



St Oswald's Catholic Primary School – Curriculum Overview 2019/20

Geography

	Autumn	Spring	Summer
Nursery	<p>Throughout nursery the children will cover these objectives:</p> <ul style="list-style-type: none">• Learns new words very rapidly and is able to use them in communicating. (Communication and Language – Speaking 22-36)• Uses talk to connect ideas, explain what is happening. (Communication and Language – Speaking 30-50)• Questions why things happen and gives explanations. (Communication and Language – Speaking 30-50)• Builds up vocabulary that reflects the breadth of their experiences. (Communication and Language – Speaking 30-50)• Extends vocabulary, exploring the meaning of new words. (Communication and Language – Speaking 40-60)• Notices detailed features of objects in their environment. (Understanding the World – The World 22-36)• Shows interest in different occupations and ways of life. (Understanding the World – People and Communities 30-50)• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Understanding the World – The World 30-50)• Can talk about some of the things they have observed such as plants, animals, natural and found objects. (Understanding the World – The World 30-50)• Shows care and concern for living things and the environment. (Understanding the World – The World 30-50)• Looks closely at similarities, differences, patterns and change. (Understanding the World – The World 40-60+)		
Reception	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (40 -60 C+L:S) Links statements and sticks to a main theme or intention (40-60 C+L: S) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (40-60 C+L:S) They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG: S)</p> <p>Looks closely at similarities, differences, patterns and change (40-60: The World) Children know about similarities and differences in relation to places (ELG: The World) They talk about the features of their own immediate environment and how environments might vary from one another (ELG: The World)</p>		
Year 1	<p>Can you plan a route around school for a visitor?</p> <p>As geographers, the children will use simple compass directions (North, South, East, and West) as well as locational/directional language (near, far, right, left) to describe the location of features and routes on a map, using this knowledge to understand the geography of the school grounds.</p>	<p>What are the features of Liverpool / Old Swan?</p> <p>The children will learn about their local area Old Swan this will include a walk around Old Swan. This will develop to look at wider area – UK. Human / physical features of Liverpool</p>	<p>Do we all live in a city?</p> <p>As geographers, the children will understand geographical similarities and differences through studying the geography of a small area of the UK – e.g. Wales</p>
	<p>When completing work on the UK, the children will use short burst writing vocabulary such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop. During these topics the children will have the opportunity to use a variety of data such as globes maps, statistics, graphs, pictures and aerial photographs</p>		
Year 2	<p>What would we see as we go around the world?</p> <p>As geographers, the children will name and locate the world's seven continents and five oceans, locating them in relation to the North and South Poles and their basic physical and human features. Name some wonders, places of interest, mountains, rivers and deserts.</p>	<p>Can you describe how life is different in Beijing?</p> <p>As geographers, the children will understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European city (Beijing).</p>	<p>Do we all have the same weather?</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles.</p>
	<p>When completing work on the UK, the children will use short burst writing vocabulary such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop. During these topics the children will have the opportunity to use a variety of data such as globes, maps, statistics, graphs, pictures and aerial</p>		

	photographs		
Year 3	How has the Geography of Liverpool changed over time? Investigating our local area focusing on Liverpool Locate local area on a map and identify human and physical features of our local area. Ensure appropriate fieldwork is planned for and takes place.	What will we see on a journey around Europe? As geographers, children will, Locate Europe including Russia using maps and globes. Locate key countries in Europe relevant to our pupils and current news. Find capital cities on maps, comparing and contrasting physical/human features. Study a European country of interest Spain and compare to the UK its climate, physical features and human features.	Where does our food come from? As geographers, the children will find out where food comes from, locate countries that farm these foods and discuss trade/working conditions. The children will plot the journey of food to our cupboard (e.g. coffee)
	When completing work during these topics, the children will develop their geographical skills and fieldwork, the children will observe, measure and record the human and physical features in the local/wider area using a range of methods, including sketch maps, plans and graphs and digital technologies, globes, compass points, grid references , symbols and keys etc.		
Year 4	How have the regions of the UK changed? As geographers, children will study the UK, including names of counties, cities and towns. They will use maps, atlases and globes to locate them. The children will investigate land use patterns; understand how some of these aspects have changed over time.	What is it like in the desert? As geographers, children will locate deserts (including the Arctic and Antarctic) on physical and online maps. They will also discuss desert climate and how deserts are formed. The impact that deserts have on people that live in or near them will also be investigated. The issues surrounding human activity alters the environment and affects the rate of desertification.	What is renewable energy and why is it important? Using maps and GIS, describe and understand key aspects of human geography including the distribution of natural resources including energy.
	When completing work during these topics, the children will develop their geographical skills and fieldwork, the children will observe, measure and record the human and physical features in the local/wider area using a range of methods, including sketch maps, plans and graphs and digital technologies, globes, compass points, grid references , symbols and keys etc.		
Year 5	How does water go round and round? Children will name and locate (some of) the UK's most significant rivers and mountain environments. They will describe features of a river and mountain environment in the UK, learning how rivers and mountains are formed. They children will use this knowledge to understand where rivers and mountains fit into the water cycle.	Can you share your understanding of a great American road trip? Children will locate North and South America on a map and will name their countries and major cities. They will study the climate of South and North America's regions in comparison to each other and our own. Children will locate and discuss the physical geographical features. They will compare the human geography of the South and North Americas.	What is it like in the Amazon Rainforest? Children will study the rainforest in South America to compare to the UK. Explore what a rainforest is, climate, vegetation, people and settlements of a rainforest
	When completing work during these topics, the children will develop their geographical skills and fieldwork, the children will observe, measure and record the human and physical features in the local/wider area using a range of methods, including sketch maps, plans and graphs and digital technologies, globes, compass points, grid references , symbols and keys etc.		
Year 6	Where on Earth are we? Identify the position and significance of latitude, longitude, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a Europe	Why does the earth shake rattle and roll? Explore the Earth's, extreme weather conditions and climates, earthquakes, tsunamis and volcanoes. They will use digital mapping to locate physical features on fault lines and time zones.	Where should we go on holiday? The children will extend their knowledge and understanding beyond the local area. They will look at the physical, human, climatic feature of a selected group of the world's countries and decide where to go on holiday using locational and place knowledge and key geographical skills
	When completing work during these topics, the children will develop their geographical skills and fieldwork, the children will observe, measure and record the human and physical features in the local/wider area using a range of methods, including sketch maps, plans and graphs and digital technologies, globes, compass points, grid references , symbols and keys etc.		