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|  |  |  | **ABINGDON PRIMARY SCHOOL –**  **Geography Yearly overview CYCLE A** | | |  |  |
| **CURRICULUM AREA** | **FS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
|  |  |  |  |  |  |  |  |
| **Autumn** | **All about Me!**  **Festivals and Celebrations**  Finding our school and the immediate environment. Looking at where Stick Man is. Exploring different countries. We look at seasonal changes, types of houses | **The Great Fire of London**  In this History unit we discover The Great Fire of London – what was life like during this time?  Linked Geography opportunities – the countries of the UK and their capital cities. We look at how maps of London have changed over time. | | **Eureka!**  In this History unit we look at the Ancient Greeks – who were they and when did they live? We shall consider their lives, achievements and influence on the western world.  Linked Geography opportunities include a study into Greece – where is it in the world? We answer questions such as why the Greeks used and benefited from the Mediterranean Sea. We consider climate and how this would have affected the Ancient Greek way of life. | | **Behind Enemy Lines**  History – a study of the fundamental World War 2 knowledge – how did this war come about and who was involved? A study to extend children’s historical knowledge beyond 1066.  Linked Geography opportunities include an investigation into where the significant WWII countries are in the world and their capital cities. Also considered is how Britain’s land, farming and coastlines helped Britain to win the war. | |
| **Spring** | **When I Grow Up…**  **Who Lives Where?**  We look at seasonal changes (winter) and explore different regions – polar, savannah, ocean, farm. We see the similarities between the UK and Kenya and the impact of plastic pollution. Seasonal changes (Spring). | **Sensational Stockport**  A Geographical study of our local area, Stockport, including the environment and human and physical features. We shall read maps, locate significant places and question how Stockport has changed. This will include fieldwork to Stockport town centre.  History opportunities include a study of significant places such as Bramhall Hall and Stockport Market. | | **Globetrotters**  In this term’s Geography unit, children discover a European country (Spain) with an in-depth study of the city Barcelona.  We find out about the human and physical features of the country and locate key landmarks. The children consider the similarities and differences between Catalonia and the UK when reflecting on climate, land use and regional features. | | **What a Wonderful World**  A Geography themed study of a non-European country in the America’s (USA) and a comparison to the UK. In particular, children look at the Mississippi River and the Rocky Mountains – how have these human features affected land use, trade and development and the use of natural resources. | |
| **Summer** | **Growth and Change**  **Once Upon a Time**  We name and describe familiar plants and look at the Royal Family and London landmarks. We draw real and imaginary maps and look at seasonal changes (summer). | **Going on Safari**  A focus on the human and physical Geography, weather patterns, locational knowledge of significant places and changes between a non-European country (a country in Africa) with the UK.  Linked History opportunities include a study of significant individuals who have contributed national and international achievements to the shaping of Africa – Nelson Mandela, Jane Goodall | | **Tomb raiders**  A Historical study of the earliest ancient civilizations (Sumer, the Indus Valley, the Shang Dynasty and Ancient Egypt). An overview of where and when the first civilizations appeared including a more in-depth study of Ancient Egypt.  Geography links include finding out where these civilizations where in the world and the significant human and physical features - rivers | | **Rotten Romans**  A History study of the Roman Empire and its impact on Britain.  Linked Geography opportunities include discovering where the Empire began and the land it spread into. We look at the impact the physical landscape had on the Empire – proximity to resources etc | |

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|  |  |  | **ABINGDON PRIMARY SCHOOL –**  **Geography Yearly overview CYCLE B** | | |  |  |
| **CURRICULUM AREA** | **FS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
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| **Autumn 1** | **All about Me!**  **Festivals and Celebrations**  Finding our school and the immediate environment. Looking at where Stick Man is. Exploring different countries. We look at seasonal changes, types of houses | **Down in the Deep, Dark Woods**  Geography – we investigate rural Stockport and the North West. How does rural Stockport, such as Reddish Vale, benefit our community? What features would our rural environment need to better suit the area?  History – looking at how Reddish has changed over time. Significant individuals are Willian Houldsworth and the Styal family. | | **Stones ‘n’ Bones**  A History study of changes in Britain from the Stone Age to the Iron Age.  Linked Geography opportunities include finding where Stone Age sites, such as Stonehenge and Skara brae, are. We learn a out how nearby resources, like rivers, helped development. | | **Raiders and Traders**  An in-depth History study into Britain’s settlement by Anglo-Saxons and Scots the looking at the Vikings and Anglo-Saxon struggle for the Kingdom of England up to the time of Edward the Confessor.  Linked Geography opportunities include locating the countries of origin for the Anglo-Saxons and the Vikings. | |
| **Spring 1** | **When I Grow Up…**  **Who Lives Where?**  We look at seasonal changes (winter) and explore different regions – polar, savannah, ocean, farm. We see the similarities between the UK and Kenya and the impact of plastic pollution. Seasonal changes (Spring). | **Amazing Adventurers/The World**  History – pupils will develop their awareness of the past through comparing the lives of significant explorers such as Neil Armstrong, Ibn Battuta, Amelia Earhurt.  In Geography children take a trip around the world. The children learn about significant human and physical features in different countries and continents. | | **Extreme Earth/The UK**  In this Geography unit we learn about the world’s natural disasters, specifically the impact volcanoes and earthquakes have on the surrounding areas, people and landscape? How are they formed?  When studying The UK, we learn about the countries, cities, regions and counties. We locate these on maps and consider the importance the UK’s rivers and mountains have on the surrounding areas. | | **Time Travellers**  History – a study of a non-European country in contrast to the UK (the Mayans).  Linked Geography opportunities include a study of Central and South America, particularly highlighting rainforests and other biomes. | |
| **Summer 1** | **Growth and Change**  **Once Upon a Time**  We name and describe familiar plants and look at the Royal Family and London landmarks. We draw real and imaginary maps and look at seasonal changes (summer). | **A Taste of India**  A geographical comparison between a non-European country (India) and the UK. We shall investigate significant human and physical features such as the River Ganges, deserts and the impact population density has on cities. We also investigate food culture and temperature and how it relates to the UK.  Linked History opportunities include children looking at significant events beyond living memory – Queen Victoria and the Empire. | | **As Mad as a Hatter**  A local History study of Stockport and the rise of the hat industry.  Linked Geography opportunities include looking at the human and physical features that impacted the hat industry, including the canals. | | **Tomorrow’s World**  A Geography study into how we can change our future, specifically looking at climate change.  Linked History opportunities include a study of the Suffragettes and h | |