations along a river. Compare the length of rivers
2	To calculate how much water is used in an average household. To know why it is important to conserve water and identify ways of conserving water	Name some of the features of a river and begin to relate them to the river's upper / middle and lower course.
3	Science link – Understand the stages of the water cycle. Make a model water cycle. English link – The Drop in my Drink book – understand how water on Earth has been transported around the world over millions of years as part of the water cycle.	Label the features of a river's upper / middle and lower course. Understand how the river transports sediment (Erosion and deposition)
4	To understand that some people do not have access to clean water and impact of this on their daily lives– Water Aid in Malawi Science link - Filtering water to make it clean.	English link – river poem using all the features and vocabulary learnt in this unit.

5	Yorkshire water – to understand what happens to waste water and how it is made clean again.	Name and locate areas of high ground in the UK. Use a topographical map to identify and compare areas of high ground.
6	To name the seas surrounding the UK. To name and located some of the UK's main rivers.	Understand the main features of a mountain.
Lesson	Summer 1 – Links to Ancient Egypt topic	Summer 2 – Derbyshire residential
1	History link – Where is Egypt? Plan a route from Tickhill to Egypt.	
2	History link – Where is the river Nile and why was it so important to the Ancient Egyptians?	
3		Locate National Park in the UK. Explore the positive and negative impact of tourists in the National Parks.
4		Field work - River study – the River Derwent: Look for the key features of the river – source, banks, meander, confluence, waterfall. Look for evidence of erosion and deposition. Analyse river bed at different points. Measure: Speed, width and depth of river. Field work – Mountains – (hills -Mam Tor): Look for features of mountains summit, valley, tree line, ridge, foot, face.
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Year 5

Lesson	Autumn 1 –	Autumn 2 – Marvellous Maps
1		Using atlases
2		Symbols
3		Compass points
4		Grid references
5		Planning a route
6		Planning a route
Lesson	Spring 1 –	Spring 2 - Europe
1		Continents, countries and cities
2		Comparing landscapes
3		Comparing climates
4		Comparing places
5		Planning a trip
6		What happened in Chernobyl
Lesson	Summer 1	Summer 2 – Explore the UK
1		Countries and cities
2		Around the counties
3		Hills and mountains
4		How London grew
5		Our changing nation
6		Our changing nation

Year 6

Year 6		
Lesson	Autumn 1 –	Autumn 2 –
1	<i>Where are rainforests located? Tropics/longitude/latitude</i>	
2	<i>Key features of a rainforest/ climate features</i>	
3	<i>Structure of a rainforest</i>	
4	Diversity of plants and animals in the rainforest	
5	Extended description of physical features of a rainforest	
6	Deforestation debate - Can they explain how human activity has caused an environment to change?	
Lesson	Spring 1 –	Spring 2 -
1	Maya civilization – Locate the main countries of South America. Time zones.	
2	Can I plan a journey to a part of South America which takes account of time zones?	
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Lesson	Summer 1	Summer 2
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