

**St Mary's Catholic Primary and Nursery**

**Geography Overview of Learning 2020-2021**

|                         | <b><u>Autumn Term</u></b>  |   | <b><u>Spring Term</u></b>  |  | <b><u>Summer Term</u></b>  |  |
|-------------------------|--|---|--|--|--|--|
| <b><u>Nursery</u></b>   | <b><u>What makes me special?</u></b>   | <b><u>How do we celebrate?</u></b>  | <b><u>Is the moon made of cheese?</u></b>  | <b><u>Where do the wheels on the bus go?</u></b>   | <b><u>Can pigs fly?</u></b>  | <b><u>Where does the sea end?</u></b>  |
|                         | <p><b><i>People &amp; Communities Historical Development</i></b></p> <ul style="list-style-type: none"> <li>• People, themselves, their families &amp; significant people</li> <li>• Places: home, familiar places</li> <li>• Events: Looking at the daily routine</li> </ul> <p><b><i>Geographical Development</i></b></p> <ul style="list-style-type: none"> <li>• Maps (walk to find familiar landmarks)</li> <li>• Seasons</li> <li>• Human features: buildings, local places</li> <li>• Physical features: park, forest &amp; woods (autumn)</li> </ul> | <p><b><i>People &amp; Communities Historical Development</i></b></p> <ul style="list-style-type: none"> <li>• People, themselves, their families &amp; significant people</li> <li>• Places: Seasons</li> <li>• Events: bonfire night, Halloween, Remembrance Day, Christmas</li> </ul> <p><b><i>Geographical Development</i></b></p> <ul style="list-style-type: none"> <li>• Seasons and Weather</li> </ul> | <p><b><i>Geographical Development</i></b></p> <ul style="list-style-type: none"> <li>• Seasons and Weather</li> <li>• Journey's</li> </ul> | <p><b><i>Geographical Development</i></b></p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Seasons and Weather</li> <li>• Journey's</li> </ul> | <p><b><i>Geographical Development</i></b></p> <ul style="list-style-type: none"> <li>• Seasons and Weather</li> <li>• Maps</li> <li>• Physical features of a farm</li> </ul> | <p><b><i>Geographical Development</i></b></p> <ul style="list-style-type: none"> <li>• Seasons and Weather</li> <li>• Physical features</li> </ul> |
| <b><u>Reception</u></b> | <b><u>What makes me special?</u></b>   | <b><u>What's my superpower?</u></b>   | <b><u>Are dragons real?</u></b>  | <b><u>Can elephants dance?</u></b>   | <b><u>What came first, the chicken or the egg?</u></b>   | <b><u>Where does the sea end?</u></b>  |
|                         | <p><b><i>People &amp; Communities Historical Development</i></b></p> <ul style="list-style-type: none"> <li>• People, themselves,</li> </ul>   | <p><b><i>Geographical Development</i></b></p> <ul style="list-style-type: none"> <li>• Seasons and Weather</li> </ul>   | <p><b><i>Geographical Development</i></b></p> <ul style="list-style-type: none"> <li>• Seasons and Weather</li> </ul>                      | <p><b><i>Geographical Development</i></b></p> <ul style="list-style-type: none"> <li>• Maps</li> </ul>   | <p><b><i>Geographical Development</i></b></p> <ul style="list-style-type: none"> <li>• Seasons and Weather</li> </ul>  | <p><b><i>Geographical Development</i></b></p> <ul style="list-style-type: none"> <li>• Maps</li> </ul>   |

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|                      | <p>their families &amp; significant people</p> <ul style="list-style-type: none"> <li>Places: home, familiar places</li> <li>Events: Looking at the daily routine</li> </ul> <p><b>Geographical Development</b></p> <ul style="list-style-type: none"> <li>Maps (walk to find familiar landmarks)</li> <li>Seasons</li> <li>Human features: buildings, local places</li> <li>Physical features: park, forest &amp; woods (autumn)</li> </ul> | <p><b>Historical Development</b></p> <ul style="list-style-type: none"> <li>Objects – toys how toys have changed over time, baby toys</li> <li>Events: bonfire night, Halloween, remembrance day, Christmas</li> </ul> | <ul style="list-style-type: none"> <li>Globes, maps, countries</li> </ul>   | <ul style="list-style-type: none"> <li>Seasons and weather</li> <li>Physical features</li> </ul> | <ul style="list-style-type: none"> <li>Maps</li> </ul>  | <ul style="list-style-type: none"> <li>Seasons and weather</li> <li>Physical features: seaside</li> </ul> |
| <b><u>Year 1</u></b> | <b><u>Where in the world do Penguins live?</u></b>   | <b><u>Fire – friend or foe?</u></b>  | <b><u>Who lives in a palace?</u></b>  | <b><u>What’s the difference between humans and robots?</u></b>                                   | <b><u>What can we do in the great outdoors?</u></b>   |   |
|                      | <p><b><u>hot and cold areas of the world.</u></b></p> <p>Daily and seasonal UK weather patterns, and hot/cold world areas<br/>Name/locate continents, oceans,</p>  |  | <p><b><u>UK countries and capital cities</u></b></p> <p>UK countries, capitals and seas, using atlases and globes,<br/>Basic vocabulary naming commonly encountered physical and human features</p> |  | <p><b><u>School ground fieldwork</u></b></p> <p>Basic fieldwork and observation in school grounds and locally<br/>Basic compass directions, and directional/location language<br/>Use plans, maps and aerial photographs<br/>Basic vocabulary naming commonly encountered physical and human features</p> |   |
| <b><u>Year 2</u></b> | <b><u>Would you help a lost wolf?</u></b>  | <b><u>Did Chorley matter in The Great War?</u></b>   | <b><u>Will you help save our planet?</u></b>  | <b><u>What’s Africa really like?</u></b>   | <b><u>What makes the seaside the seaside?</u></b>   |   |
|                      | <b><u>Seasonal and daily weather.</u></b>  | <b><u>Small area of the UK</u></b><br>UK countries, capitals and seas, using atlases   |   | <b><u>Small area in a non-European country – Kenya – Nairobi</u></b>                             |   |   |

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|                      | Daily and seasonal UK weather patterns, and hot/cold world areas<br>Name/locate continents, oceans, UK countries, capitals and seas, using atlases and globes   | and globes<br>Human/physical geography of small area in UK and contrasting non-European country, noting similarities/differences<br>Basic vocabulary naming commonly encountered physical and human features<br>Basic fieldwork and observation in school grounds and locally |  |  | Name/locate continents, oceans, using atlases and globes<br>Basic vocabulary naming commonly encountered physical and human features<br>Basic compass directions, and directional/locational language<br>Use plans, maps and aerial photographs   |                                   |
| <b><u>Year 3</u></b> | <b>What Makes a Home a Home?</b>  | <b>How Do We Be Healthy Humans?</b>   | <b>What Lies Underground?</b>  | <b>Who's That Coming Over The Hill?</b>  | <b>What Did the Romans Do For Us?</b>   | <b>How Does Your Garden Grow?</b> |
|                      | <b><u>A region where I live in the UK: Lancashire</u></b><br>UK countries, cities, regions, physical/human features and characteristics, land-use patterns and change<br>8 compass points, 4-figure grid references, symbols & key, OS Maps, Local area and other sites fieldwork, Fieldwork: observe, measure, record, present using sketch maps, plans, graphs and digital technologies |   | <b><u>Key aspects of volcanos or earthquakes</u></b><br>mountains, volcanoes/earthquakes, 4-figure grid references, symbols & key, OS Maps |  | <b><u>UK Region: Lake District</u></b><br>UK countries, cities, regions, physical/human features and characteristics, land-use patterns and change, Settlements, land-use<br>8 compass points, 4-figure grid references, symbols & key, OS Maps, Fieldwork: observe, measure, record, present using sketch maps, plans, graphs and digital technologies |                                   |
| <b><u>Year 4</u></b> | <b>How does the world light up?</b>   | <b>What does a red cross on a door mean?</b>  | <b>How beautiful is food?</b>  | <b>Would you like a one way ticket to Europe?</b>  | <b>Where do rivers start?</b>   | <b>Who eats who?</b>              |
|                      |   | <b><u>The Environment</u></b><br>Settlements, land-use, trade, natural resource distribution (energy, food, minerals, water),   |  | <b><u>European region</u></b><br>Focus on Europe locate and describe environmental regions, physical/human | <b><u>Rivers</u></b><br>vegetation belts, rivers, water cycle, Settlements, land-use, trade, 8 compass points,  |                                   |

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|                      |  | 4-figure grid references, symbols & key, OS Maps, Local area and other sites fieldwork, Fieldwork: observe, measure, record, present using sketch maps, plans, graphs and digital technologies |  | features, countries and major cities using maps, atlases, globes, digital mapping<br>Place similarities/differences between UK region and regions in European country America<br>8 compass points, Local area and other sites fieldwork (virtual), Fieldwork: observe, measure, record, present using sketch maps, plans, graphs and digital technologies   | 4-figure grid references, symbols & key, OS Maps, Local area and other sites fieldwork, Fieldwork: observe, measure, record, present using sketch maps, plans, graphs and digital technologies |  |
| <b><u>Year 5</u></b> | <b>How was our kingdom united?</b>   | <b>What has earth and space taught us?</b>   | <b>How is the Amazon amazing?</b>  | <b>Where does food come from?</b>   | <b>What have the Ancient Greeks done for us?</b>   |  |
|                      | <b><u>UK cities, counties and key features</u></b><br>UK countries, cities, regions, physical/human features and characteristics, land-use patterns and change, 8 compass points, 6-figure grid references, symbols & key, OS Maps, Fieldwork: observe, measure, record, present using sketch maps, plans, graphs and digital technologies |  | <b><u>Region in North or South America</u></b><br>North/South America locate and describe environmental regions, physical/human features, countries and major cities using maps, atlases, globes, digital mapping<br>Place similarities/differences between UK region and region in N or S America, 8 compass points, 6-figure grid references, Local area and other sites fieldwork (virtual), Fieldwork: observe, measure, record, present using sketch maps, plans, graphs and digital technologies | <b><u>World food - where does food come from?</u></b><br>Significance/position of key lines of latitude/longitude and time zones<br>Climate zones, biomes/vegetation belts, rivers, land-use, trade, natural resource distribution (energy, food, minerals, water), 6-figure grid references, symbols & key, OS Maps, Local area and other sites fieldwork, Fieldwork: observe, measure, record, present using sketch |  |  |

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|                      |  |                                |                                      |                               | maps, plans, graphs and digital technologies  |
| <b><u>Year 6</u></b> | <b>What does it take to survive?</b>   | <b>Has Britten got talent?</b> | <b>What makes a hero or villain?</b> | <b>Who is the guilty one?</b> | <b>Where would you like to be?</b>  |
|                      | <u>world's key countries and features</u><br>World countries, cities, regions, physical/human features and characteristics, land-use patterns and change<br>Significance/position of key lines of latitude/longitude and time zones<br>Climate zones, biomes/vegetation belts, rivers,<br>Settlements, land-use, trade, natural resource distribution (energy, food, minerals, water), 8 compass points, 6-figure grid references, symbols & key, OS Maps,<br>Fieldwork: observe, measure, record, present using sketch maps, plans, graphs and digital technologies |                                |                                      |                               | <u>Land use – link to Blackpool</u><br>UK countries, cities, regions, physical/human features and characteristics, land-use patterns and change, 8 compass points, 6-figure grid references, symbols & key, OS Maps, Local area and other sites fieldwork, Fieldwork: observe, measure, record, present using sketch maps, plans, graphs and digital technologies |