

LKS2 Geography Overview at Barnes Primary

	Term 1	Term 2	Term 3	
Year 3	Autumn	Spring	Summer 1	Summer 2
	<p>Autumn 1 - Topic: Deer, walls and Kings</p> <p>Knowledge and skills: Use of maps to locate geographic features, understand human and physical geographic features</p> <p>Content: Used post-it notes to annotate roads, paths, lakes, car parks etc) on maps. Different Ordnance Survey maps and official map of Richmond Park.</p> <ul style="list-style-type: none"> - Use of evidence to describe similar locations- Royal Parks comparison <p>Knowledge and skills: Look at our local environment (the school) and how keys can be used in different ways; locate geographic features on maps of different scales; compare and similar locations and contrast their major differences (the royal parks of London); use fieldwork skills to carry out a geographic enquiry; use symbols and a key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Autumn 2 – Richmond Park</p> <p>Knowledge and skills: Impact of humans and animals on natural</p>	<p>Topic: The Stone Age and beyond</p> <p>Knowledge and skills: To use geographical vocabulary To use maps</p> <p>Content Plotted cardinal directions on maps – comparison to Stone Age topic</p> <p>Topic: The country we live in day</p> <ul style="list-style-type: none"> - Labelled a sequence of pictures that show how a stack is formed by water erosion <p>Link to NC: To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts), and to understand how these aspects have changed over time. To understand the process of coastal erosion (how caves, arches, stacks and stumps are formed). To use simple compass directions (north, south, east and west) and locational and directional language [for example, near</p>	<p>Topic: Romans</p> <p>Content : The expansion of the Roman Empire; reasons for the Roman invasion of Britain</p> <p>Knowledge and skills: atlas skills (locating countries within Europe; understanding the difference between settlements, counties and countries); understanding distribution of some natural resources.</p> <p>Trip: Richmond Park</p>	

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	<p>environment – comparison of negative and positive impacts</p> <p>Content: Diamond 9 activity: 9 different ways that humans and animals impact Richmond park and sorted them based on how they affect organisms in the park (greatest to least impact).</p> <p>Link to NC: To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>and far, left and right], to describe the location of features and routes on a map</p>		
<p>Year 4</p>	<p>Topic: Conflict</p> <p>Content:</p> <ul style="list-style-type: none"> - Use of maps to identify key bombing locations - Located countries involved in WW2 using different maps <p>Knowledge and skills: identifying urban areas in the UK; identifying countries in Europe and the wider world using an atlas; plotting a history walk on a map of the local area</p> <p>Trip: HMS Belfast</p>	<p>Topic: The country we live in day</p> <p>Knowledge and skills: I can name and locate countries of UK. I can name and locate capital cities of UK. I can name and locate key topographical features (hills, mountains, coasts, rivers)</p> <p>Content:</p> <ul style="list-style-type: none"> - Created maps of the United Kingdom and labelled key geographical features (rivers, mountains, boarders) <p>Topic: Ancient Greece</p> <p>Knowledge and skills: I can gather key information and impressions of Greece</p>	<p>Topic: Change</p> <p>Knowledge and skills: I can define 'sustainability' and 'being sustainable' I can recognise how people can improve or damage an environment</p> <p>Content:</p> <ul style="list-style-type: none"> - Use of geographical vocabulary, looking at 'The Window' and how environment has changed over time with increased population/pollution (interdependent physical and human factors) - Defined sustainability and being sustainable 	<p>Topic: Rivers</p> <p>Enquiry: How does the River Thames change from source to mouth?</p> <p>Knowledge and skills: I can understand how a river is formed. I can explain how the River Thames changes from its source to mouth</p> <p>Field work on the Thames looking at the condition of the river's water and the affect it has on wildlife. Interpreting sources to understand how the river has been used through history. Understanding effects of our actions on nature.</p>

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		<p>the Mediterranean region from looking at photographs and maps</p> <p>I can identify countries on a map with coastlines on the Mediterranean</p> <p>I can describe the location and the key geographical features of a place</p> <p>Content:</p> <ul style="list-style-type: none"> - Gathered key information and impressions of Greece and the Mediterranean region from looking at photographs and maps -Typed up class ideas as children researched on maps Identify countries on a map with coastlines on the Mediterranean -Use of maps to identify different countries - Use of key geography vocabulary -Sorting activity matching key words and definitions (e.g hemisphere, ocean, north, south, sea, continent, equator) -Describe the location of a place Describe Greece using cardinal directions and key geographic words e.g Greece is north of the equator <p>Link to NC: Locational knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, 	<ul style="list-style-type: none"> - Recognised how people can improve or damage an environment – comparison between early in a settlement to 20 years later <p>Link to NC:</p> <p>human geography, including: types of settlement and land use, distribution of natural resources including energy, food, minerals and water</p>	<p>Content: -Identified key features of the course of a river</p> <ul style="list-style-type: none"> -Watched videos to help gain information, acted out water cycle -Plotted pictures onto a map of the Thames to show change of river from source to mouth -Analysed evidence to conclude if River Thames is polluted – videos and school trip to support <p>-Review of trip – investigating rocks and soils, water survey of Thames to draw results from trip and make conclusions</p> <p>-Named and located major rivers locally and internationally (home learning presentations, use of a range of maps on different scales) (as homework)</p> <p>Trip: Teddington Lock</p> <p>Link to NC:</p>
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		<p>key physical and human characteristics, countries, and major cities</p>		<p>Human and physical geography - describe and understand key aspects of: physical geography, including rivers, and the water cycle -Human geography, including: types of settlement and land use, economic activity the distribution of natural resources including energy, food, minerals and water,</p>
<p>LKS2 as a whole</p>	<p>Link to NC: = name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time (The country we live in day)</p> <p>Geographical skills and fieldwork ☑- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Trips: <i>Are we evidencing trips enough?</i></p>			