



Geography at St Mary's Catholic Primary

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

	AUTUMN	SPRING	SUMMER
NURSERY	Pupils will be learning to ... <ul style="list-style-type: none"> • Shows interest in different occupations and ways of life. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Confident to talk to other children when playing, and will communicate freely about own home and community. 	Pupils will be learning to ... <ul style="list-style-type: none"> • 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. • Questions why things happen and gives explanations. Asks 3e.g. <i>who, what, when, how</i>. 	Pupils will be learning to ... <ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time. • Talks about why things happen and how things work.
RECEPTION	<p style="text-align: center;">Me and My Family</p> Pupils will be learning to ... <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. 	<p style="text-align: center;">Chinese New Year/ People Who Help Us</p> Pupils will be learning to ... <ul style="list-style-type: none"> • They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p style="text-align: center;">Life Cycle/ Early Learning Goal</p> Pupils will be learning to ... <ul style="list-style-type: none"> • 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.

Y1 Topics	Autumn 1 Ourselves Autumn 2 Changes Through the Ages	Spring 1 Up and Away Spring 2 Into the Woods	Summer 1 Real Life Superheroes (History) Summer 2 All at Sea (Geography)
YEAR 1	<p>Autumn 1- <u>Field work (local area). Describe the location, features and routes on a map</u></p> <ul style="list-style-type: none"> • Use appropriate terms to identify human and physical features of the local area. • Use simple fieldwork and observational skills to study and describe geography of the school and grounds. • Draw models from above to make a simple plan or map e.g. by drawing around objects to show plan view. • Map skills: Draw simple picture maps/plans with labels of known places, e.g. school/grounds or scenes made from small world play toys. • Describe the location, features and routes on a map. <p>Autumn 2</p> <ul style="list-style-type: none"> • Describe different weather conditions in the school grounds in different seasons and record the seasonal changes in different ways (e.g. words, data, photographs, etc.). • Start to interpret simple weather maps and symbols. • Use and construct basic symbols with a key on a simple weather chart. 	<p>Spring 1</p> <ul style="list-style-type: none"> • 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. • Continue to describe different weather conditions in the school grounds in different seasons and record the seasonal changes in different ways (e.g. words, data, photographs, etc.). <p>Spring 2 -<u>Field work (forest school) use locational language</u></p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify and recognise the UK. • Use atlases and globes to identify their own locality in the UK. • Understand and use simple compass directions (N, S, E, W) and directional language. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 	<p>Summer 1</p> <ul style="list-style-type: none"> • History topic. <p>Summer 2- <u>Field work (beach) Describe the location, features and routes on a map</u></p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop. • Find information from maps or aerial photographs. • Annotate physical and human features on photographs using correct geographical vocabulary. • Start to ask and answer their own questions about a place they have visited, using maps to help. • Use their own simple symbols to make a simple map with a key. • Continue to describe different weather conditions in the school grounds in different seasons and record the seasonal changes in different ways (e.g. words, data, photographs, etc.).

Y2 Topics	Explorers	Roots, Shoots and Juicy Fruits	The Big Smoke
<p>YEAR 2</p>	<ul style="list-style-type: none"> • Understand the purpose of maps • Name and locate the world's 7 continents independently. • Name and locate the 5 oceans. • Use a variety of maps, atlases & globes to identify the continents and oceans. • Locate the equator on a globe and track it around the world. • Study simplified temperature data in the UK and compare with Arctic, Antarctic and other places lying on the equator (Ecuador, Colombia, Brazil). • Use simple fieldwork and observational skills to study key physical features such as taking temperature readings in the locality. • Compare seasonal and daily weather readings around the world with the UK. • Use a variety of maps, atlases & globes to identify the countries that the significant individuals explored (Will Adams & Christopher Columbus). <p><u>Fieldwork- Riverside. Describe the location, features and routes on a map.</u></p> <ul style="list-style-type: none"> • Annotate aerial photos with correct geographical vocabulary and use to draw a simple map to follow. 	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise human and physical features. • Demonstrate a developing knowledge about the locality by using and understanding basic geographical vocabulary to describe key physical features. • Use simple compass directions, co-ordinates and locational and directional language to describe the location of features and routes on a map. • Devise a simple map and use and construct basic symbols in a key to show features. • Ask questions about the physical and human features of the local area and use first-hand observation to investigate and respond to these questions. • Understand and compare the geographical similarities and differences between Gillingham and a small area of a contrasting non-European country (Nigeria). <p><u>Fieldwork- school grounds. Use compass directions and locational and directional language</u></p>	<ul style="list-style-type: none"> • Match 4 capital city names to countries and place photographs on an outline map with characteristics. • Use world maps, atlases and globes to identify the UK and its countries. • Locate countries and capital cities 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. • Name and locate the seas around the UK (North, Irish and Celtic seas and English Channel). <p><u>Fieldwork- Forest school. Use compass directions and locational language</u></p>

Y3 Topics	Iron Age to Stone Age	UK- Rivers Mountains and Coasts	Ancient Egypt
<p>YEAR 3</p>	<ul style="list-style-type: none"> • Describe and understand types of settlement and land use during the given time period and compare to those now, giving reasons for why they have changed. • Describe and understand how the people from the given time period would have traded and distributed natural resources and compare these methods to those that we use now. Give reasons for why they have changed. • Use a range of resources to describe what places were like then and now. <p><u>Fieldwork- Forest school. Observe, measure and record physical features</u></p> <ul style="list-style-type: none"> • Can think of own questions to investigate before a 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 sketches. 	<ul style="list-style-type: none"> • Interpret, understand and use OS symbols to identify key physical and human features on UK maps. • Identify geographical regions of the UK and their identifying human and physical characteristics. • Name and develop knowledge of the geographical regions of the UK, e.g. SE, NW, Highlands, Lake District, West Country, etc. and identify their key topographical features (including hills, mountains, coasts and rivers) and be able to locate them on a blank baseline map. • When locating these physical features, use maps, globes and digital/ computer mapping to locate the appropriate countries and describe the features studied. • Able to name and locate a few counties and cities of the UK. • Understand the interaction between physical and human processes and the formation and use of landscapes and environments, e.g. UK rivers. • Can describe key aspects of the UK's human geography (e.g. distribution of natural resources including energy, food, minerals and water). <p><u>Fieldwork- School grounds. Use 8 points of a compass. Practice creating sketch maps.</u></p>	<ul style="list-style-type: none"> • Locate places studied in other subjects such as History (Egypt). • Describe Key Features of Ancient Egypt in Geographical terms. • Describe the human geography linked to the River Nile including: economic activity (trade links) and the distribution of natural resources (energy, food, minerals, water). • Label parts of the river with the appropriate terms, e.g. source, tributary, mouth or delta.

Y4 Topics	Ancient Greece	Climate Zones and Biomes	The Romans
YEAR 4	<ul style="list-style-type: none"> • Compare one UK region with one region in Greece. • Describe and understand a selected key aspect of physical geography in Greece (e.g. mountains or coastal areas). • Compare the two regions (SE England and Macedonia) using the key aspects of physical geography, e.g. climate, vegetation, rivers and the water cycle. • Interpret a range of sources of geographical information (maps, diagrams, globes, aerial photographs) to investigate two chosen regions. • Can describe and understand key aspects of human geography, including types of settlement, economic activity and trade links. • Can research and present information on a variety of places in the continent. <p><u>Fieldwork- investigate local area to compare/ contrast with a region of Greece. Observe, measure, record and present human and physical features of the area using sketch maps, plans, graphs and digital technologies.</u></p>	<ul style="list-style-type: none"> • Describe understand and locate climate zones. • Describe understand and locate biomes • Can describe a range of environmental regions within Europe. • Can identify and describe the most significant physical and human features of Europe. • Uses an atlas efficiently to support recognition of all the countries and major rivers of Europe. • Can name and locate all the countries of the Europe and link major cities. • Can list the main natural resources of Europe, e.g. energy, food, minerals and water. • Can research and present information on a variety of places in Europe. <p><u>Fieldwork- Forest school to practice sketch maps and plans.</u></p>	<ul style="list-style-type: none"> • Describe, understand and locate volcanoes. • Describe the key human and physical features of a region in Italy. • Uses atlases, digital mapping and aerial views to locate and describe key physical and human features studied.

Y5 Topics	Invaders (Europe)	Final Frontier	Mighty Medway
<p>YEAR 5</p>	<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. • Study how land use, economic activity, trade links and the distribution of natural resources influenced the growth of cities over time. <p>Continents- Europe</p> <ul style="list-style-type: none"> • Can name and locate countries and key cities, main rivers and mountains of the chosen continent using an atlas and can transfer to a blank base map. • Describe and understand climate zones, biomes and vegetation belts. • Use maps, atlases and photographs to identify the different environmental regions of the continent, its biomes and vegetation belts and refer to the lines of latitude. • Describe and understand continent's key aspects of human and physical geography using precise geographical vocabulary. • Describe in writing, supported by an annotated map, the different environmental regions within chosen continent. • Can locate and describe the most significant physical and human features of the continent. • Interpret a range of sources of geographical information. <p><u>Fieldwork- school grounds. Practice creating plans, sketch maps and graphs.</u></p>	<p>Location knowledge- latitude, longitude, equator, etc.</p> <ul style="list-style-type: none"> • Identify the position and significance of the Northern and Southern hemispheres and latitude and longitude. • Can draw lines in approximately the correct place for the equator and Arctic/Antarctic circles, Tropics of Capricorn and Cancer and Prime/Greenwich Meridian line and time zones, knowing their significance for the rest of the world including time zones. • Use maps, atlases, globes and computer mapping to locate countries and describe features studied. 	<p>Field work study (e.g The Strand)</p> <ul style="list-style-type: none"> • Describe and understand rivers and the water cycle. • 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. • Conduct a fieldwork activity and 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. • Can record observations in a variety of ways (annotated sketches, maps, plans, graphs, photographs, etc.). • Present fieldwork findings in a variety of ways using and applying English and Maths skills. <p><u>Fieldwork- investigate the River Medway and surrounding area. Observe, measure, record and present human and physical features of the river using sketch maps, plans, graphs and digital technologies.</u></p>

Y6 Topics	World at war	Mayans (North America)	Galapagos (South America)
<p>YEAR 6</p>	<p>Knowledge and understanding of the UK</p> <ul style="list-style-type: none"> Name and locate cities & counties of the UK. Know more about the geographical regions of the UK and their identifying physical and human characteristics, as well as the key topographical features including hills, coasts, mountains and rivers. Confidently apply the vocabulary of Maths, English and Science when describing Geographical processes. Understand the human differences 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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. Can complete a small fieldwork project (with support) and formulate own perceptive questions about a place or features during fieldwork or a visit (Fort Amherst or local area). <p><u>Fieldwork- Fort Amherst (or local area). Observe, measure, record and present human and physical features of the area using sketch maps, plans, graphs and digital technologies.</u></p>	<p>Continents- North America</p> <ul style="list-style-type: none"> Can name, label and locate countries of a chosen continent (North America). Describe and understand continent's key aspects of human and physical geography using precise geographical vocabulary. Describe in writing, supported by an annotated map, the different environmental regions within chosen continent. Use maps, atlases, globes and computer mapping to locate countries and describe features studied. Use an atlas efficiently to support recognition of the major cities of the continent. 	<p>Continents- South America</p> <ul style="list-style-type: none"> Describe and understand South America's key aspects of human and physical geography using precise geographical vocabulary. Describe in writing, supported by an annotated map, the different environmental regions within South America. Can name, label and locate countries of South America. Use an atlas efficiently to support recognition of the major cities of South America. Describe and understand how earthquakes occur. Use precise geographical words when describing geographical places, features and processes. <p>Comparison of human and physical geography</p> <ul style="list-style-type: none"> Study and compare a region of a European country (UK), a region of N. or S. America (Galapagos) and a region of the UK (S.E England). Understand the physical differences between these regions, including land use patterns. Understand the human differences including: types of settlement and land use, economic activity and distribution of natural resources. <p><u>Fieldwork- adventure week/ residential trip</u></p>