

Bedenham Geography Overview

Y1/2

Cycle	Topic Title	Objectives Covered
A	<p>1. My Ace Place A Local Study (of Bridgemary) focussing on fieldwork and practical map-reading skills.</p>	<ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment. • use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather key human features, including: city, town, village, factory, farm, house, office, and shop
B	<p>2. Our Wonderful World / Around the World in 30 Days An exploration of the world as a whole using ch's own interests and experiences.</p> <p>Make a focused study of physical geography</p>	<ul style="list-style-type: none"> • name and locate the world's continents and oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • 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 • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather key human features, including: city, town, village, factory, farm, house, office, and shop
B	<p>3. Spot the difference! A focused study comparing our area with a non-European country.</p>	<ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • 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 • use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather key human features, including: city, town, village, factory, farm, house, office, and shop

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A	<p>1. Your Ace Place Make links to a school in a contrasting area of Britain (local enough to conduct fieldwork)</p>	<ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
A	<p>2. Continents Contents - What's in a Continent?</p> <p>Focus on major land use – Europe and N/S America</p>	<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • describe and understand key aspects of: <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
B	<p>3. Great Great Britain (cross-curr links with History/PE)</p> <p>Use Olympic torch route as inspiration – can you design your own 'Tour De Britain' route to cross every county/main city? What will athletes/cyclists need to know?</p>	<ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

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A	<p>1. Our Ace Place – 2026</p> <p>A study of how a locality changes over time (key features & land use). 'Our Place' - Past/Present/Possible Future?</p>	<ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time
B	<p>2. Where on Earth?!</p> <p>Focus on major physical features incl water cycle</p>	<ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) • describe and understand key aspects of: <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
B	<p>3. Big Business, Big Decision</p> <p>A comparison of the merits of different world localities to build a new factory</p> <p>Incl. possible impact to/from physical environment - destruction of rainforest, pollution of water system, proximity to tectonic plates, etc</p>	<ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America • describe and understand key aspects of: <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies • locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world