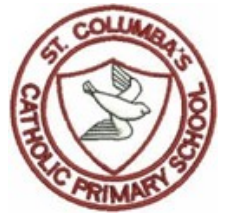


St. Columba's Catholic Primary School



Geography Overview

<u>Year group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
1	What is it like where we live?	What will we see on our journey around the world?	Where do different animals live?
2	What are seasons?	Where does our food come from?	What are the seven wonders of the world?

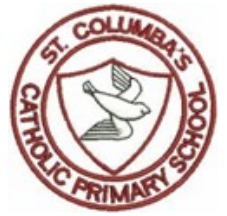
<u>Year</u>	<u>Enquiry Question</u>	<u>National Curriculum (Aims)</u>	<u>National Curriculum (Objectives)</u>	<u>Theme</u>	<u>Outcome</u>
1	<u>What's it like where we live?</u>	In this unit the children will develop locational knowledge based on the view from the school and local walks. They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps.	<ul style="list-style-type: none"> • Develop knowledge about the locality • Use simple fieldwork and observational skills in the school, its grounds and surroundings • Know the differences between a map, plan and aerial photograph • Recognise landmarks and basic human and physical features • Use locational and directional language to describe the location of features and routes on a map • Use basic geographical vocabulary. 	Journeys	<ul style="list-style-type: none"> • Know and understand about the local area and its physical and human geography • Create a landmark as part of a simple class map • Describe their landmark and know where it was on a class journey • Use maps, plans and aerial photographs • Use geographical vocabulary: map, plan, near, far, often, rarely, North, South, East, West.
2	<u>What are seasons?</u>	This unit has a focus on the local area as well as looking at the wider perspective of the UK. They will observe spot seasonal patterns and talk about changes by using weather-related vocabulary.	<ul style="list-style-type: none"> • Develop locational and place knowledge about their locality, and the UK as a whole • Understand basic subject-specific vocabulary relating to physical geography • Begin to use geographical skills, including first-hand observation, to enhance their locational awareness • Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas around the world • Use simple fieldwork and observational skills in their school, its grounds and surroundings • Use and construct basic symbols in a key. 		<ul style="list-style-type: none"> • Name and describe changes in the weather • Name the seasons and describe the basic UK seasonal weather patterns. • Assist in taking repeated observations and record these using symbols. • Name some different parts of the UK and state that the weather may vary there.

<u>Year</u>	<u>Enquiry Question</u>	<u>National Curriculum (Aims)</u>	<u>National Curriculum (Objectives)</u>	<u>Theme</u>	<u>Outcome</u>
1	<u>What will we see on our journey around the world?</u>	In this unit, the children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations. Virtual and imagined journeys will be used to show children similarities and contrasts.	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Learn about the human and physical geography of a small area in (several) non-European countries Read images, maps, atlases and globes Ask and answer questions Use basic geographical vocabulary. 	Journeys	<ul style="list-style-type: none"> Understand that within a location/country there are different ways of living. Describe the physical and human geography of several different places. Use geographical vocabulary: e.g. near, far, long way away (distant), North, South, East and West Complete a travel document and work with a peer in a role-play that summarises this understanding.
2	<u>Where does our food come from?</u>	This unit links the everyday experience of buying and eating food within the UK with the children's growing geographical understanding of the world. There is a strong element of local area study with a suggested farm, market and shop visit to begin to show the class the connections between the food we buy and how much of it comes from the UK.	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production Use locational and directional language (e.g. near and far) to describe the location of features and routes on a map Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, and its surrounding seas 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. 	Journeys	<ul style="list-style-type: none"> Identify foods that can be bought on the local high street and can identify processed food Understand what cereal crops become and where everyday products like milk come from Explain that many different types of food come from the different UK regions.

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1	<u>Where do different animals live?</u>	This unit gives a geographical context to children's interests in, and prior knowledge of, animals through a study of five continents. The unit also focuses the children on specific landscapes, people and issues associated with real places. It offers a chance to introduce North and South America, which is studied in the KS2 Geography Programme of Study.	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Use world maps, atlases and globes to identify countries, continents and oceans • Use simple fieldwork and observational skills. 	Survival (Habitats)	<ul style="list-style-type: none"> • Locate the continents: Asia, Oceania, Europe, Antarctica, Africa, North America, South America • Describe which of these continents have significant hot and/or cold areas • Describe specific human and physical landmarks of some of these continents • Use specific place knowledge to describe and explain the habitat of a significant animal.
2	<u>What are the seven wonders of the world?</u>	In this unit, the children will bring together the ideas introduced in the previous units. This is designed to enhance and solidify their geographical general knowledge. It will also give them an appreciation of the world by introducing natural and man-made, as well as ancient and modern 'wonders' from around the world.	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the seven continents and oceans • Use world maps, atlases and globes • Understand geographical similarities and differences when studying both human and physical geography • Identify the locations of hot and cold areas around the world • Use basic vocabulary to refer to physical and human features • Develop knowledge about the world. 	Journeys	<ul style="list-style-type: none"> • Identify and name the relevant countries and oceans • Communicate in detail something about these countries • Identify and name most of the wonders studied • Use atlases, maps and globes to locate some of the wonders • Give reasons for their choice of local wonders • Correctly use most of the key vocabulary.



St. Columba's Catholic Primary School



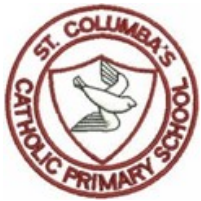
Geography Overview

<u>Year group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
3	Where on Earth are we?	Is climate cool?	Do you like to be beside the seaside?
4	Can you come on a great American road trip?	How does water go round and round?	Can the Earth shake, rattle and roll?

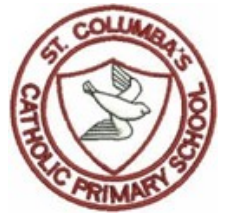
<u>Year</u>	<u>Enquiry Question</u>	<u>National Curriculum (Aims)</u>	<u>National Curriculum (Objectives)</u>	<u>Theme</u>	<u>Outcome</u>
3	<u>Where on Earth are we?</u>	In this unit, the children will understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.	<ul style="list-style-type: none"> • Improve their locational knowledge through identifying 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) • Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied • Use the eight points of the compass to build their knowledge of the wider world. 		<ul style="list-style-type: none"> • Explain the relationship between globes and maps • Describe longitude and latitude • Locate the Prime/Greenwich Meridian on a globe and world map • Describe day and night in relation to the Earth's rotation on its own axis • Correctly use most of the key vocabulary.
4	<u>Can you come on a great American road trip?</u>	This unit travels the North and South American continents, and distinguishes between the terms 'continent', 'country', 'state' and 'city' along the journey. Finding and using images and maps on the internet, children will make notes on cities and record their States. They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents.	<ul style="list-style-type: none"> • Enhance their locational and place knowledge • Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities • Understand geographical similarities and differences through the study of a region in North and South America • Use maps, atlases, globes and digital/computer mapping • Learn to use the eight points of a compass. 	Journeys	<ul style="list-style-type: none"> • Use a map to identify States in North America • Relate 'continent', 'country', 'state' and city in the context of the Americas • Describe settlements and road patterns of some North and South American cities from satellite images and photographs • Describe some regions in North and South America

<u>Year</u>	<u>Enquiry Question</u>	<u>National Curriculum (Aims)</u>	<u>National Curriculum (Objectives)</u>	<u>Theme</u>	<u>Outcome</u>
3	<u>Is climate cool?</u>	In this unit, the children will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity.	<ul style="list-style-type: none"> • Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them • ☑ Describe and give examples of the variety of biomes and vegetation belts • ☑ Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts. 	Survival	<ul style="list-style-type: none"> • Indicate the tropical, temperate and polar climate zones on a globe or map • Describe the characteristics of these zones • ☑ Describe and compare some biomes using appropriate vocabulary.
4	<u>How does water go round and round?</u>	This unit focuses on rivers, providing excellent opportunities for fieldwork and school-based practical work. In addition, the unit looks at mountains, the source of many rivers, and is underpinned by the water cycle. It looks at how people interact with rivers as well as their geographical features.	<ul style="list-style-type: none"> • Name and locate (some of) the UK's most significant rivers and mountain environments • Describe features of a river and a mountain environment in the UK • Learn how rivers and mountains are formed • Understand where rivers and mountains fit into the water cycle. 	Journeys	<ul style="list-style-type: none"> • Name and locate the UK's most significant river and mountain environments • Describe and name the key landscape features of river and mountain environment in the UK • Explain the water cycle in appropriate geographical language • Describe (some of) the processes associated with rivers and mountains.

<u>Year</u>	<u>Enquiry Question</u>	<u>National Curriculum (Aims)</u>	<u>National Curriculum (Objectives)</u>	<u>Theme</u>	<u>Outcome</u>
3	<u>Do you like to be beside the seaside?</u>	In this unit, children will learn about the coast of the British Isles. Children will consider some of the advantages and disadvantages of living by the coast. Throughout the unit they will also be introduced to some contrasting coasts around the world, extending their coastal and locational knowledge.	<ul style="list-style-type: none"> • Extend their knowledge and understanding beyond the local area to include the United Kingdom • Name and locate (some) counties and cities of the United Kingdom • Learn about key topographical features (including coast and rivers) to understand how some of these aspects have changed over time • Understand similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country (Costa Blanca, Spain) • Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity etc. 	Change	<ul style="list-style-type: none"> • Locate and describe several coastal environments in the UK and in other continents. • Describe and explain how coasts change • Identify and explain some advantages and disadvantages of living by the coast.
4	<u>Can the Earth shake, rattle and roll?</u>	In this unit children will explore the dynamism of the earth, learning about the structure of the earth, looking particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening.	<ul style="list-style-type: none"> • Describe and understand the key aspects of volcanoes and earthquakes • Understand that the distribution of earthquakes and volcanoes follows a pattern • Learn about the 'Pacific Ring of Fire'. 	Change	<ul style="list-style-type: none"> • Describe the effects of earthquakes and volcanic eruptions • Give some reasons why people choose to live in earthquake zones and close to active volcanoes • Know where the most active earthquake and volcanic areas are • Name examples of volcanic eruptions and major earthquake disasters.



St. Columba's Catholic Primary School



Geography Overview

<u>Year group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
5	How is our country changing?	Where should we go on holiday?	What is it like in the Amazon?
6	Where does our stuff come from?	Are we damaging our world?	What will our world look like in the future?

<u>Year</u>	<u>Enquiry Question</u>	<u>National Curriculum (Aims)</u>	<u>National Curriculum (Objectives)</u>	<u>Theme</u>	<u>Outcome</u>
5	<u>How is our country changing?</u>	<p>In this unit, the children will find out about the regions of the United Kingdom, discovering how some of these areas have changed over time.</p> <p>The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area,</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 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom mapping to locate countries and describe features Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world 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. 	Change	<ul style="list-style-type: none"> Describe how another region of the UK has changed over time Understand that change is continual Describe what their local area was like in the past Understand that their local area will continue to change Offer opinions on their local area at present and the changes underway Use appropriate geographical vocabulary to describe change.
6	<u>Where does our stuff come from?</u>	<p>In this unit, the children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.</p>	<ul style="list-style-type: none"> 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. Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied. 	Journeys	<ul style="list-style-type: none"> Explain the views of different groups of people on a geographical issue Understand that there are advantages and disadvantages to imported and locally produced products Explain how cotton clothing is produced Explain that each type of fruit grows in particular climatic conditions.

<u>Year</u>	<u>Enquiry Question</u>	<u>National Curriculum (Aims)</u>	<u>National Curriculum (Objectives)</u>	<u>Theme</u>	<u>Outcome</u>
5	<u>Where should we go on holiday?</u>	<p>In this unit, the children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate.</p> <p>The unit builds on previous work the children may have done investigating their local area and other regions of the UK earlier in this series.</p>	<ul style="list-style-type: none"> • Use maps to focus on countries, cities and regions in Europe • Be taught to understand a region of another European country • Be taught to understand some of the physical and human processes that shape a region • Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. 	Change	<ul style="list-style-type: none"> • Understand that fold mountains occur when two tectonic plates meet • Explain the climate patterns of the Alpine region • Explain that there are advantages and disadvantages to tourism in the Alps • Explain how avalanches are caused • Explain some of the ways avalanches can be prevented.
6	<u>Are we damaging our world?</u>	<p>In this unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.</p>	<ul style="list-style-type: none"> • Describe and understand key aspects of the distribution of natural resources including energy, minerals and water • Use maps, atlases and globes to locate countries and describe features studied • Use the eight points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world • 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. 	Change Survival	<ul style="list-style-type: none"> • Plan and carry out an enquiry into sustainability in school • Explain several threats to wildlife • Understand ways to improve the health of our planet • Explain where minerals are found around the world • Explain the carbon cycle • Describe some threats to our oceans • Understand some advantages of marine protected areas (MPAs).

<u>Year</u>	<u>Enquiry Question</u>	<u>National Curriculum (Aims)</u>	<u>National Curriculum (Objectives)</u>	<u>Theme</u>	<u>Outcome</u>
5	<u>What is it like in the Amazon?</u>	In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region, as well as how it is being damaged and how it can be protected. The unit builds on previous work the children have done in Key Stage 1 on rainforests, and the unit of work on North America in Year 4	<ul style="list-style-type: none"> Extend their knowledge and understanding beyond their local area to include South America Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge Locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities Understand geographical similarities and differences through the study of human and physical geography of a region in South America Describe and understand key aspects of physical and human geography mapping to locate countries and describe features studied. 	Change	<ul style="list-style-type: none"> Identify and name some of the countries in which the Amazon is located Choose and use appropriate sources for geographical research Explain the value of the Amazon rainforest and some ways in which it can be protected Describe some similarities and differences between their local area and a region in South America Describe what the climate is like in Amazonas.
6	<u>How will our world look like in the future?</u>	In this unit, as the children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit will help them see change as positive and to feel optimistic about the changes that lie ahead.	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> -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, and the distribution of natural resources including energy, food, minerals and water Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the United Kingdom Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	Change Survival	<ul style="list-style-type: none"> Understand how developments can be sustainable Explain how local industry has changed over time Understand that future needs of the community may affect local industry Choose an appropriate format to present their geographical learning Understand how to take the needs and views of others into account.