

Christ the Sower Ecumenical Primary School Geography Curriculum Overview

Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	<p>Local Area Study – Grange Farm</p> <p>Know where I live and can say my address</p> <p>Keep a local weather chart</p> <p>Know what I like and do not like about the place I live</p> <p>Local landmarks with sketches</p> <p>Simple map symbols for a map of a familiar location</p>		<p>An island study- Katie Morag (compared to MK)</p> <p>Using a compass</p> <p>List human and physical geographical features from a familiar place</p> <p>Key features of a place to compare to a known location</p> <p>Know the names of the 4 counties of the UK</p>		<p>Where does fruit come from?</p> <p>Name the world's seven continents</p> <p>Using images/videos/books as sources of information to locate different foods across the world</p> <p>Writing a food diary with likes and dislikes about particular fruits</p>	

Year 2

<p>Geography</p>	<p>Picturing Places</p> <p>Name the capital cities of England, Wales, Scotland and Northern Ireland and identify them on a map</p> <p>Compare London to MK and know what they like and do not like about a place that is different</p> <p>Use directional vocabulary to give directions in the local area</p> <p>Identify London as a city, MK as a town and Shenley Church End as a village</p>		<p>The Extremes of Antarctica</p> <p>Name the world's oceans and continents and locate them on a map</p> <p>Describe localities using vocab such as beach, forest, coasts, desert, mountains jungle, grassland.</p> <p>Make appropriate observations about why things happen.</p> <p>Identify what lives in Antarctica and why</p> <p>Name and describe simple human and physical features from Milton Keynes and Antarctica</p>		<p>Amazing Africa</p> <p>Describe localities using vocab such as beach, forest, coasts, desert, mountains jungle, grassland.</p> <p>Identify Tanzania as a country outside Europe Know what people in Tanzania do for work and how they live</p> <p>Know what they like and dislike about Tanzania compared to where they live Jane Goodall</p> <p>A letter home detailing what they have seen in Africa</p> <p>Compare the weather in Africa to UK</p>	
------------------	---	--	---	--	--	--

Year 3

<p>Geography</p>			<p>Mexico and Me</p> <p>Identify the position and significance of, Equator, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle.</p> <p>Understand geographical similarities and differences and create comparison 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 South America</p> <p>Describe and compare key aspects of: physical geography</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Analyse and gather evidence on the weather in Mexico and MK. Discuss and compare the differences and similarities to weather, environment and location.</p> <p>Identify capital cities in the UK and Mexico and locate using coordinates</p>	<p>Milton Keynes</p> <p>Name and locate counties and cities of the United Kingdom,</p> <p>Understand and describe key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Describe and compare 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>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>Use a compass to give directions using a simple map of Milton Keynes.</p> <p>Draw a sketch of a simple feature from observation or photo.</p> <p>Create a map of the school and a short school route using a key for symbols, titles and descriptive labels.</p>	<p>Oceans</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p>Locate the world's continents and oceans.</p> <p>Use a wide range of geographical sources in order to investigate places and patterns.</p> <p>Informative fact file/report on one of the world's oceans, using non-fiction, photos as sources of information to investigate impact the world is having on oceans</p>	
------------------	--	--	---	--	---	--

Year 4

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>		<p>Our Spanish neighbours</p> <p>Identify Spain on a map of Europe and its key physical features</p> <p>Identify the main cities of Spain</p> <p>Describe the food in Spain and how it is different and similar to the UK</p> <p>Identify the importance of tourism to Spain and the impact on the community</p> <p>Identify the main industries and jobs in Spain, including exports</p> <p>Know about 2 main Spanish festivals, their locations and history and why they are important to the Spanish people. Suggest how the photos and videos support their comparisons and opinions of the festivals.</p>	<p>When disaster Strikes</p> <p>Explore how and why natural disasters occur and the impact these have on the environment.</p> <p>Describe and understand the key features of mountains and volcanoes,</p> <p>Describe and understand the key features of earthquakes and plate tectonics</p> <p>Learn about Pompeii, Thailand 2005 Tsunami and San Francisco earthquake of 1989</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Understand how a volcano is formed and different types of eruptions, including leading to Tsunamis</p>	<p>Travel Agent</p> <p>Know the difference between British Isles, Great Britain and the United Kingdom</p> <p>Locate and name at least 6 cities in the UK on a map</p> <p>Plan a journey from MK to another place in England, using a road map</p> <p>Locate British Isles and cities in the UK using aerial photographs</p> <p>Research to discover features of towns and cities and appreciate the differences creating a travel brochure of Stratford Upon Avon in England, describing the area, physical and man-made features</p> <p>Explore an area of Milton Keynes (Grange Farm) and map out a simple route from one location to another. Using simple sketches, locating the area on a map and describing with explanations what they have seen.</p>		

Year 5

Geography		<p>Europe and France</p> <p>Identify, describe and compare human and physical features in Europe and France</p> <p>To know the major physical and human features of the European continent</p> <p>Name and locate some of the countries and cities of the world (FOCUS EUROPE) and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Use a variety of different media to find specific locations including 4 figure co-ordinates</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere.</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>			<p>Convicts and Australia</p> <p>Show and explain how Australia has changed over time. How physical structures have changed, how the economy and land use has changed and developed</p> <p>Compare and contrast the two locations using different media, maps, weather chart, photos and videos.</p> <p>Draw a sketch map using symbols and a key; a route in Australia</p> <p>Use sketches as evidence in an investigation.</p> <p>Identify and explain different views of people including themselves within a familiar area and location in the wider world.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>	
-----------	--	---	--	--	--	--

Year 6

Geography			<p>Global Warming</p> <p>Identify and describe how the physical features affect the human activity within a location. Explaining patterns and how human and physical features have changed.</p> <p>Understand why different places employ different strategies for solving similar problems</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Understand the physical geography relating to: glaciation, plate tectonics, rocks, soils, weathering, geological timescales, weather</p>		<p>Flowing Rivers</p> <p>Suggest questions for investigating</p> <p>Where are rivers and how are they formed? How can I investigate features of a local river/lake?</p> <p>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. Discuss and analyse the effect inhabitants have on these features.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the</p>	<p>Connecting the World</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity</p> <p>Use/recognise OS map symbols;</p> <p>Use atlas symbols. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p> <p>Create a poster advertising the features of the U.K to include land use, energy, major cities, industries, job opportunities.</p>
-----------	--	--	--	--	---	--

			<p>and climate, rivers and coasts.</p> <p>Physical Geography including: climate zones, biomes and vegetation belts, <i>rivers</i>, mountains, volcanoes and earthquakes and the <i>water cycle</i>.</p>		<p>human and physical features in the local area. Record the results in a range of ways. Evaluate quality of the evidence it gives.</p> <p>Select field sketching from a range of techniques for an investigation.</p> <p>Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	
--	--	--	---	--	---	--

