



'Geography' at St Mary's Catholic Primary

Location knowledge
Place Knowledge
Human and Physical Geography
Geographical skills and Fieldwork

	AUTUMN	SPRING	SUMMER
Nursery Topics	Fairy Tales and Traditional Stories Me and My Family Winter	Healthy Eating Chinese New Year People Who Help Us Lent and Easter	Minibeasts Life Cycles Growth Jack and the Beanstalk Water Sunflowers
NURSERY	Pupils will be learning to ... <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. 	Pupils will be learning to ... <ul style="list-style-type: none"> • Talk about some of the things they have observed such as plants, animals, natural and found objects. • Talk about why things happen and how things work. 	Pupils will be learning to ... <ul style="list-style-type: none"> • Develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the environment
Reception Topics	Fairy Tales and Traditional Stories Me and My Family Winter	Healthy Eating Chinese New Year People Who Help Us Lent and Easter	Minibeasts Life Cycles Growth Jack and the Beanstalk Water Sunflowers
RECEPTION	Pupils will be learning to ... <ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things. 	Pupils will be learning to ... <ul style="list-style-type: none"> • Talk about the features of their own immediate environment and how environments might vary from one another. 	Pupils will be learning to ... <ul style="list-style-type: none"> • Make observations of animals and plants and explain why some things occur, and talk about changes.

Y1 Topics	Ourselves	Aliens are coming	Water world
YEAR 1	<ul style="list-style-type: none"> • Study and describe geography of the school and grounds • Can talk about a map of the school • Map skills: Draw simple picture maps/plans with labels of known places, e.g. school/grounds or scenes made from small world play toys • Draw around objects 1:1 to show plan view • Draw models from above to make a simple plan or map • Use senses to observe places in and around the school • Observe different houses and buildings around the school • Can recognise the United Kingdom in weather forecasts • Can recognise the United Kingdom in weather forecasts • Describe different weather conditions in the school grounds in different seasons • Explain the main direction of rain clouds on an online map, e.g. www.raintoday.co.uk, using simple language, e.g. left to right • Start to interpret simple weather maps and symbols • Use and construct basic symbols with a key on a simple weather map or chart • Record seasonal changes in words, data, photographs, etc. • Present or write a UK weather forecast using key geographical vocabulary • Describe UK seasonal and daily weather patterns in words and numbers, using simple outlines of UK maps • Use appropriate terms to identify human features of the local area. 	<ul style="list-style-type: none"> • Understand and use simple compass directions (N, S, E, W) • Use directional language (e.g. near and far, left and right) • Use smiley/sad faces to express opinions on maps • Use world maps, atlases and globes to identify and recognise the UK • Begin to recognise that not all places are the same as the area in which they live • Can explain a few similarities and differences between places in different parts of the world by looking closely at a small area of the United Kingdom, and of a small area in a contrasting non-European country • Use atlases and globes to identify their own locality in the UK and the area in a contrasting non-European country • Use simple fieldwork/observational skills to study local area to compare to images of the contrasting place • Sequence sentences in short descriptions based on study of the two different areas and give reasons for the place they would most like to live 	<ul style="list-style-type: none"> • Annotate physical and human features on photographs using correct geographical vocabulary • Use basic geographical vocabulary to refer to key physical and human features • Find information from maps or aerial photographs • Use their own simple symbols to make a simple map with a key • Start to ask and answer their own questions about the place, using maps to help

Y2 Topics	Explorers	Fruits, shoots and juicy fruits	The big smoke
YEAR 2	<ul style="list-style-type: none"> • Name and locate the world’s seven continents independently • Name and locate the five oceans • Study simplified temperature data and compare for Arctic, Antarctic and other places lying on the equator • Use simple fieldwork and observational skills to study key physical features such as taking temperature readings in the locality • Compare with weather readings around the world 	<ul style="list-style-type: none"> • Use a variety of maps, atlases & globes to identify the continents and oceans • Understand the purpose of maps • Locate the equator on a globe and track it around the world • Use secondary sources to investigate the world: Websites, photographs, stories, film <p>Discrete teaching- school’s surrounding area</p> <ul style="list-style-type: none"> • Demonstrate a developing knowledge about the locality • Use and understand basic geographical vocabulary to describe key physical features • Use simple letter/number coordinates and simple grids to locate features • Use simple compass directions and locational and directional language to describe the location of features and routes on a map • Use symbols (own design or Ordnance Survey) with a key to show features • Annotate an aerial photograph with correct geographical vocabulary and use to draw a simple map (before a visit) and follow route (after the visit) • Devise a simple map by transferring child’s eye view to a bird’s eye view, using basic symbols in a key • Uses first hand observation to investigate a place as part of local area enquiry • Ask and respond to questions on a visit to an area (different to that covered in Y1) • Maths Link: Record information in simple tables, pictograms, tally charts • Extended Writing: Complete a piece of extended real-life writing to communicate knowledge gained through fieldwork experiences and enquiry, using key 	<ul style="list-style-type: none"> • Match 4 capital city names to countries and place photographs on an outline map with characteristics. • Name the seas around the UK (North, Irish and Celtic seas and English Channel) • Use world maps, atlases and globes to identify the UK and its countries • Locate countries on a plain base map • Able to place capital city names in the correct place on a plain base map • Use 4 compass points to describe location of the cities, e.g. Cardiff is west of London, Edinburgh is north, etc. • English Link: Write a guidebook (with maps) for the UK, applying geographical terms to describe each country’s characteristics

		geographical vocabulary (Could be a report, persuasion, explanation)	
Y3 Topics	Rainforests	Stone Age to Iron Age	Ancient Egyptians
YEAR 3	<p>Geographical skills and fieldwork-school focus</p> <ul style="list-style-type: none"> • Use Ordnance Survey maps to study area • Interpret OS symbols for mountains, coasts, rivers, contour lines and identify on maps • Apply understanding of maps when using Mapzone GIS Missions on flood damage or wind farms as follow up to fieldwork visit • Observe / record and describe the location of features in relation to each other in terms of the 8 compass points • Use four figure grid references to locate specific features of rivers, coasts and mountains • Present the human and physical features in the area using a range of methods, e.g. sketch maps, graphs and written accounts <p>The UK: Key topographical features and land use patterns</p> <ul style="list-style-type: none"> • Recognise landmarks and physical and human features on aerial photographs and corresponding OS maps, e.g. Identify Iron Age hill forts and explain why they would choose this location • Use symbols within four figure grid references to identify physical and human features on OS maps 1:50000 and 1:25000 	<p>Geographical skills and fieldwork-school focus</p> <ul style="list-style-type: none"> • Can think of own questions to investigate before a fieldwork visit • Develop knowledge about a region of the UK by visiting to conduct a fieldwork enquiry • Identify and record physical and human features during fieldwork using sketches • Show how physical and human features seen in fieldwork are interdependent, how they bring about spatial variation/change over time (e.g. settlements, meanders change, floods, oxbow lake) <p>Location and characteristics- The world's most significant human and physical features</p> <ul style="list-style-type: none"> • Use a range of sources of geographical information maps, atlases, digital/computer mapping to describe what places were like then and now <p>The UK: Key topographical features and land use patterns</p> <ul style="list-style-type: none"> • Name and develop knowledge of the geographical regions of the UK, e.g. SE, NW, Highlands, Lake District, West Country, etc. • Name and locate some of the major hills, mountains and rivers on a blank baseline map of the UK • Understand how types of coasts and mountains are linked to rocks in the area (link to Y3 Science unit) • Describe a region in detail • Understand processes that give rise to key physical and human geographical features (UK examples only at this stage) • Explain how humans changed landscapes over time from prehistoric times • Use atlases to locate postcards/pictures of landscape features on a UK map 	<p>Location and characteristics- The world's most significant human and physical features</p> <ul style="list-style-type: none"> • Locate places studied in other subjects such as History (e.g. the four ancient civilisations) or Science (habitats around the world) • Describe what places around the world are like in geographical terms • Identify the human and physical features on photographs of the earliest cities; recognise the importance of rivers for the earliest settlements (both in the UK and across the world) • Label parts of the river with the appropriate terms, e.g. source, tributary, mouth or delta • List the advantages of cities being established on the banks of a river (for easiest travel, trade, irrigating crops, fishing, water supply, waste disposal, spiritual reasons) • Explain the importance of the location of the four civilisations in relation to the equator using maps and facts and figures

		<ul style="list-style-type: none"> Annotate blank maps of the UK, drawing and naming major regions, mountains, hills, rivers and some coastal types Observe and record landscape features in the local area using sketch maps and digital technologies 	
Y4 Topics	Celts and Romans	Inventors	The Greeks
YEAR 4	<p>Knowledge and understanding of the UK</p> <ul style="list-style-type: none"> Able to name and locate a few counties and cities of the UK Identify geographical regions of the UK and their identifying human and physical characteristics Name an increasing number of UK hills, mountains, coasts and rivers Describe and understand key aspects of physical geography, e.g. climate, vegetation belts, rivers, mountains and the water cycle Understand the interaction between physical and human processes and the formation and use of landscapes and environments, e.g. UK rivers Can describe how rivers can change over time Can describe key aspects of the UK's human geography (e.g. distribution of natural resources including energy, food, minerals and water) Combine information from different sources to build up explanations Can apply map skills to one of the GIS missions on Mapzone website Interpret, understand and use OS symbols to identify key physical and human features on UK maps Use and understand simple grids with letters and numbers and 4 figure grid references to locate specific features in games 	<p>Locate the world's countries- continents</p> <ul style="list-style-type: none"> Can name and locate all the countries of the chosen continent and match key capital cities Can describe a range of environmental regions within the chosen continent Can identify and describe the most significant physical and human features of the chosen continent Identify how humans have adapted to the physical terrain Can describe and understand key aspects of physical geography of the continent, including: climate zones, vegetation belts, rivers, mountains, etc. Can describe and understand key aspects of human geography, including types of settlement, economic activity and trade links Can list the main natural resources of the continent, e.g. energy, food, minerals and water Uses an atlas efficiently to support recognition of all the countries and major rivers of the continent Uses atlases, digital mapping and aerial views to describe key physical and human characteristics of the chosen continent Can research and present information on a variety of places in the continent Is able to produce a fact file which includes maps, data and reports on 	<p>Comparing the UK and abroad</p> <ul style="list-style-type: none"> Compare one UK region with one region abroad from the continental study Able to describe geographical differences between the UK region and regions overseas Describe and understand a selected key aspect of physical geography in the chosen foreign region (e.g. rivers, mountains, volcanoes) Compare the two regions using the key aspects of physical geography, e.g. climate, vegetation, rivers and the water cycle Describe how the two regions have changed over time using appropriate geographical vocabulary to describe the processes and features Interpret a range of sources of geographical information (maps, diagrams, globes, aerial photographs) to investigate two chosen regions Compare the two regions using maps and drawing their own Show that they can apply knowledge from earlier continental and UK studies when comparing the two regions in an extended piece of writing

		countries or aspects of the chosen continent	
Y5 Topics	Invaders	Final Frontier	Mighty Medway
YEAR 5	<p>Knowledge of the UK</p> <ul style="list-style-type: none"> • Can list the main cities of the UK • Identify some counties of the UK on a map • Can describe and understand how key aspects of physical and human geography influenced the location and growth of cities and other types of settlement in the past • Study how land use, economic activity, trade links and the distribution of natural resources influenced the growth of cities over time • Transfer the names of the cities of the UK on a blank map from an atlas • Conduct a fieldwork activity on a local walk, a museum visit or a visit to an old village, town or city • Use and interpret a range of sources of geographical information, including maps, diagrams, aerial photographs and Geographical Information Systems (GIS) to support the fieldwork • Can record observations in a variety of ways (annotated sketches, maps, plans, graphs, photographs, etc.) • Use a compass to observe and record human/physical features in all 8 compass directions and produce a sketch map of the area based on the observations • Use an Ordnance Survey map to locate features using 6 figure grid references 	<p>Location knowledge- latitude, longitude, equator, etc.</p> <ul style="list-style-type: none"> • Can draw lines in approximately the correct place for the equator and Arctic/Antarctic circles on a flat map of the world or on a balloon globe • Aware of other “imaginary lines” and can label Tropics of Cancer and Capricorn in the correct hemisphere • Can draw the approximate position of the Prime Greenwich meridian on a baseline map of the world (without using an atlas) and know its significance for the rest of the world • Explain how volcanoes form and locate sites of recent earthquakes on a map of the continent using http://earthquaketrack.com • Use maps and photographs to identify the different environmental regions of the continent, its biomes and vegetation belts and refer to the lines of latitude • Use maps to locate the exact position of the Tropics of Capricorn and Cancer and Prime/Greenwich Meridian line • Can explain the difference and significance of lines of latitude and longitude • Can interpret time zones and use in calculations • Explain the significance of latitude/longitude in writing • Discrete • Continents-Most significance human and physical features • Can name and locate countries and key cities, main rivers and mountains of the 	<p>Place knowledge- comparison</p> <ul style="list-style-type: none"> • Study one region of one of the continents listed (N/ S America) • Compare with a region in the UK and in Europe: Recognise geographical features which are the same in the 3 places • Describe and understand key aspects of physical geography of chosen continent, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. • Can compare the three regions using the key aspects of human geography, e.g. types of settlement, land use, economic activity, trade, natural resources, etc. • Describe how the regions have changed over time using appropriate geographical vocabulary • Interpret a range of sources of geographical information (maps, diagrams, globes, aerial photographs) to investigate three regions • Compare the three regions using and drawing their own maps, adding annotations, e.g. facts, figures, drawings • Compare one region with a chosen, well-known region of the UK using words, statistics and maps • Write a persuasive tourist brochure for one of the regions or

	<ul style="list-style-type: none"> Present fieldwork findings in a variety of ways using and applying English and Maths skills 	<p>chosen continent using an atlas and can transfer to a blank basemap</p> <ul style="list-style-type: none"> Can describe all the different environmental regions within the chosen continent Understand how environmental conditions provided challenges to overcome or potential to thrive for settlements or a past society Can locate and describe the most significant physical and human features of the continent, explaining how humans adapt Describe and understand key aspects of physical geography of chosen continent, including: climate zones, biomes and vegetation belts, rivers, etc. Can list the main natural resources of the continent and explain land uses Can use atlases, satellite images, aerial views and digital mapping to describe the key physical and human characteristics, e.g. all the different environmental regions and major cities Can demonstrate growing knowledge about diverse places, people, resources and natural and human environments in extended writing Has deep understanding of the Earth's key physical and human processes and how these are interrelated in the formation and use of landscapes and environments Can collect, analyse and communicate with a range of data for the chosen continent 	<p>take part in a debate to decide which is the best region to visit, justifying with geographical language and reasons</p>
Y6 Topics	Mayan Civilisation and WW1	Darwin and the Galapagos	Coasts
YEAR 6	<p>Knowledge and understanding of the UK</p> <ul style="list-style-type: none"> Name and locate all the cities & counties of the UK 	<p>Locate the world's countries- Continents</p> <ul style="list-style-type: none"> Can name, label and locate all the countries of the chosen continent 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use atlases to find out more about the UK (including counties and cities)

	<ul style="list-style-type: none"> • Know more about the geographical regions of the UK and their identifying physical and human characteristics, as well as the key topographical features including mountains and rivers • Explain how aspects have changed over time • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within N. or S. America • Give reasons for differences between the regions • Uses precise geographical words when describing geographical places, features and processes, e.g. erosion, deposition, cliff, bay, industry, region raw material • Confidently use and apply vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes • Regularly use and apply maths skills in geography • Use computing skills to enhance learning & present • Make notes during research to make oral presentations and use to present in a variety of writing genres 	<ul style="list-style-type: none"> • Describe in writing, supported by an annotated map, all the different environmental regions within chosen continent, using Y6 level of geographical and scientific vocabulary • Identify position and significance of latitude, longitude, equator, N/S Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle and time zones within the context of this continent • Describe and understand continent's key aspects of physical geography using precise geographical vocabulary • Describe and understand continent's key aspects of human geography using precise geographical vocabulary • Use an atlas efficiently to support recognition of the countries, cities and major rivers of the continent and can transfer to an outline base map • Can interpret and use geographical resources to describe key physical and human characteristics, e.g. all the different environmental regions and major cities • Confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes 	<ul style="list-style-type: none"> • Interpret a range of geographical sources, e.g. maps and aerial photographs, to find information about the UK • Confidently use Geographical Information Systems (GIS) and apply Maths skills • Can follow route on 1:50.000 OS map on a visit and align map with route during a visit or local walk • Use and understand different types of maps, e.g. projections, relief, thematic maps, and realise how the purpose of a map, scale, symbols and style are related • Confidently use OS symbols and 6 figure grid references on maps to describe what a place is like before it is visited in person • Can use 1:10 000 and 1:5000 Ordnance Survey maps, understand their uses and use scale bar on maps • Can draw a detailed sketch map using symbols and a key • Know directions in neighbourhood using 8 compass points to certain features from a given point • Can complete a small fieldwork project (with support) and formulate own perceptive questions about a place or features during fieldwork or a visit • Give a few reasons for the impact of geographical influences or effects of/on people
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