

# Curriculum Overview: Geography

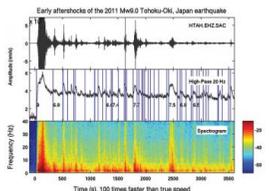
## Geography at Corpus Christi Catholic Primary

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

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

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Year 3/4 and Year 4		<p><b><u>Is Climate Cool?</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Describe and understand key aspects of physical geography, including: Climate zones.</li> </ul>		<p><b><u>Why should we help to save the Amazon Rainforest?</u></b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps focussing on South America: its environmental regions, key physical and human characteristics, countries and major cities.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> <li>• 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.</li> </ul>		<p><b><u>What is special about our local area?</u></b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical and human geography.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> </ul>

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