

Curriculum Overview: Geography

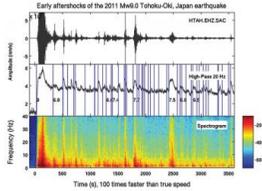
Geography at Corpus Christi Catholic Primary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
	<p><u>All about me</u></p> <ul style="list-style-type: none"> • Where do I live? • Who do I live with? • What is my new school like? 		<p><u>All around the world</u></p> <ul style="list-style-type: none"> • Learning about festivals and celebrations around the world. • Where have I been on holiday? 	<p><u>Once Upon a Time</u></p> <ul style="list-style-type: none"> • Drawing a simple map. • Describing the journey of a fairy tale character. 	<p><u>Growing and Animals</u></p> <ul style="list-style-type: none"> • Finding out where our food comes from. • Tasting different foods. • Growing our own food. • Finding out about different animals and where they live. 	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
	<p><u>Seasons</u></p> <ul style="list-style-type: none"> • Seasonal and daily weather patterns to be investigated in Science throughout the year. 	<p><u>What is our local area like?</u></p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study our local area. • Use simple compass directions and locational and directional language. • Use aerial photographs and plan perspectives to recognize landmarks • Devise a simple map. • Use basic geographical vocabulary to refer to key physical and human features, 		<p><u>What is it like in the UK?</u></p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the UK. • Use world maps, atlases and globes. • Use basic geographical vocabulary to refer to key physical and human features. 		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 and Year 2/3						
	<p><u>How is Zambia different to the UK?</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying a village in Zambia and comparing it to Halton Village. • Use aerial photographs to recognise landmarks and basic human and physical features when comparing the villages. • Use world maps, atlases and globes. 		<p><u>Where in the world would you go on holiday?</u></p> <p><u>Y2</u></p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. • Use world maps, atlases and globes to locate the continents and five oceans. • Use compass directions and locational and directional language. • Use geographical vocabulary to refer to key physical and human features. <p><u>Y3</u></p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones. • Describe and understand key aspects of physical geography, including: Climate zones, biomes and vegetation belts, rivers and the water cycle. • Describe and understand key aspects of human geography including: types of settlement and land use, economic activity and the distribution of natural resources. 		<p><u>Why can't a polar bear live in Brazil?</u></p> <p><u>Y2</u></p> <ul style="list-style-type: none"> • Identify the locations of hot and cold areas of the world in relation to the equator and the North and South Poles. • Use world maps, atlases and globes. <p><u>Y3</u></p> <ul style="list-style-type: none"> • Locate the world's countries, using maps focussing on South America: its environmental regions, key physical and human characteristics, countries and major cities. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Year 3/4 and Year 4		<p><u>Is Climate Cool?</u></p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Describe and understand key aspects of physical geography, including: Climate zones. 		<p><u>Why should we help to save the Amazon Rainforest?</u></p> <ul style="list-style-type: none"> • Locate the world's countries, using maps focussing on South America: its environmental regions, key physical and human characteristics, countries and major cities. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • Identify the position and significance of the Prime/Greenwich Meridian and time zones. Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America. 		<p><u>What is special about our local area?</u></p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical and human geography. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Name and locate key topographical features of the UK (including rivers) and land-use patterns; and understand how some of these aspects have changed over time.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5, Year 5/6 and Year 6						
		<ul style="list-style-type: none"> • 	<p>Does the Earth shake, rattle or roll?</p> <ul style="list-style-type: none"> • Locate volcanoes in countries around the world, their environmental regions, key physical and human characteristics, countries, and major cities. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Describe and understand key aspects physical geography, including mountains, volcanoes and earthquakes. • Locate Europe's countries, their environmental regions, key physical and human characteristics, countries, and major cities • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Describe and understand key aspects of human and physical geography. • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. 			<p>Why go to school in an inner city?</p> <ul style="list-style-type: none"> • Locate the region and local area in relation to other places. • Use aerial images to describe key physical and human features. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time • Gather evidence through fieldwork. • Use Ordnance Survey maps and six-figure grid references to locate specific sites. • Create a land use map using scale, symbols and compass points. • Understand geographical similarities and differences between the local area and a rural area.