

## Ruskington Chestnut Street Geography Curriculum Overview



### Long Term Plan 2025 - 2026

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>EYF S</b> <b>F1</b>	<p>During their time in EYFS1, children begin to develop their geographical knowledge by exploring the natural environment around them, through first-hand experiences in their outdoor area and then in their local community</p> <ul style="list-style-type: none"> <li>- Knows that we live in Ruskington which is in England</li> </ul> <p><b>Understanding of our local area for both the built and the natural environment through village walks of Ruskington.</b></p> <p><b>Understanding of physical landscapes through stories and NF texts</b></p> <ul style="list-style-type: none"> <li>- Knows what a map is used for</li> <li>- Draw and create their own maps using real objects, and/or pictures and symbols</li> <li>- That directions can be followed and lead to different places</li> </ul>					
	<p>Sparks curiosity and links to interests. Throughout the year F1 will use in the moment planning to follow the interest of the children. Will build on prior learning at appropriate moments in the year through adult led and child led opportunities and provision</p>					
<b>EYF S</b> <b>F2</b>	<p><i>Our school and our route to school – do we walk? Drive, etc – Use google maps -street view to locate our school in Ruskington</i></p> <p><i>Exploring on maps what countries make the UK. Locate England. Know that there are different countries in the world. Talk about the differences they have experienced or seen in photos.</i></p>		<p><i>Discover places that have snow all year round. Look at differences and similarities between life environments and other places.</i></p> <p><i>Look at London and the office buildings, shops and compare to our countryside village in Ruskington. Locate London on a map. Village Walk. Draw our own maps of our outdoor area – label features.</i></p> <p><i>Create our school using blocks, planks, etc - use beebots to move around our buildings.</i></p>		<p>Look at places that are hot all year round. Look at differences and similarities between life in this country and other places.</p> <p>Compare Ruskington to the contrasting environment</p>	
<b>Year 1/2</b>	<p style="text-align: center;"><b>Why here? Why now?</b></p> <p><i>Children have a secure knowledge of Ruskington and are then able to compare to other places.</i></p> <p><i>Develop children’s understanding of maps and plan view so they have a better understanding of maps in the following term</i></p> <p><i>Start weather logs record the weather in different seasons over the course of the school year, developing on from work in Reception</i></p> <p><i>Place knowledge 2</i></p>		<p style="text-align: center;"><b>Why here? Why now?</b></p> <p><i>As the children are gathering information about seasonal weather patterns this will help children to learn about the four countries in the UK. Once the children have established where they are in the UK, build outwards to learn about UK</i></p> <p><b>Locational knowledge 1</b></p>		<p style="text-align: center;"><b>Why here? Why now?</b></p> <p><i>As children know about the UK start to put this into wider context of Europe and the other continents</i></p> <p><b>Locational knowledge 1</b></p> <p>Name and locate the world’s seven continents</p>	

	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – <b>Ruskington</b></p> <p><b>Geographical skills 4</b> <b>Map skills</b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key. – draw a map of the school and create symbols for the different areas.</p> <p><b>Human and physical geography 3</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Record the weather in Ruskington also use Met office website to compare weather in Ruskington with that of UK.</p> <p><b>Fieldwork 5</b></p> <p>Use simple fieldwork and observational skills to study the weather in different seasons (ongoing throughout the year).</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Geographical skills 4</b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; construct basic symbols in a key.</p> <p><b>Human and physical geography 3</b></p> <p>Continue to record the weather and compare weather patterns</p>	<p><b>Geographical skills 4</b></p> <p>Use world maps, atlases and globes</p> <p>Ensure pupils look at the world from different perspectives so they don't get the wrong impression from the 'traditional' map projections. Use maps and globes to begin to get a true sense of the shape of the arctic and Antarctica.</p> <p><b>Human and physical geography 3</b></p> <p>Continue to record the weather and compare weather patterns</p>	
	<p><b>Vocabulary</b></p> <p>North, south, east, west, building, main road, river, pavement, shops, church, library, near, far, close, park, new, old, factory, farm, house, office, village, town, near, far, similar, different, hills, mountains, north, east, south, west, compass, observe, route, beach, cliffs, sea, coast, farm, autumn, winter, summer, spring, woods, forest, seaside, station, railway</p>	<p><b>Vocabulary</b></p> <p>Weather, sunny, cloudy, rain, weather, wind, hot, cold, speed, rain gauge, thermometer, snow, hail, blizzard, sleet, calm, words to describe wind blustery, breeze, storm, gale, hurricane, maximum, minimum, observe, Idioms such as raining cats and dogs.</p>	<p><b>Vocabulary</b></p> <p>England, Wales, Scotland, Northern Ireland, border, London, Cardiff, Edinburgh, Belfast, United Kingdom, British Isles, Ireland, North Sea, English Channel, Irish Sea, islands, north, south, east, west, compass rose, atlas, capital. Direction, compass, north, south, east west, harbour, port, island</p>	<p><b>Vocabulary</b> Continent, Europe, South America, North America, Oceania, Africa, Asia, Antarctica Ocean, Pacific, Atlantic, Indian, Arctic, Southern, globe, Earth, country</p>
<p>Year 3/4</p>	<p><b>Why here? Why now?</b></p> <p>Unit supports other subjects such as science, Autumn term is ideal for longer, concept-building topics, as pupils have the most uninterrupted time and opportunity for future retrieval to consolidate and recap learning.</p> <p><b>Human and physical geography 3</b></p> <p>Understand and describe key aspects of <b>mountains and earthquakes</b></p> <p>Know how mountains and earthquakes are formed through plate tectonics, fold mountains, block mountains.</p>		<p><b>Why here? Why now?</b></p> <p>North West as a contrasting area to children's region East Midlands – Lincolnshire and Ruskington</p> <p><b>Locational knowledge 1</b></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use</p>	

	<p>Distribution of mountains around the world.</p> <p>Know how earthquakes are formed – how do these effect people indifferent areas of the world?</p> <p>Locate the world’s countries in South America</p>		<p>patterns and understand how some of these aspects have changed over time <b>a region of the UK (North West)</b></p> <p><b>Place knowledge 2</b> Understand geographical similarities and differences through the study of human and physical geography – <b>a region of the UK (North West)</b> Human – <b>land use, economic activity, trade links, natural resources</b></p> <p><b>Fieldwork 5</b> <b>Which five things would you most like to see preserved in your area for ever?</b></p> <p>Need to choose five areas to preserve. Ask chn and adults – do we all give the same answer?</p>
	<p><b>Vocabulary</b> Plate tectonic, block mountains, continental plates, crust, fold mountain, mantle, weathering, oceanic plates, collision plate boundary, destructive plate boundary, constructive plate boundary, disaster, earthquake, epicentre, focus, hazard, magnitude, Primary effects, risk, secondary effects, seismic wave, seismograph, tertiary effects, Mt Everest, Himalayas and other major mountain ranges, Ben Nevis, Snowdon, peak, summit, Pennines, Cambrians, Alps, Rockies, Andes</p>		<p><b>Vocabulary</b> Climate, county, border, resource, industry, National park, tourism, positive impact, negative impact, economy, Ordnance Survey OS, grid reference, coordinate, trade,</p>
<p><b>Year 4/5</b></p>	<p><b>Why here? Why now?</b> <i>Learn about North America in readiness for studying the polar region of North America</i></p> <p><b>Place knowledge 2</b> Understand geographical similarities and differences through the study of human and physical geography – <b>a region in North America (Arctic Circle)</b></p> <p><b>Locational knowledge 1</b> Identify position and significance of latitude, longitude, Equator, N &amp; S Hemisphere, Arctic and Antarctic circle</p> <p><b>Human and physical geography 3</b> Physical – <b>climate zones, biomes and vegetation belts</b></p>	<p><b>Why here? Why now?</b> Once children have learnt about the Brayford Pool from the past, able to visit and find out what it is like now. How has it be regenerated.</p> <p><b>Locational knowledge 1</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time (<b>Brayford Pool – Lincoln</b>)</p> <p>Human – economic activity including trade links</p>	<p><b>Why here? Why now?</b> Once children have learnt about the Brayford Pool from the past, able to visit and find out what it is like now. How has it be regenerated.</p> <p><b>Geographical skills 4 and Fieldwork 5</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>Do we think the regeneration has been a positive change?</i></p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area (local land use)</p>

	Human– <b>types of settlement, land use, economic activity, trade links, distribution of natural resources</b> <b>Latitude and longitude Time zones</b>		
	<b>Vocabulary</b> North America, Central America, USA, Canada, Mexico, Panama, Belize, Honduras, Costa Rica, Guatemala, Atlantic, Pacific, Mississippi, vegetation belt, polar, tundra, export, import, tourism, rainforest, desert, mountains, forest, deciduous, coniferous, population,	<b>Vocabulary</b> Industry, land use, brown field site, chain stores, derelict, green field site, green belt, industrial revolution, urban decay, urban renewal, leisure	
Year 5/6	<b>Why here? Why now?</b> Children learn about counties, regions and cities through the study of evacuees in WWII.		<b>Why here? Why now?</b> Builds on the understanding of the water cycle, summer term is an appropriate term for hands on geographical fieldwork and safe to visit local rivers.
	<b>Locational knowledge 1</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time  Learn about countries around the world – allied and axis powers, countries where Battle of Britain pilots came from.		<b>Human and physical geography 3</b> Physical - Understand and describe key aspects of rivers  <i>Fieldwork – shop in Ruskington what do we need?</i>
	<b>Vocabulary</b> Caribbean, West Indies, India, Poland, vegetation belt, polar, climate deciduous, coniferous, population,		<b>Vocabulary</b> Sketch map, field sketch, enquiry.