

# WVIS Geography Overview

## Units of Learning

EYs					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Autumn &amp; Home</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>	<p><b>Maps (of stories)</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	<p><b>Winter - UK &amp; Canada</b></p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>	<p><b>People Who Help Us (Around the World)</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>	<p><b>Maps Around the School</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	<p><b>Summer &amp; Castles</b></p> <ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>

Year 1		
Spring 2	Summer 1	Summer 2
<p><b>Local Studies - The Park</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features and human features.</li> <li>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.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language, e.g. near and far; left and right, to describe the location of features and routes on a map.</li> <li>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>	<p><b>We are Britain - The Four Nations</b></p> <ul style="list-style-type: none"> <li>Name, locate + identify characteristics of the 4 countries &amp; capital cities of the UK and its surrounding seas.</li> <li>Use basic geographical vocabulary to refer to key physical and key human features.</li> <li>Use world maps, atlases and globes to identify the UK and its countries.</li> <li>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.</li> </ul>	<p><b>Weather Experts - Cold, Cold, Cold</b></p> <ul style="list-style-type: none"> <li>Use compass directions and locational and directional language, describe routes using maps.</li> <li>Name and locate the world's seven continents.</li> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Identify and locate the polar regions, talk about how humans are able to live there, understand what the climate is like and what wildlife lives there.</li> </ul>
Year 2		
<p><b>Oceans and Seas of the World</b></p> <ul style="list-style-type: none"> <li>Interpret a range of sources of geographical information, including maps, globes and aerial photographs.</li> <li>Name and locate the world's 7 continents and 5 oceans.</li> <li>Use basic geographical vocabulary to refer to key physical features, including 'sea', 'ocean' and 'weather'.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul>	<p><b>Weather Experts - Hot, Hot, Hot + Contrasting Country: Kenya</b></p> <ul style="list-style-type: none"> <li>Understand that climates vary in different parts of the world and are affected by where in the world and how close to the equator a country is.</li> <li>Form an understanding of hot climates.</li> <li>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.</li> <li>Use basic geographical vocabulary to refer to key human &amp; physical features</li> <li>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> </ul>	<p><b>Local Studies - Is Windlesham a good place to live?</b></p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds + the key human &amp; physical features of its surrounding environment.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language (near and far; left and right) to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.</li> <li>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation and key human features including: city, town, village, factory, farm, house, office, port, harbor.</li> </ul>