

Geography Curriculum Overview

2020-2021



Our Lady's Catholic Primary School

Year One

National Curriculum		Knowledge, skills and understanding
Autumn		
<p>Why are the leaves changing?</p>	<p>Human and physical geography:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Can they say what they like about their locality? Can they explain how the weather changes with each season? Can they begin to explain why they would wear different clothes at different times of the year? Can they keep a weather chart? <p>Greater Depth:</p> <ul style="list-style-type: none"> Can they answer questions using a weather chart? Can they make plausible predictions about what the weather may be like later in the day or tomorrow?
Spring		
<p>Beside the Seaside</p>	<p>Human and physical geography:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries. use simple compass directions (N,S,E,W) and locational and directional language (e.g. 'near' and 'far'; 'left' and 'right') to describe the location of features and routes on a map 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 	<ul style="list-style-type: none"> Can they think of a few relevant questions to ask about a locality? Can they describe a locality using words and pictures? Can they begin to explain why they would wear different clothes at different times of the year? Can they follow directions? Can they draw picture maps? Can they use a simple map to navigate? <p>Greater Depth:</p> <ul style="list-style-type: none"> Can they name different jobs that people living in a locality might do?

Summer

The Coral Reef

Location knowledge:

- name and locate the world's seven continents and five oceans

Place knowledge:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Prescot), and of a small area in a contrasting non-European country (The Great Barrier Reef)

Human and physical geography:

- use basic geographical vocabulary to refer to: key physical features, including: beach, coast, sea, ocean, river, vegetation

- Can they think of a few relevant questions to ask about a locality?
- Can they describe a locality using words and pictures?
- Can they point out where the equator, North Pole and south pole are on a globe or atlas?

Greater Depth:

- Can they name different jobs that people living in their area might do?

Year Two

National Curriculum

Knowledge, skills and understanding

Autumn

Where in the world am I?

- Location knowledge:
- name and locate the world's seven continents and five oceans
 - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Geographical skills and fieldwork:
- 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.
 - 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

- Can they say what they like and don't like about their locality and another locality like the seaside?
 - Can they describe some human/ physical features of their own locality?
 - Can they explain what makes a locality special?
 - Do they think that people ever spoil the area or try to make the area better? How?
 - Can they explain what facilities a town or village might need?
 - Can they find where they live on a map of the UK?
- Greater Depth:
- Can they find the longest and shortest route using a map?
 - Can they point out the North, South, East and West associated with maps and compass?

Spring

Why is London important?
(link to The Great Fire of London)

- Location Knowledge:
- Name the four countries of the UK, capital cities and surrounding seas.
- Human and Physical geography:
- Begin to know the differences between town and country locations.
- Geographical skills and fieldwork:
- use world maps, atlases and globes to identify the United Kingdom and its countries
 - use simple compass and Locational and directional language to describe the location of features and routes on a map
 - 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

- Can they label a diagram or photograph using some geographical words?
 - Can they find out about a locality by using different sources of evidence/ by asking some relevant questions to someone else?
 - Can they describe some places which are not near the school?
 - Can they name the major cities of England, Wales, Scotland and Ireland?
- Greater Depth:
- Can they point out the North, South, East and West associated with maps and compass?
 - Can they find the longest and shortest route using a map?

Summer

Sensational Safari

Place knowledge

- 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 (Kenya)

Human and Physical Geography:

- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Geographical skills and fieldwork

- use world maps, atlases and globes to identify Kenya
- 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
- 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

- Can they label a diagram or photograph using some geographical words?
- Can they find out about a locality by using different sources of evidence?
- Can they find out about a locality by asking some relevant questions to someone else?
- Can they explain what makes a locality special?
- Can they describe some places which are not near the school?
- Can they describe a place outside Europe using geographical words?
- Can they explain how the jobs people do may be different in different parts of the world?
- Can they name the continents of the world and find them in an atlas?

Greater Depth:

- Can they name the continents of the world and find them in an atlas?
- Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?

Year Three

National Curriculum

Knowledge, skills and understanding

Autumn

Extreme Earth

- Human and physical geography:
- Describe and understand key aspects of physical geography, including volcanoes and earthquakes.
- Geographical skills and fieldwork:
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- Can they use maps and atlases appropriately by using contents and indexes?
 - Can they describe how volcanoes are created?
 - Can they describe how earthquakes are created?
 - Can they confidently describe physical features in a locality?
 - Can they describe how volcanoes have an impact on people's lives?
 - Can they locate and name some of the world's most famous volcanoes?
- Greater Depth:
- Can they explain why a locality has certain physical features?
 - Can they explain how people's lives vary due to weather?

Spring

Land Use

- Human and physical geography
- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Geographical skills and fieldwork
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
 - use the eight points of a compass, four and six-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.

- Can they identify key features of a locality by using a map?
 - Can they begin to use 4 figure grid references?
 - Can they accurately plot NSEW on a map?
 - Can they use some basic OS map symbols?
 - Can they confidently describe physical features in a locality?
 - Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, and NE)?
 - Can they confidently describe human features in a locality?
 - Can they explain why a locality has certain human features?
 - Can they explain why a place is like it is?
- Greater Depth:
- Can they explain why a locality has certain physical features?

Summer

Where are the rainforests?

Location knowledge:

- locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Human and physical geography:

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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.

- Do they use correct geographical words to describe a place and the events that happen there?
- Can they use maps and atlases appropriately by using contents and indexes?
- Are they aware of different weather in different parts of the world, especially Europe?
- Can they find different views about an environmental issue? What is their view?
- Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?

Greater Depth:

- Can they explain why a locality has certain physical features?
- Can they explain how people's lives vary due to weather?

Year Four

National Curriculum

Knowledge, skills and understanding

Autumn

Somewhere to Settle
(linked to Anglo-Saxons and Vikings)

Location Knowledge:

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Place Knowledge:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Human and Physical Geography:

- describe and understand key aspects of types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use the eight points of a compass and keys to build their knowledge of the United Kingdom

- Can they carry out a survey to discover features of cities and villages?
- Can they describe the main features of a village?
- Can they describe the main physical differences between cities and villages?
- Can they explain why people are attracted to live in cities?
- Can they explain why people may choose to live in a village rather than a city?
- Can they explain how a locality has changed over time with reference to human features?
- Do they know the difference between the British Isles, Great Britain and UK?
- Can they locate and name some of the main islands that surround the UK?

Greater Depth:

- Can they explain how a locality has changed over time with reference to physical features?
- Can they name the counties that make up the home counties of London?

Spring

All Around the World

Location Knowledge:

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Human and Physical Geography:

- : types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- Can they find the same place on a globe and in an atlas?
- Can they use appropriate symbols to represent different physical features on a map?
- Can they locate the Tropic of Cancer and the Tropic of Capricorn?
- Do they know the difference between the British Isles, Great Britain and UK?
- Do they know the countries that make up the European Union?

Greater Depth:

- Can they name the counties that make up the home counties of London?
- Can they explain how a locality has changed over time with reference to physical features?

Summer

What's it like in Sheffield?

Location knowledge:

- Name and locate counties and cities of the United Kingdom specifically Sheffield and its identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Place Knowledge:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Human and Physical Geography:

- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork:

- Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and Sheffield's place in it.

- Can they label the same features on an aerial photograph as on a map?
- Can they plan a journey to a place in England?
- Can they describe the main features of a well-known city?
- Can they describe the main physical differences between cities and villages?
- Can they explain why people are attracted to live in cities?
- Can they suggest different ways that a locality could be changed and improved?
- Can they name up to six cities in the UK and locate them on a map?

Greater Depth:

- Can they give accurate measurements between 2 given places within the UK?
- Can they name some of the main towns and cities in Yorkshire and Lancashire?

Year Five

National Curriculum

Knowledge, skills and understanding

Autumn

Amazing Americas –
Focus on Brazil

Location Knowledge:

- Locate North and South America and the countries within these continents.
- Locate major cities in North and South America.
- Identify and discuss the key physical and human characteristics of North and South America.

Place Knowledge:

- Understand the geographical similarities and differences through the study of human and physical geography of a region within North or South America.

Human and Physical Geography:

- Climate zones, rivers
- Distribution of natural resources

Geographical skills and field work:

Use maps, atlases, globes and digital mapping to locate countries

- Can they collect information about a place and use it in a report?
- Can they map land use?
- Can they find possible answers to their own geographical questions?
- Can they plan a journey to a place in another part of the world, taking account of distance and time?
- Can they explain why many cities of the world are situated by rivers?
- Can they explain how a location fits into its wider geographical location; with reference to physical features?
- Can they explain why people are attracted to live by rivers?
- Can they explain how a location fits into its wider geographical location; with reference to human and economical features?
- Can they name and locate many of the world's major rivers on maps?
- Can they locate and name the main countries in South America on a world map and atlas?

Greater Depth:

- Can they work out an accurate itinerary detailing a journey to another part of the world?
- Can they begin to recognise the climate of a given country according to its location on the map?

Spring

Enough for Everyone

Location Knowledge:

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Human and physical geography:

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

- Can they find possible answers to their own geographical questions?
- Can they explain why water is such a valuable commodity?
- Can they explain how a location fits into its wider geographical location; with reference to human and economical features?
- Can they explain what a place might be like in the future, taking account of issues impacting on human features?

Greater Depth:

- Can they report on ways in which humans have both improved and damaged the environment?
- Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?

Summer

Magnificent Mountains

Location knowledge:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: mountains,

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-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

- Can they collect information about a place and use it in a report?
- Can they map land use?
- Can they find possible answers to their own geographical questions?
- Can they make detailed sketches and plans; improving their accuracy later?
- Can they explain how a location fits into its wider geographical location; with reference to physical features?
- Can they name and locate many of the world's most famous mountain regions on maps?

Greater Depth:

- Can they begin to recognise the climate of a given country according to its location on the map?

Year Six

National Curriculum

Knowledge, skills and understanding

Autumn

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Spring

Europe

Location knowledge:

- Locate the world's countries, using maps to focus upon Europe concentrating on their environmental regions and their identifying human and physical characteristics, countries and major cities.

Place Location:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (France – link to MFL)

Human and Physical Geography:

- types of settlement and land use, economic activity including trade links

Geographical skills and fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- Can they give extended descriptions of the physical features of different places around the world?
- Can they describe how some places are similar and others are different in relation to their human features?
- Can they give an extended description of the human features of different places around the world?
- Can they explain how the time zones work?

Greater Depth:

- Can they define geographical questions to guide their research?
- Can they use a range of self-selected resources to answer questions?
- Can they plan a journey to another part of the world which takes account of time zones?

Summer

I'm a Year 6 pupil, can you get me out of here?

Geographical skills and field work:

- 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.

- Can they confidently explain scale and use maps with a range of scales?
- Can they make careful measurements and use the data?
- Can they use OS maps to answer questions?
- Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?
- Can they accurately use a 4 figure grid reference?
- Can they create sketch maps when carrying out a field study?
- Can they recognise key symbols used on ordnance survey maps?

Greater Depth:

- Can they use a range of self-selected resources to answer questions?
- Do they understand the term sustainable development? Can they use it in different contexts?
- Can they explain how human activity has caused an environment to change?