

St. Patrick's RC Primary School
Geography Curriculum Overview (Year A)



Nursery

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Understanding the World- The World</p> <p>22-36 months</p> <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment. <p>30-50 months</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Shows care and concern for living things and the environment <p>40 to 60+ months</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. 					
<p><u>Commotion In the Ocean</u></p> <p>In this unit the children will have the opportunity to:</p> <ul style="list-style-type: none"> • Interact with small world ocean/sea creatures • Look on a globe and notice that the seas and 	<p><u>Journey back in Time</u></p> <p>In this unit the children will have the opportunity to:</p> <ul style="list-style-type: none"> • Interact with the home role play area and talk about where they live • They will draw, make, talk about their house - they could collect a photograph of their 	<p><u>Once Upon a Time</u></p> <p>In this unit the children will have the opportunity to:</p> <ul style="list-style-type: none"> • Interact with the role play, 3 bears cottage and talk about it being in a forest • Draw, make, build forest pictures and settings 	<p><u>Dinosaurs</u></p> <p>In this unit the children will have the opportunity to:</p> <ul style="list-style-type: none"> • Interact with small world dinosaurs featuring a volcano, trees, hills, caves • Look on a map at where dinosaurs 	<p><u>Superheroes (Super us)</u></p> <p>In this unit the children will have the opportunity to:</p> <ul style="list-style-type: none"> • Interact with small world fire station/ garage • Talk about road safety, staying safe in our environment 	<p><u>Are We There Yet?</u></p> <p>In this unit the children will learn all about:</p> <ul style="list-style-type: none"> • Interact with a small world farm • Talk about the animals they find on the farm • Use Geographical language like field, barn etc.



St. Patrick's RC Primary School

Geography Curriculum Overview (Year A)

<p>Oceans are blue, and land is green</p> <ul style="list-style-type: none"> • Talk about how they travel on/in water • Talk about their experiences of going to the seaside/ going on a boat. • Use Geographical language sea, sand, beach, rocks 	<p>house and talk about it.</p> <ul style="list-style-type: none"> • They may talk about how to get to their house in simple terms or how they travel to and from school. • They will talk about how people such as grandparents used to get to school/ what their houses looked like/ where they played 	<ul style="list-style-type: none"> • Draw a simple map Goldilocks house, forest, three bears cottage. • Listen to stories with different settings, talk and ask questions about them. 	<p>lived/ locate where we live</p> <ul style="list-style-type: none"> • Listen to stories with different settings, talk and ask questions about them. 	<ul style="list-style-type: none"> • Look for safety features in our local environment, zebra crossing, fences, gates, pelican crossing 	<ul style="list-style-type: none"> • Listen to stories about farms, ask and answer questions about them. • Go on a trip to a farm to see it in real life. • Create pictures, models, small world of what they have seen and talk about it.
---	--	---	--	--	---

Over the course of the year, the children will:

- go on nature walks and observe what the school grounds look like (leaves, trees, flowers etc)
- Identify physical features such as fields, paths, flower beds on the school grounds
- Interact with small world environments such as farms, garages and train stations/ snowy/seaside, forests
- Create pieces of art using things they have found in the natural world
- Curiosity table - things found in the world to compare and look at: plants, animals, natural and found objects.
- Talk about how the weather changes through the year. (Daily weather watch, seasons-Autumn walks, Spring walks etc)
- On the way to and from school they may collect things they find interesting and talk about these in school.

St. Patrick's RC Primary School Geography Curriculum Overview (Year A)

Reception

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>40 to 60+ months</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p>					
<p style="text-align: center;"><u>Commotion In the Ocean</u></p> <p>In this unit the children will have the opportunity to:</p> <ul style="list-style-type: none"> Interact with small world ocean/sea creatures Trip to Aquarium, talk about how we will get there, how long will it take Use a map to locate aquarium and school Create small world scenarios to record their experiences or use drawing, painting, model 	<p style="text-align: center;"><u>Journey back in Time</u></p> <p>In this unit the children will have the opportunity to:</p> <ul style="list-style-type: none"> Interact with the home role play area and talk about where they live They will draw, make, talk about their house - they could collect a photograph of their house and talk about it. They will talk about different types of transport and how they get to school 	<p style="text-align: center;"><u>Once Upon a Time</u></p> <p>In this unit the children will have the opportunity to:</p> <ul style="list-style-type: none"> Interact with the role play, 3 bears cottage and talk about it being in a forest Draw, make, build forest pictures and settings Draw a simple map adding Goldilocks house, forest, three bears cottage, trees, cave, river, path. They will describe and 	<p style="text-align: center;"><u>Dinosaurs</u></p> <p>In this unit the children will have the opportunity to:</p> <ul style="list-style-type: none"> Interact with small world dinosaurs featuring a volcano, trees, hills, caves Look on a map at where dinosaurs lived/ locate where we live Listen to stories with different settings, talk and ask questions about them. 	<p style="text-align: center;"><u>Superheroes (Super us)</u></p> <p>In this unit the children will have the opportunity to:</p> <ul style="list-style-type: none"> Interact with small world fire station/ garage Talk about road safety, staying safe in our environment Look for safety features in our local environment, zebra crossing, fences, gates, 	<p style="text-align: center;"><u>Are We There Yet?</u></p> <p>In this unit the children will have the opportunity to:</p> <ul style="list-style-type: none"> A contrasting area to the local area e.g. the countryside, a farm, a city. Talk about how it is the same and different to the local area Use photographs to compare the areas and talk about different features using a developing Geographical vocabulary. Make small world models, paintings, drawings to represent different areas Make simple small scale and large scale

St. Patrick's RC Primary School
Geography Curriculum Overview (Year A)



<p>making, or use computer software</p> <ul style="list-style-type: none"> • Use geographical language, sea, island, shore, beach, cliffs, caves • Create own treasure island map, plot a simple route boat to treasure • Create pictures/ models with geographical features on • Listen to stories about oceans, eg 'snail and the whale', 'The Fish Who Could Wish', 'Commotion in the Ocean' 		<p>record their journey to school pictorially (early map skills).</p> <ul style="list-style-type: none"> • Listen to stories with different settings, talk and ask questions about them. 		<p>pelican crossing</p> <ul style="list-style-type: none"> • Think about how we can look after / improve our own environment 	<p>maps to explore an area building on earlier skills learnt in the previous two units.</p> <ul style="list-style-type: none"> • Using technology e.g. programmable floor toys children can follow directions and routes • Listen to stories, look at photographs and ask and answer questions about places that are further away. (e.g. Handa's surprise) • Talk about the people that live there, foods produced, travel and transport. • Begin to use atlases and globes to locate places • Visit a farm
---	--	---	--	---	--

Over the course of the year, the children will:

- Go on nature walks and observe what the school grounds look like (leaves, trees, flowers etc) and take a nature walk in the local park.
- Identify physical features such as small hills, fields, woods etc
- Interact with small world environments such as farms, garages, train stations, Antarctica etc.
- Create pieces of art using things they have found in the natural world

St. Patrick's RC Primary School
Geography Curriculum Overview (Year A)



- Curiosity table - things found in the world to compare and look at: plants, animals, natural and found objects.
 - Daily weather (simple) with the daily calendar
 - Key events in the seasons
- Talk about how the weather changes through the year. (Snow and the snow machine, crunchy Autumn Leaves, new growth in Spring etc)

Years 1 and 2

<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
<p>Locational Knowledge:</p> <p>G1. Name and locate the World's seven continents and five oceans</p> <p>G2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge:</p> <p>G3. 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</p> <p>Human and Physical Geography:</p> <p>G4. identify seasonal and daily weather patterns in the United Kingdom</p> <p>G6. use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • 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 field work:</p> <p>G7. 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</p> <p>G8. use simple directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>G9. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>G10. 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>Tour of Britain and Beyond In this unit the children will learn:</p>	<p>Our Local Area-Teesside/weather In the unit the children will learn:</p>	<p>Whitby+Y2Contrasting locality In this unit the children will learn:</p>



St. Patrick's RC Primary School

Geography Curriculum Overview (Year A)

<ul style="list-style-type: none"> • To identify the UK from a map. • To know and name the 4 countries that make up the UK. • To know and name the 3 main seas that surround the UK • To know and name the capital cities of the UK. • To know the main differences between a city, town, village and seaside town. • To identify the main similarities and differences between a town (Stockton) and a seaside resort. • To be able to identify and name key human and physical features of a city, town, village, and seaside town: (H - city, town, village, factory, farm, house, office, port, harbour, shop) (P - beach, cliff, coast, forest, wood, hill, mountain, valley, sea, ocean, river, vegetation). <p><u>Year 2</u></p> <ul style="list-style-type: none"> • To know the names of and locate the 7 continents of the world. • To know the names of and locate the 5 oceans of the world. • About how the continents are made up e.g. Europe is made up of several countries just as the UK is. • To know where the Equator, North Pole and South Pole are on a globe. • To be able to identify whether a country will be hot or cold using the above knowledge. 	<ul style="list-style-type: none"> • To identify and describe the 4 seasons • To name the hottest and coldest season in the UK. • To know and describe the main weathers e.g. sunny, rain, wind, cloudy, hot, cold, • To know and recognise the main weather symbols • To collect and present simple data about the weather <p>3Gen moment – e.g. present a weather report</p>	<ul style="list-style-type: none"> • To identify and describe the main differences between a place in England e.g. Stockton and a small place in a non-European country e.g. Australia, Mexico or Ghana • To identify and describe similarities and differences between the 2 places: human features and physical features such as trade links, buildings, city, town, village, factories, farms, ports etc. • Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach • Explain some of the advantages and disadvantages of living in a city or village • To create a simple map of a small area using symbols for places and a key
--	---	--

St. Patrick's RC Primary School
Geography Curriculum Overview (Year A)



<ul style="list-style-type: none"> To explore some of the features of a variety of hot and cold places around the world. 		
---	--	--

Years 3 and 4

<u>Autumn 2</u> <u>Countries of the World</u>	<u>Spring 2</u> <u>Water/Land Use</u>	<u>Summer 2</u> <u>Extreme Earth</u>
<p>NC Links:</p> <p>Locational Knowledge:</p> <p>G1. locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>G2. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical</p> <p>G3. identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Place knowledge:</p> <p>G4. 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</p> <p>Human and Physical Geography:</p> <p>G5. describe and understand key aspects of physical geography, including: climate zones, volcanoes and earthquakes.</p> <p>G6. 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</p> <p>Geographical skills and fieldwork:</p> <p>G7. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>G8. use symbols and a key to build their knowledge of the United Kingdom and the wider world</p>		
<p><u>Countries of the World</u></p> <ul style="list-style-type: none"> Locate the Equator on a map and globe. 	<p><u>Water/Land Use</u></p> <ul style="list-style-type: none"> To use simple coordinate work when working with maps of the UK. 	<p><u>Extreme Earth</u></p> <p>In this unit the children will learn:</p>



St. Patrick's RC Primary School

Geography Curriculum Overview (Year A)

<ul style="list-style-type: none"> • Locate the Northern Hemisphere on a map and globe. • Locate the Southern Hemisphere on a map and globe. • Find the North and South Poles on a globe or map. • Identify lines of latitude on a map. • Identify lines of longitude on a map. • Identify the Arctic Circle on a globe or map. • Identify the Antarctic Circle on a globe or map. • Identify the location of the Tropics of Cancer and Capricorn. • Identify differences between the UK and the tropics. • Identify the location of the Prime Meridian. • Find the local time in another city using time differences. 	<ul style="list-style-type: none"> • To use eight points of a compass, symbols and a key to build knowledge about the UK. • To develop their understanding of maps, symbols and keys (UK and area maps) and create a map with a key for a focus area in the UK 	<ul style="list-style-type: none"> • To understand the structure of the Earth and its layers • To know what an earthquake is and be able to accurately use its associate vocabulary. • To know what causes an earthquake • To identify areas of the world where earthquakes are more likely to occur • To know some facts about Earthquakes e.g. how they are measured, largest recorded, most prone area in the world, how countries protect themselves and their buildings from earthquakes, how Poseidon links etc • To identify volcanoes around the world and know what one is • To know the difference between an active volcano and a dormant one and what causes a volcano • To label the different parts of a volcano and accurately use vocabulary associated with volcanoes • To locate volcanoes around the world. • To know some facts about volcanoes e.g. Pompeii
---	--	--

Years 5 and 6

<u>Autumn 2</u>	<u>Spring 2</u>	<u>Summer 2</u>
Locational Knowledge: G1. 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		

St. Patrick's RC Primary School
Geography Curriculum Overview (Year A)



G2. 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
 G3. 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)

Place knowledge:

G4. 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, and a region within North or South America

Human and Physical Geography:

G5. describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

G6. 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:

G7. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

G8. 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

Rivers	The United Kingdom	North America
<p>In this unit the children will learn:</p> <ul style="list-style-type: none"> • To Know and label the main features of a river • To Know the name of and locate a number of the world's longest rivers • To know why most cities are located by a river • To explain the stages of the water cycle • To know how rivers get their water • To introduce ordnance survey maps and maps to locate rivers • To explore and describe the effects of human activity on rivers and water e.g. how they affect floodplains, flood management systems etc. 	<p>In this unit the children will learn:</p> <ul style="list-style-type: none"> • To explore the impact of human geography (including settlements, land use, economic activity including trade links, distribution of natural resources including energy, food, mineral and water) on an area of interest over time. • To explore the impact of human geography on the physical features of an area over time • To explore and explain ideas linked to global warming and how our actions are impacting on the Earth (link back to previous topics) 	<p>In this unit the children will learn:</p> <ul style="list-style-type: none"> • To know why industrial areas and ports are important • To know the difference between living in the UK and in a country in North America • To know the names of and locate a number of North American countries. • To describe the environmental regions, climate zones, vegetation belts, key human and physical features, countries and major cities of North America • Undertake a key study into a region in North America and compare its similarities and differences to a region of the UK and a region in a European country.

St. Patrick's RC Primary School
Geography Curriculum Overview (Year A)



<ul style="list-style-type: none">• To explore and describe more extreme weather - Tsunami and the impact they can have on the environment and geographical features.• To compare famous rivers across the world• create a working model river	<ul style="list-style-type: none">• To explore and explain current environmental issues and how humans could help our world e.g. Government targets, pollution, endangered species etc.	<ul style="list-style-type: none">• To 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 in a key North American country.• To use grid references, compass references, maps, symbols and keys to explore the regions
--	---	---