

St Stephen's Church of England Primary School

Geography Curriculum Overview for Years 1-6



Purpose of study

A high-quality geography education should **inspire** in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should **equip pupils with knowledge about diverse places, people, resources and natural and human environments**, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the **interaction between physical and human processes**, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain **how the Earth's features at different scales are shaped, interconnected and change over time**.

Aims

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
<p align="center"><u>Fairy Tales</u></p> <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> • Use aerial photos and plans to recognise land marks and basic human and physical features. • devise simple map • use basic symbols in a key. • Create aerial maps of a fairy tale setting and use directional language to navigate around them. • Use nature reserve to make a simple map together. <p><i>Human and Physical Geography:</i> <u>Vocabulary of key physical features:</u> Hill / mountain / forest / village / river / valley</p>	<p align="center"><u>On the Move</u></p> <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> • Use simple compass directions (north / south / east / west) and locational and directional vocabulary (near / far / left / right). • Use simple field work and observational skills to study traffic in the surrounding area of school by taking traffic surveys on contrasting roads. • Visit the London transport museum to compare types of transport. <p><i>Human and Physical Geography:</i> <u>Vocabulary of key human features:</u> port / harbour / road / junction / crossing / lane / motorway / bridge.</p>	<p align="center"><u>Clean and Green</u></p> <p><i>Locational Knowledge:</i></p> <ul style="list-style-type: none"> • Name, locate and identify 4 countries and capital cities of UK • Identify key characteristics of seas and countries of UK. • Know what things are harmful to our environment. <p><i>Geographical skills and fieldwork:</i> Field work around school and local area collecting rubbish and sorting into recycling. Include surveys and follow up with writing proposals/ poster campaign around recycling.</p> <p><i>Human and Physical Geography:</i> <u>Vocabulary of key physical features:</u> Recycling/ environment/ pollution/ campaign</p>	<p align="center"><u>Breakfast</u></p> <p><i>Place Knowledge:</i> Place in Britain where crops are grown e.g Medway Valley place abroad where bananas are grown e.g. Montego bay Jamaica. Seasonal and daily weather patterns in the UK. Weather extremes which affect crops.</p> <p><i>Geographical skills and fieldwork:</i> Trip to nature reserve/ allotment to see edible plants growing (plant seeds and plant out). Measure temperatures/ rainfall and record- making links between weather and crop success.</p> <p><i>Human and Physical Geography:</i> <u>Vocabulary of key physical features:</u> Sea / ocean / coast / beach / valley / soil / vegetation / season / weather/ summer/ winter/ spring/ autumn/ crop.</p>	<p align="center"><u>Then and Now (schools)</u></p> <p><i>Place Knowledge:</i> Look at playgrounds around the world and make comparisons.</p> <p><i>Geographical skills and fieldwork:</i></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. • devise a simple map and use and construct basic symbols in a key. (recap from Autumn 1 using symbols/ keys).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2
<p><u>Making a Difference</u></p> <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> Use world maps, atlases and globes. (<i>Locating Kingston, Jamaica, birthplace of Mary Seacole and locating where the Crimea War took place</i>). Track journeys on a map. <p><i>Place knowledge:</i> Know key places related to historical stories of the Crimean War.</p> <p><i>Linked to History.</i></p>	<p><u>London's Burning</u></p> <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> Use aerial photos and plans to recognise landmarks of London and basic human and physical features. Use historical maps and compare with modern maps- track the spread of the fire of London and growth of London over time. Explore what has changed and why. <p><i>Place knowledge:</i></p> <ul style="list-style-type: none"> studying the human and physical geography of London (to compare and contrast later to non-European place studied in Around the World Topic). <p><i>Human and physical geography:</i> <u>Vocabulary of key human features:</u> bridge / sky scraper / docks / city / factory / house / office <u>Vocabulary of key physical features:</u> river / hill / shore / park</p>	<p><u>Super Heroes</u></p> <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> use aerial photos and plan perspectives (create 3d models of futuristic super hero city and take aerial photos). devise a simple map and used construct basic symbols in a key. (create maps from their own 3d futuristic super hero cities) Use 8 simple compass directions (north, NE, NW / south, SE, SW / east / west) and locational and <u>directional vocabulary</u> (near / far / left / right). (Directing super heroes to find important messages / keys / codes etc). 	<p><u>Around The World in 80 Days</u></p> <p><i>Locational knowledge:</i></p> <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans. Locate Arctic and Antarctic. <p><i>Place knowledge:</i></p> <ul style="list-style-type: none"> Understand geographical similarities and difference through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country. (comparing London to ...) <p><i>Human and physical geography:</i></p> <ul style="list-style-type: none"> know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and compare. <p><i>Geographical skills and fieldwork:</i> Use globes and atlases of places studied, make objects and taste foods from around the world.</p>	<p><u>Minibeasts</u></p> <p><i>Human and Physical Geography:</i> <u>Vocabulary of key physical features:</u> soil / vegetation / pond/ river/ valley/ forest/ hill/</p> <p><i>Geographical skills and fieldwork:</i></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. (visit to the nature reserve Brookmill Rd). Compare how places in local environment are similar and different (relate to where different mini beasts live).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2
<p><u>The Land of Pharaohs</u></p> <p><i>Locational knowledge:</i></p> <ul style="list-style-type: none"> • name and locate important ancient and modern Egyptian sites and surrounding countries. • Identify key geographical features e.g. Nile, pyramids, Valley of the Kings, etc • understand how some of these change over time. <p><i>Human and physical geography:</i> <i>describe and understand key aspects of physical geography:</i> climate affect on growth of food (flooding and Nile) <i>describe and understand key aspects of human geography:</i> types of land use, food growth related to the Nile</p> <ul style="list-style-type: none"> • Understand role Nile plays in settlement, development, farming. <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> • use atlases and digital mapping to locate Egypt and Nile and compare aerial and on the ground maps using street view. 	<p><u>Tell me a Story</u></p> <p>Europe</p> <p><i>Locational knowledge:</i></p> <ul style="list-style-type: none"> • Name and locate European countries and capital cities on a map. • Name and locate longest/largest rivers and mountains of Europe and their uses. <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> • use atlases and digital mapping to locate countries and capitals of Europe, human and geographical features and make comparisons between them. • Use atlases and internet to research key geographical and human landmarks of Europe. 	<p><u>The Iron Man</u></p> <p>Topographical features</p> <p><i>Locational knowledge:</i></p> <ul style="list-style-type: none"> • name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (incl. hills, mountains, coasts and rivers), and lands patterns; and understand how some of these change over time. <p><i>Geographical skills and fieldwork:</i></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. • key topographical features (including hills, mountains, coasts and rivers) • Trip to local park to record topographical features and then turn this into a map using photos, keys, symbols. OS maps / symbols / keys 	<p><u>Food Glorious Food</u></p> <p>UK - farming belts etc</p> <p><i>Human and physical geography:</i> <i>describe and understand key aspects of physical geography:</i></p> <ul style="list-style-type: none"> • climate affect on growth of food. <p><i>describe and understand key aspects of human geography:</i></p> <ul style="list-style-type: none"> • types of land use, food growth (related to UK farming) (link with S1 term on topographical features and how climate is linked with these and agriculture). • land-use patterns and understand how some of these aspects have changed over time 	<p><u>Mapping It Out Lewisham</u></p> <p><i>Place Knowledge:</i> Locate Lewisham and key landmarks on a map, making link with sites of historical interest.</p> <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> • 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><u>Know and be able to use in a practical mapping context:</u></p> <ul style="list-style-type: none"> • 4 grid references • OS maps / symbols / keys • 8 compass points • Compass <p><i>Human and physical geography:</i> Create a tour guide map of the local area based on field work.</p>

Autumn 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><u>World War 2</u> UK and Europe</p> <p><i>Locational knowledge:</i> Name and locate European countries and capital cities on a map.</p> <p><i>Human and physical geography:</i></p> <ul style="list-style-type: none"> political and geographical changes over time - comparing maps over time and documenting effects of war on landscapes. Use a case study of Germany as an example of how war impacts human and physical geography. <p><i>Key vocab:</i> natural resources / economic activity / trade/ scarce resources/ impact war/ migration.</p> <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> use atlases and digital mapping locate geographical and physical features of Europe. Take a European city/ area e.g. Germany and make comparisons before and after the war. 	<p style="text-align: center;"><u>Africa</u></p> <p><i>Locational knowledge:</i> Identify position of equator / Tropics of Cancer & Capricorn / Northern & Southern Hemisphere in relation to Africa. Name and locate some countries in Africa. Name and locate cities in South Africa.</p> <p><i>Human and physical geography:</i> <i>describe and understand key aspects of physical geography:</i> climate zones / biomes / vegetation belts / rivers / mountains.</p> <p><i>Key vocab:</i> natural resources / economic activity / trade / types of settlements / land use.</p> <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> use atlases and digital mapping to locate African countries and to describe features. 	<p style="text-align: center;"><u>Romans and Empire</u></p> <p><i>Locational knowledge:</i> identify key sites, countries and boundaries of ancient Rome and modern Rome. Identify route of Boudicca's attack and Hadrian's wall.</p> <p><i>Human and physical geography:</i></p> <ul style="list-style-type: none"> Compare and contrast spread and power of Roman empire and modern Rome. Relate roman landmarks to modern features e.g. baths, roads, town structures, places of worship, theatres, etc. <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> Recognise human impact of the Romans on geography e.g. road building, public health and town planning. Virtual tour of Roman amphitheatre/ colosseum and Roman baths. 	<p style="text-align: center;"><u>Vikings and Saxons</u></p> <p style="text-align: center;">topographical / land use pattern</p> <p><i>Locational knowledge:</i> Locate key Anglo Saxon and Viking settlements in the UK and notice the patterns of settlement.\</p> <p><i>Human and physical geography:</i> Name the key physical features of settlements. How, where and why settlements develop Look at a case study of a viking settlement. <i>describe and understand key aspects of human geography:</i> natural resources types of settlements / land use/ village life.</p> <p><i>Geographical skills and fieldwork:</i> Use nature reserve to plan and recreate a settlement, thinking about which features are essential.</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2
<p><u>Meet the Flintstones</u> natural resources / settlements / lands</p> <p><i>Locational knowledge:</i> Locate key Stone Age settlements in the UK and notice the patterns of settlement.</p> <p><i>Human and physical geography:</i> Name the key physical features of settlements. How, where and why settlements develop Look at a case study of a stone age settlement e.g. Skara Brae. Know about how civilisations used particular natural resources. <u>Key vocab:</u> natural resources types of settlements / land use/ village life. <i>Geographical skills and fieldwork:</i> Use natural resources to recreate stone age dwellings and tools and evaluate their effectiveness.</p>	<p><u>The Iron Age settlements continued</u></p> <p><i>Human and physical geography:</i></p> <ul style="list-style-type: none"> • Name the key physical features of settlements. • Compare how stone age and iron age settlements develop. • Look at a case study of iron age settlements • Know about how civilisations used particular natural resources and how resources in the Iron age led to human developments. <p><u>Key vocab:</u> natural resources/ man made resources/ development/ types of settlements / material use/ village life. <i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> • Make comparisons between stone age, iron age and modern day of where and how people lived. • Understand key features which help and hinder progress. 	<p><u>Chocolate</u> <u>South America and cocoa</u></p> <p><i>Locational knowledge:</i></p> <ul style="list-style-type: none"> • Locate biomes of cocoa regions of North and South America. • Link with studies of Mayas/ Aztec, focussing on one South American country- learning location and key geographical features. <p><i>Human and physical geography:</i> Know how trade routes in the past and now are influenced by geographical features. Identify how weather patterns/ climates affects crops. Investigate cocoa production and farming and its influence on human development in the area. make comparisons of fair trade/ normal trade.</p> <p><u>Key vocab:</u> Cocoa, trade, fair trade, biome</p> <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> • Use atlases to locate countries of S. America. • Focus study on one S. American country, its major cities and topographical features and how it has changed from Mayan/ Aztec time to modern day. 	<p><u>Total Wipeout Challenge</u></p> <p><i>Locational knowledge:</i> Locate the river Thames and Medway and surrounding counties. Counties of the UK. Locate longest rivers of world and choose one as a comparison to the Thames.</p> <p><i>Human and physical geography:</i> Know how a river forms, use of land along a river and link with the water cycle. Compare and contrast rivers and changes over time in human uses.</p> <p><u>Key vocab:</u> water cycle, rivers (bends, meanders, tributaries, source, etc), compass points, grid reference,</p> <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> • Field trip to Carrotty Wood • Use 8 compass points in orienteering. • Use 6 grid references and OS maps. • Observe and measure in a river study. (all school journey). 	<p><u>Ancient Greece</u></p> <p><i>Locational knowledge:</i></p> <ul style="list-style-type: none"> • Locate Greece, its major cities and topographical features. • Use of ancient maps to locate ancient Greece to make comparisons. <p><i>Human and physical geography:</i></p> <ul style="list-style-type: none"> • Compare physical and human geography of ancient and modern Greece. • Know the effects of human activity on the environment. <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> • Use atlases to locate cities and features of Greece. • Investigate the climate, biomes, rivers, mountains etc of Greece and their impact on human geography (trade, access to natural resources, tourism)

Autumn 1 and 2	Spring 1	Summer 1	Summer 2
<p style="text-align: center;"><u>Exploration</u> <u>Tudor journeys</u></p> <p><i>Locational knowledge:</i></p> <ul style="list-style-type: none"> Recap continents, seas and oceans of the world- develop understanding of fault lines. Identify position and significance of latitude/ longitude equator / Tropics of Cancer & Capricorn / Northern & Southern Hemisphere/ Prime Greenwich Meridian and time zones (including day and night). Recap countries of N and S America. <p><i>Human and physical geography:</i> Be able to locate countries/ continents and key locations of Columbus's journey. Use historical maps and make comparisons with modern. Use climate zones/ topographical features to investigate why people explore areas and certain areas become trading hubs.</p> <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> Use atlases to plot, locate and track routes across the world. Investigate why and how trade links are established and maintained, making comparisons over time (using the Americas as a case study). create sketch maps in relation to journeys and human migration. 	<p style="text-align: center;"><u>Decisions</u></p> <p><i>Locational knowledge:</i> Locate World biomes regions and how they link to location.</p> <p><i>Human and physical geography:</i> Develop understanding of the physical geography of the world, including seas, oceans, major rivers, mountain ranges, rainforests and deserts. Make correlations between topographical features (above) and human migration and settlement (using knowledge from previous term).</p> <p><u>Key vocab:</u></p> <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> Use 8 point compass to locate and direct Use 4 and 6 grid references to find locations. Study a location using symbols, keys, legends, co-ordinates, etc. Create own maps using OS symbols and 6 point grid references. 	<p style="text-align: center;"><u>A world in our hands</u></p> <p><i>Locational knowledge:</i> Locate rainforest and mountain regions of the world. Locate where foods of the world are grown.</p> <p><i>Human and physical geography:</i></p> <ul style="list-style-type: none"> Understand role of rainforests and mountains in maintaining biodiversity and investigate what happens when changes occur in an environment. Look at endangered species including bees, polar bears, whale and understand human impact on them. Know about Global warming and climate change: debate from both sides. <p><u>Key vocab:</u> climate change,</p> <p><i>Geographical skills and fieldwork:</i> Visit local hives/ visit from bee-keeper to understand role of bees in plant life cycle and farming. Understand human impact on biodiversity and local environment focussing on one aspect e.g. species decline in mountain regions. Understand the role of geography on farming and our food.</p>	<p style="text-align: center;"><u>Moving on</u> <u>Kensuke's Kingdom</u></p> <p><i>Locational knowledge:</i></p> <ul style="list-style-type: none"> Locate route and places on Kensuke's journey and key features e.g Japan, Azores, Brazil, etc <p><i>Human and physical geography:</i></p> <ul style="list-style-type: none"> Compare human and physical features of the the above countries, including natural resources, energy, food, minerals and water. <p><i>Geographical skills and fieldwork:</i></p> <ul style="list-style-type: none"> Create own maps using OS symbols and 6 point grid references. Use 8 point compass/ 4 and 6 grid references/ , co-ordinates, etc. to navigate finding treasure. Use sketch maps, plans, digital techniques to plan an ideal desert island, noting how topographical features and access to natural resources impact on settlement.