St Oswald's Catholic Primary School – Curriculum Overview 2024/25

Geography

	Autumn	Spring	Summer
Nursery	• To be aware of some similarities and differences between people. (Understanding the World) • To begin to explore some natural materials. (Understanding the World)	• To begin to understand 'why' questions. (Communication and language) • To use a wider range of vocabulary that they have learnt throughout the year. (Communication and language) • To begin to understand who, where and when questions. (Communication and language) • Understand the key features of the life cycle of a plant and an animal. (Understanding the World) • Talk about what they see, using a growing vocabulary. (Understanding the World) • Begin to show an interest in different occupations. E.g. Farmer, vet. (Understanding the World) • Explore collections of materials with similar and/or different properties. E.g. shells, pebbles, pine cones, bark. (Understanding the World)	• To use photographs of key events, people, and learning throughout the year as prompts to talk about things they know about people, cultures and communities. (Understanding the World) • Begin to understand the need to respect and care for the natural environment and all living things. (Understanding the World) • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Understanding the World)
Reception	• To be able to follow directions. (Communication and language) • To use new vocabulary throughout the day linked to different areas of learning. (Communication and language) • To talk about the changes they observe in their environment – Seasons link. (Understanding the World) • To talk about where food comes from and introduce the concept of 'fair trade.' To know about and recognise the signs of Autumn. (Understanding the World) • Look closely at natural objects linked to Autumn and record what they see through drawings. (Understanding the World) • To begin to link changes in weather to the seasons by completing a Weather chart, observing and describing the daily weather patterns. (Understanding the World) • To know that animals behave differently in different seasons e.g. gathering food, hibernating. (Understanding the World) • To observe and learn vocabulary linked to their local natural environment and begin to describe simple characteristics. (Understanding the World) • To ask questions about the natural environment. (Understanding the World)	• To know and talk about some features of the immediate environment. (Understanding the World) • To know about features of the world and talk about how we can look after it. (Understanding the World) • To know about and recognise the signs of Winter. (Understanding the World) • To know about and recognise the signs of Spring. (Understanding the World) • To know about features of the area in which they live and talk about how it varies from another location e.g. a farm or jungle. (Understanding the World) • Describe what they see, hear and feel whilst outside. (Understanding the World) • To explore the weather of other countries and discuss the type of clothes they would need to pack if they were to visit different places. (Understanding the World) • To look at aerial views of the school setting and talk about what they can see, including buildings, open space, roads and other simple features. (Understanding the World) • Develop vocabulary needed to name specific features of the world, both natural and made by people. (Understanding the	• To talk about why things happen and how things work. (Communication and language) • To ask a variety of questions to find things out and clarify understanding. (Communication and language) • To explore the food of different countries and talk about how it is similar or different to the food they eat. (Understanding the World) • To know about and recognise the signs of Summer. (Understanding the World) • To know that some things in the world are man-made and some things are natural. (Understanding the World)

	• To respect and care for their immediate environment. (Understanding the World) • To know that simple symbols are used to identify features on a map. (Understanding the World) • Follow a map of the playground to find different areas. (Understanding the World)	World)	
Year 1	**Can you plan a route around school for a visitor?** 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.	**What is the UK?** Children will name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom. Using aerial photographs, children will recognise landmarks and features of the UK. Children will identify seasonal and daily weather patterns in the UK.	**How do the seasons change in the UK?** What changes do we see over the year?[1] Case study: local area Practice and extend knowledge of seasons (from EYFS) Weather in different seasons[2] (hot, cold, wet, dry, mild, rain, snow, sunny etc) Changes in trees Length of the day How weather affects our lives – clothing, homes, activities Contrasting case study of small area in a non-European country - what is similar and different about weather, seasons and seasonal activities compared with our area? (Creates readiness for Year 2 weather in our world) Change
	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 globs maps, statistics, graphs, pictures and aerial photographs		
Year 2	**What would we see as we go around the world?** 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. Children will identify seasonal weather patterns in cold areas of the world in relation to the Equator and the North and South Pole.	**Can you describe how life is different in Egypt?** 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 (Egypt). The children will look at aerial photographs to recognise the landmarks they learn about in Egypt.	**What is the weather like around the world?** Revise world map/globe, continents, oceans, Equator, use this opportunity What questions can we ask about the weather? Different parts of the world get different weather. The climate is the usual weather in a place. At the Equator, it's usually hot. As we travel further north or south from the Equator, it gets colder. At the North and South poles, it's usually cold. Some places get lots of rain, some are very dry, some are in between Temperate, polar, tropical climates. What challenges does weather bring? Staying safe in bad weather. Case study of a contrasting small area in a non-European country. How does the weather there compare and contrast with the weather in our local area? (Creates readiness for Year 3 climate & biomes) Diversity
	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		

[1] Focus on describing the changes and their impacts rather than explaining them.
[2] Avoid confusing weather and climate. Weather is the day-to-day condition of the air around us; climate is the average weather over 30 years. Keep the focus on weather in Year 1. Climate is mentioned in Year 2 then developed more fully in Opening Worlds Year 3.

Year 3 (Opening Worlds)	**What are the similarities and differences between the Rivers Severn and the River Indus?** Depth focus: The River Indus - its source, course, beauty, uses (ancient & modern) and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). Tributaries. How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. **How do mountains interact with what is around them?** Highest mountain in each of the four nations of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes Depth focus: Snowdonia (in preparation for Wales…see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people.	**How are settlements similar and different?** Settlement types, hamlet, village, town, city etc.; land use, settlements by rivers. Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?) How is London shaped by the River Thames? Two cities: Cardiff and London, inc. economy & transport. How do people move about in Cardiff? How do people move about in London? (e.g. tube map). Patterns of settlement in Cardiff and London. **How are we connected to farmers?** Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn). New locational knowledge: Sussex.	**How do volcanoes affect a place?** Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean theme via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science). **How does the climate affect the way people live?** (situated, through its examples, in Europe, so that European theme is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison – Britain, Europe, South America – that culminates at end of Year 5.
	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 (Opening Worlds)	**How are different parts of the Rhine and the Mediterranean used by people?** Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine How the course of the river has been changed by human activity including canals Mediterranean Sea Suez Canal This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements). **How and why does population distribution vary across Great Britain?** Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity	**How does the location of West Wales affect its coast?** Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast **How do tourists interact with a place?** Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism. Geographical skills: Interpreting climate data	**What are the pros and cons of living near a tectonic fault line?** Depth focus: The Christchurch Earthquake, New Zealand. Causes of earthquakes: tectonic plates and fault lines Depth focus: California & the San Andreas fault, Indian Ocean tsunami Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) Revisits knowledge on volcanoes from Year 4 Spring 1. Geographical skills: Thematic maps **Why are desserts located where they are?** Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert Geographical skills: Interpreting thematic maps and satellite photographs
	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 Opening Worlds	**How have the actions of people affected the drought in California?** Water as a resource Depth focus on California (region in North	**Why do people migrate?** Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London. Why do people migrate? Push and	**In what ways does the geography of South America affect life in the Amazon?** A depth focus on the Amazon as a region in South America, including

	America), continuing natural resources theme (revisit water cycle from Year 3) Water resources in California Farming - intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California. Geographical skills: Interpreting a range of thematic maps **How can oceans affect human behaviour and settlements?** Locational framework – world oceans, seas in Europe Oceans and trade, oceans and climate, major currents. Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America. Oceans and climate change, the human impact on oceans. Geographical skills: Interpreting world and thematic maps	pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. Refugees, persecution, asylum, asylum seekers; challenges for refugees How does migration change places? London, Shetland Islands, Cambridgeshire Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale. **What are the pros and cons of living in a megacity?** Human and physical characteristics of North and South America, including population distribution and climate. Megacities including Lima and depth focus on Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like favelas. Challenge stereotypes often held of the favelas. Geographical skills: 4-figure references, thematic maps	conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest. Geographical skills: Flow diagrams, interpreting satellite photos. **How does agriculture in the Amazon interact with other parts of the world?** Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation. Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire
	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 Opening Worlds	**How do local actions in the UK affect global climate?** How people use energy. Types of energy (reviewing those covered and extending) Renewable and non-renewable energy sources The greenhouse effect Enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK How can we respond? Local and global Geographical skills focus: Interpreting line graphs Disciplinary focus: Interaction **How do global changes affect local places in Ethiopia?** An in-depth place focus to complement knowledge gained in History and Religion. Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3) What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project Geographical skills focus: Population pyramids, longitude and time zones Disciplinary focus: Interaction	**How much did Birmingham change between 1750 and the present day?** This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes. Where is Birmingham? How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment How is it changing now? Current issues, link to UN sustainable development goals, climate change What might Birmingham be like in the future? Possible, probable, and preferable futures Geographical skills: Interpretation and presentation of data Disciplinary focus: change **What is a preferable future for Jamaica's tourist industry?** An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History. Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry. Sustainable futures – environmental challenges faced due to tourism, ways forward Geographical skills: tbc Disciplinary focus: change	Local area enquiry – a double, school-designed unit *** **NO PUPIL BOOKLET** *** How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8-point compass and fourfigure grid references, extending to 6-figure grid references. Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies) What questions can we ask about the local area? Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings). Geographical skills: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork Disciplinary focus: How geographers investigate a place Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)
	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.		