



## Curriculum Overview 2023 2024

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>FS</b>	<b>Theme: International term</b>  <b>Key Question: Which places are special? Why?</b>  <b>Skills:</b> I can talk about my special places  <b>Knowledge:</b> To begin to recognise the similarities between people around the world and how they live and celebrate			<b>Theme: Journeys</b>  <b>Key Question: Where are you going?</b>  <b>Skills:</b> To make simple maps  <b>Knowledge:</b> To use and understand locational language		<b>Theme: The Great Outdoors</b>  <b>Key Question: Where are you going?</b>  <b>Skills:</b> To talk about their likes/ dislikes about the local environment  <b>Knowledge:</b> To observe changes and patterns.
<b>Text</b>						
<b>1</b>	<b>Theme: International term</b>  <b>Key Question: What is it like to live in this place?</b>  <b>Skills:</b> I can recognise simple map features. I can ask questions about my environment and look for answers  <b>Knowledge:</b> To respond to questions about where places are, beginning to offer obs about locations similarities and differences, including, location in the world, weather, people; respond to geographical questions about places.		<b>Theme: Christopher Columbus / Amazing Oceans</b> <b>Key Question: How do I use an atlas/ map?</b>  <b>Skills:</b> I can use a map, atlas, globe to find countries, oceans and seas. I can name features of oceans. I can draw a simple map.  <b>Knowledge:</b> Begin to recognise, name and locate the world's continents and oceans. I know how to help protect our oceans.	<b>Theme: Antarctic Adventure / Ernest Shackleton</b> <b>Key Question: What can I learn from using a map/atlas?</b>  <b>Skills:</b> I can use a map, atlas, globe to find countries, oceans and seas. I can name features of oceans. I can draw a simple map.  <b>Knowledge:</b> Begin to recognise, name and locate the world's continents and oceans. I know how to help protect our oceans.	<b>Theme: Extreme weather: continents and maps</b>  <b>Key Question: What is the weather like there? Why?</b>  <b>Skills:</b> I can identify daily and seasonal changes. I can use maps to locate the continents.  <b>Knowledge:</b> To describe a locality using observations. To identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles.	<b>Theme: Royalty (History topic)</b>  <b>Key question: what are the capital cities in the UK?</b>  <b>Skills:</b> I can use a map to locate British capital cities; to locate the countries that make up the UK on a map.  <b>Knowledge:</b> To name British cities and towns and some of their geographical features.
<b>Text</b>						
NC OBJ	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Name and locate the world's continents and oceans.</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Identify land use around the school.</li> </ul>					
<b>2</b>	<b>Theme: International term Contrasting localities</b>  <b>Key Question: What is it like to live in this place? What do I</b>	<b>Theme: Map Work</b>  <b>Key Questions: Can I use map work to locate and describe a location?</b>			<b>Theme: Weather around the World</b>  <b>Key Question: How do the seasons affect us?</b>	<b>Theme: Katie Morag An Island Home- 4 countries</b>  <b>Key Question: How does it</b>





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	<b>think and why?</b>  <b>Skills:</b> I can investigate physical and human features of my environment  <b>Knowledge:</b> To compare Chinnor with a contrasting location	<b>Skills:</b> I can use recognise key features by looking at maps and aerial photographs and I can use compass directions and locational language to describe routes and to find features.			<b>Skills:</b> I can observe and record indifferent ways eg. sketches, diagrams, ICT I can draw a map and use class agreed symbols to make a simple key.  <b>Knowledge:</b> To identify changes associated with the seasons	compare to where I live?  <b>Skills:</b> I can use a map, atlas, globe to find the UK and its 4 countries and other countries, oceans and seas of interest, I can follow directions inc NSEW  <b>Knowledge:</b> To use geographical language and find features on a map o use
<b>TEXT</b>						
<b>NC OBJ</b>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather; • key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>					
<b>3</b>	<b>Theme: Similarities/differences</b>  <b>Key Question: Where is this location? What do you think about it?</b>  <b>Skills:</b> I can describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE. I can interpret charts  <b>Knowledge:</b> To make observations about physical and human features of places	<b>Theme: Coasts</b>  <b>Key Question: What can I find out using a range of resources?</b>  <b>Skills:</b> I can link words to topic I can identify the 7 continents and 5 oceans on a world map. I can use a key. I can use letter/no. co-ordinates to locate features on a map.  <b>Knowledge:</b> To understand that people can influence and change environments				<b>Theme: Investigating our local area</b>  <b>Key Question: How do I make a difference?</b>  <b>Skills:</b> I can ask questions and use simple studies to investigate my school and the grounds  <b>Knowledge:</b> To understand that people can influence and change the environment.
<b>TEXT</b>						





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NC OBJ	Ask and answer geographical questions about the physical and human characteristics of a location. <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics..</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> <li>• Describe key aspects of:• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle; human geography, including: settlements and land use.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>					
4	<b>Theme: Locational &amp; place knowledge</b>  <b>Key Question: What is this landscape like? What will it be like in the future?</b>  <b>Skills:</b> I can investigate places and themes at more than one scale; I can use satellite images, aerial photographs  <b>Knowledge:</b> To identify and explain different views of people including themselves, to name, locate and to describe some of the characteristics of the areas.		<b>Theme: Village settlers</b>  <b>Key Question: What geographical features encouraged people to settle?</b>  <b>Skills: I can ask and respond to questions and offer my own ideas.</b>  <b>Knowledge:</b> To describe and understand key aspects of different types of settlements, to name and locate counties and cities of the UK		<b>Theme: Improving the environment &amp; Locational and place knowledge</b>  <b>Key Question:</b> What is this landscape like? What will it be like in the future?  <b>Skills:</b> I can collect and record evidence with some aid  <b>Knowledge:</b> To summarise changes and to understand the impact and influence of people	<b>Theme: Compare/ contrast two similar localities Water cycle</b>  <b>Key Question:</b> What is similar? What is different?  <b>Skills:</b> I can analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ map  <b>Knowledge:</b> To describe and understand key aspects of climate zones, biomes and vegetation belts.
TEXT						
NC OBJ	Ask and answer geographical questions about the physical and human characteristics of a location. <ul style="list-style-type: none"> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe key aspects of:• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle; human geography, including: settlements and land use.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>					
5	<b>Theme: International term Distribution of natural resources</b>  <b>Key Question: What is this landscape like? How has it changed? What made it change? How is it changing?</b>  <b>Skills:</b> I can analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various		<b>Theme: Our Changing World</b>  <b>Key Question: Which physical and political factors influence and cause change to the environment?</b>  <b>Skills:</b> I can analyse and explain how water, weather and human impact changes the landscape.  <b>Knowledge:</b> To describe the			<b>Theme: Digital mapping</b>  <b>Key Question: What are the geographical features of Chinnor? How do I know?</b>  <b>Skills:</b> I can identify and explain different views of people; I can design and use questionnaires to obtain views of community on subject I can use 8 compass points; I can use 4 figure coordinates to





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	locations - influence on people/everyday life <b>Knowledge:</b> To describe how physical and human processes can lead to similarities and difference between places		changes that have occurred because of physical and human factors and to give examples			locate features on a map. <b>Knowledge:</b> To give reasons for differences and similarities when using primary and secondary sources of evidence; To recognise and use OS map symbols
<b>TEXT</b>						
<b>NC OBJ</b>	<ul style="list-style-type: none"><li>• Identify and describe how the physical features affect the human activity within a location.</li><li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li><li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li><li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li><li>• Understand some of the reasons for geographical similarities and differences between countries.</li><li>• Describe how locations around the world are changing and explain some of the reasons for change.</li><li>• Describe geographical diversity across the world.</li><li>• Describe how countries and geographical regions are interconnected and interdependent.</li><li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li><li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li></ul>					
<b>6</b>	<b>Theme: International term</b> Americas; Rivers; Mountains  <b>Key Question:</b> What does the data tell me? Is all data the same?  <b>Skills:</b> I can collect and record evidence record measurement of river width/ depth/ velocity  <b>Knowledge:</b> To describe how physical and human processes can lead to similarities and differences and to look at patterns and explain reasons behind it	<b>Theme: Map Skills</b>  <b>Key Question:</b> How will I interpret the information?  <b>Skills:</b> I can use maps to research factual information about locations and features.  <b>Knowledge:</b> To use a variety of maps with different scales and to know what 6 figure Grid References mean and how to calculate them.				<b>Theme: Extreme Earth</b>  <b>Key Question:</b> What is this landscape like? How is it changing? What patterns can you see/ how has the pattern changed?  <b>Skills:</b> I can analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it  <b>Knowledge:</b> To describe how physical and human processes can lead to similarities and difference between places and explain the reasons.
<b>TEXT</b>						
<b>NC OBJ</b>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <ul style="list-style-type: none"><li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li><li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li><li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li><li>• Describe and understand key aspects of:<ul style="list-style-type: none"><li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li><li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li></ul></li></ul>					