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| **Curriculum Overview: Geography** | | | | | | |
| Geography at Corpus Christi Catholic Primary | | | | | | |
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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Reception |  |  |  | |  | |
| **How can I travel the world?**   * Where can we visit? * How will we get there? * What will we see? | **How the world celebrates.**   * Learning about different celebrations around the world. | **What can I grow and eat?**   * Finding out where our food comes from. * Tasting different foods. * Growing our own food. | | **Which creatures share our world?**   * Finding out about different animals and the   habitats they live in. | |

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|  | | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| Year 1 and Year 1/2 | | Image result for weather map uk | |  | |  | |  | | A rainbow over a city  Description automatically generated | | | |
| **What is the weather like where we live?**   * Identify seasonal and daily weather patterns in the UK. | |  | | **What is it like in the UK?**   * 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, | |  | | **How has our local area changed?**  **(Linked to History)**   * 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. | | | |
|  | **Autumn 1** | |  | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| Year 2 |  | |  | |  | |  | |  | |  | |  | |
| **Do you know your continents?**   * 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. | |  | |  | |  | | **Who would live in a place like this?**   * 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. | |  | | **How is Zambia different to the UK?**   * 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. | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Year 3, Year 3/4 and Year 4 Cycle A |  |  |  |  |  | Image result for rivers |
|  | **What is it like in North America?**   * Locate the world’s countries using maps, focussing on North America: it’s environmental regions, key human and physical characteristics, countries and major cities. * Identify the position and significance of latitude, longitude, and time zones * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Describe and understand key aspects of the human and physical geography of North America. |  |  | |  | | --- | |  |   **How am I linked to South America?**   * 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. | **Why are rivers so important?**   |  | | --- | | * Describe and understand key aspects of physical geography, including rivers and the water cycle * Describe and understand key   aspects of human geography.   * 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. * Gather evidence through fieldwork. * Use Ordnance Survey maps and four-figure grid references to locate landmarks and features. * Create a map of the River Aire using scale, symbols and compass points. | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Year 3, Year 3/4 and Year 4 Cycle B |  |  |  |  |  |  |
|  | **Is Climate Cool?**   * 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. |  | **Why should we help to save the Amazon Rainforest?**   * 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. | |  | | --- | |  | | **What is special about our local area?**   |  | | --- | | * 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. | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Year 5, Year 5/6 and Year 6 Cycle A |  |  |  |  |  |  |
|  | **How does Leeds meet people’s needs?**   * Locate the region and local area in relation to other places. * Use aerial images to describe key physical and human features. * Understand local, regional, national and international links to the Leeds. * Consider how Leeds can meet the needs of its population. * 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. |  | **What do people do in the UK?**   |  | | --- | | * 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 * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. | | |  | | --- | |  |  |  | | --- | |  | | **Why should you visit the Mediterranean?**   * 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. |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Year 5, Year 5/6 and Year 6 Cycle B |  |  |  |  |  |  |
|  | **Why go to school in an inner city?**   * 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. |  | **Does the Earth shake, rattle or roll?**   |  | | --- | | * 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 volcanoes and earthquakes. | | |  | | --- | |  |  |  | | --- | |  | | **What are the Seven Summits?**   * 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. |