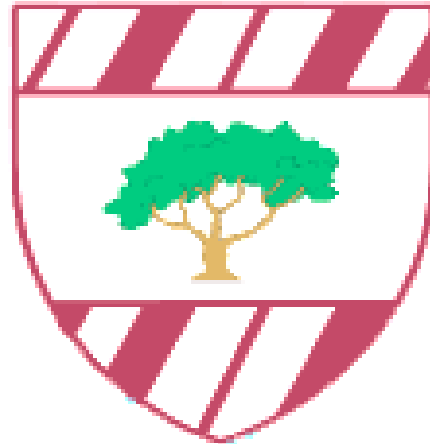


# Geography Overview

2022-2023



## **Intent**

For our children to have a sound understanding of their heritage and have open hearts and minds to the diversity in the immediate community and the world beyond.

## **Implementation**

In addition to the National Curriculum each year group covers elements of local studies. Our curriculum reflects the rich geographical nature that Prescott and the wider Merseyside area holds. Children are encouraged to consider the role they play and how they can make positive contributions to the local and wider community, for example through supporting Food Banks and Maru's Meals. Our Curriculum is enriched by educational visits both locally and further afield, including residential trips, welcoming visitors from all walks of life and close links with our two Parish Churches.

**EYFS**

**Nursery and Reception**

<b>Autumn</b>	<b>All About Me</b>
	<b>Terrific Tales</b>
<b>Spring</b>	<b>Amazing Animals</b>
	<b>Come Outside</b>
<b>Summer</b>	<b>Ticket to Ride</b>
	<b>Fun at the Seaside</b>

**EYFS**

**People, culture and communities**

<p><b><u>Nursery-</u></b> Children will learn from visitors of various occupations inc. a nurse, dentist, police and firefighter. Children will talk about differences and similarities between themselves and people in their local community. Children will know the name of the town that our school is in. Children will be able to compare the explore habitats of wild animals found in other countries. The children will know who the queen is and her role as the ruling monarch. Children will know that a globe represents the world. Children will find out about the England flag. Children will know about hot and cold places in our world.</p>	<p><b><u>Reception-</u></b> Children will know the name of the road that our school is on. Children will explore aerial maps of our school and identify key features. Children will identify typical weather in Autumn. Children will know how people in different countries celebrate Christmas. Children will know that Prescot is in England. Children will know that we do not have certain animals in England and will compare with Antarctica. Children will identify typical weather in Winter. Children will know that we can only grow certain fruit/vegetables in England. Children will identify typical weather in Spring. Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world. Children will identify similarities and differences between life in Prescot and life in Africa. Children will identify typical weather in Summer.</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Theme</b>	<b>Prescot</b>	<b>Where in the world am I?</b>	<b>Extreme Earth</b>	<b>Sheffield</b>	<b>Amazing Americas-Brazil</b>	<b>Biomes and Vegetation Belts</b>
<b>Concept</b>	Fieldwork and Observation	Contextual knowledge of the globe	Physical Geography	Contextual knowledge of the UK	Contextual knowledge of the globe	Physical Geography
<b>Key Question</b>	Where do I live?	Where in the world am I?	What makes the earth angry?	What's it like in Sheffield?	What is life like in Brazil?	What is a biome?
<b>Theme</b>	<b>Animals around the world</b>	<b>London</b>	<b>The Water Cycle</b>	<b>All Around the World</b>	<b>Enough for Everyone</b>	<b>Rainforests</b>
<b>Concept</b>	Human and Physical Geography	Contextual Knowledge of the UK	Physical Geography	Contextual knowledge of the globe	Human Geography	Physical Geography
<b>Key Question</b>	Where do we live?	What is Big Ben?	How are clouds made?	Why are there lines on a globe?	Is there enough for everyone?	Where are the rainforests?
<b>Theme</b>	<b>Seas and Coasts</b>	<b>Sensational Safari</b>	<b>Land Use</b>	<b>Somewhere to Settle</b>	<b>Magnificent Mountains</b>	<b>Europe- France</b>
<b>Concept</b>	Human and Physical Geography	Contextual knowledge of the globe	Human Geography	Physical Geography	Physical Geography	Similarities and differences between places in the world
<b>Key Question</b>	What can you find at the seaside?	What will I see on Safari?	How is land used in the UK?	Can you settle anywhere?	Which continent has the most mountains?	Where would you live? France or England?
<b>Fieldwork Week-May</b>						
<b>Concept</b>	Fieldwork and Observation	Fieldwork and Observation	Fieldwork and Observation	Fieldwork and Observation	Fieldwork and Observation	Fieldwork and Observation
<b>Key Question</b>	How many daisies are on the school field?	Is the bike shed big enough?  - how many people come to school? - survey of how do people get to school?	Are there enough bins in school?  Where gets the most rainfall on the school ground?	How can we conserve water in school? -complete water aid survey -complete audit of taps in school	Can you design a swing park for the school field?  What do you need to include and why?	Can you survey Prescot to produce your own version of an OS 'Explorer' map

## National Curriculum Areas of Study

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>name and locate 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</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including</li> </ul>

	<p>countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</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>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.</p>	<ul style="list-style-type: none"> <li>• physical geography, including: climate zones, volcanoes and earthquakes, and the water cycle</li> <li>• human geography, including: types of settlement and land use, <b>Geographical skills and fieldwork</b></li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> </ul> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> </ul> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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## Rationale

The themes have been selected as they allow the National Curriculum Subject Content (knowledge) to be taught. Our themes inspire curiosity and fascination about the world whilst equipping children with geographical skills to develop their knowledge through studying places, people and natural and human environments. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable allowing the children to build upon their growing knowledge of the world to help them to deepen their understanding of the interaction between physical and human processes.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	All 3 topics in Year One build on prior knowledge taught in Reception and enable the children to develop their understanding in more detail.	The topic 'Where in the world am I' and 'London' expands the children's contextual knowledge of the UK, widening their sense of place.	The 'land use' topic builds on learning from The Stone Age history topic, deepening the children's understanding.	The Sheffield topic enables children to use previously taught local knowledge to compare and contrast two areas of the UK.	Magnificent Mountains encourages children to revisit map skills and use map, atlas and globe skills on a greater scale.	Exploring 'France' in greater detail enables children to use previously taught comparison skills and apply these to an area outside of the UK, providing greater challenge and deepening children's skills.
	Fieldwork week ensures children are having the opportunity to both revisit fieldwork skills and progress these skills at their relevant key stage. Fieldwork week uses the children's local environment (school and local Prescot) to further embed physical and human features of the local environment and an increasing ability to make observations, compare and contrast.					

### End Points for Assessment

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contextual knowledge of the UK		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.	Identifying and land-use patterns in the UK and understand how some of these aspects have changed over time.	Name and locate Sheffield and its identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.		
Contextual knowledge of the globe		Name and locate the world's seven continents and five oceans.	Locate the world's countries using maps.	Locate the world's countries.  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)	Use maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Use maps to focus on Europe (including the location of Russia)
Similarities and difference between places in the world		Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (London) and of a		Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (Sheffield)	Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America (Brazil)	Understand geographical similarities and differences through the study of human and physical geography of a region in a European Country (France)

		small area in a contrasting non-European country (Kenya)				
Human and Physical Geography	<p>Identify seasonal and daily weather patterns in the United Kingdom (taught all through the year in conjunction with science).</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Accurately use basic geographical vocabulary to describe physical features( see vocab)</p>		<p>Describe and understand key aspects of physical geography - rivers.</p> <p>Describe and understand key aspects of physical geography- volcanoes and earthquakes.</p>	<p>Describe and understand key aspects of physical geography- climate zones.</p> <p>Describe and understand key aspects of physical geography- the water cycle.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use.</p>	<p>Describe and understand key aspects of physical geography – mountains.</p> <p>Describe and understand key aspects of human geography including economic activity, trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of physical geography -biomes and vegetation belts</p>
Interpret and Communicate using range of sources	<p>Maps- Prescott/ UK Books</p> <p>Photographs/ Video Imagery</p>	<p>Maps- London/ UK Books</p> <p>Photographs/ Video Imagery</p> <p>Statistics</p>	<p>Maps- Live map of Volcanos</p> <p>Books</p> <p>Photographs/ Video Imagery</p> <p>Statistics</p>	<p>Maps- Sheffield/UK Books</p> <p>Photographs/ Video Imagery</p> <p>Statistics</p>	<p>Maps- Brazil/ South America</p> <p>Books</p> <p>Photographs/ Video Imagery</p> <p>Statistics</p>	<p>Maps- France/Europe</p> <p>Books</p> <p>Photographs/ Video Imagery</p> <p>Statistics</p>
Fieldwork and observation	<p>Use world maps, atlases and globes to identify the UK and its countries as well as</p>	<p>Use world maps, atlases and globes to identify the UK and its countries as well as</p>	<p>Use maps, atlases, globes to locate countries and</p>	<p>Use maps, atlases, globes to locate countries and</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate</p>



	<p>the countries, continents and oceans studied at this key stage.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>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.</p>	<p>the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>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.</p>	<p>describe features studied.</p> <p>Use fieldwork to observe, measure and record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>describe features studied.</p> <p>Use the eight points of a compass to build knowledge of the UK.</p> <p>Use fieldwork to observe, measure and record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>countries and describe features studied.</p> <p>Use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the wider world.</p> <p>Use fieldwork to observe, measure and record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>countries and describe features studied.</p> <p>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 wider world.</p> <p>Use fieldwork to observe, measure and record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>
Vocab	<p>Weather: Autumn, climate, drought, flood, forecast, seasons/ seasonal, spring, summer, autumn, winter</p>	<p>Biomes/ Vegetation Belts/ Climate Zones Coniferous forest, coral reef, deciduous forest, desert, eco system, freshwater, global warming, grasslands, high pressure, ice-sheet, marine, Mediterranean, mountain, regions, savannah, tropical forest, tundra</p>				

	<p>Physical Features: Beach, cliff, coast, environment, equator, forest, hill, landmarks, mountain, ocean, river, sea, soil, valley, vegetation, north pole, south pole</p> <p>Human Features: Harbour, port, settlement, town, village, city, factory, farm, house, office, settlement</p> <p>Geographical skills and fieldwork: Atlas, continent, country, globe, island, land, map, next to, far, behind, near, under, left, right, forwards, backwards, distance, sea, symbol, north, south, east, west, aerial view, bird's eye view, compass, co- ordinate, grid reference, landmark, route, scale</p> <p>Other: Capital city, community, conservation, county, environment, leisure, pollution, route, United Kingdom</p>		<p>Rivers Basin, current, dam, delta, erosion, estuary, floodplain, flow, meander, mouth, rapid, rapids, reservoir, source, stream, tributary, waterfall, watershed, waterway</p> <p>Mountains Alpine, altitude, avalanche, crevasse, drainage, elevation, erosion, glacier, moraine, pass, range, ravine</p> <p>Water Cycle Aquifer, condensation, evaporation, hydro power, ice cap, infiltration, precipitation, reservoir, runoff, transpiration, water vapour</p> <p>Earthquakes and Volcanoes Active, after shock, amplitude, ash cloud, core, crater, crust, dormant, epicentre, eruption, eruptions, extinct, faults, gases, hot spot, landslides, magma, magnitude, mantle, plate, plate tectonics, Richter scale, ring of fire, seismic waves, seismology, tectonic activity, tsunامي, velocity, vent, volcanic ash,</p> <p>Economic Activity/ Trade Links Banking, economy, education, farming, finance, healthcare, industry, insurance, leisure, manufacture, pollution, retail, revolutionary, service industry</p> <p>Natural Resources Distribution, energy, minerals</p> <p>Fossil Fuel Globalisation, land use/ settlements, population density, population distribution, push/pull factors, tourism, urbanisation</p>			
High Quality text links						
Enrichment suggestions	Walk through Prescott  Trip to Formby beach	Walk through Prescott  Visit Knowsley Safari Park	Walk through Prescott  Science dome- Volcanoes	Walk through Prescott	Walk through Prescott	Walk through Prescott  Visit from French speaker