

St Mary's Catholic Primary and Nursery

Geography Overview of Learning 2021-2022

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Nursery</u>	<u>What makes me special?</u>	<u>How do we celebrate?</u>	<u>Is the moon made of cheese?</u>	<u>Where do the wheels on the bus go?</u>	<u>Can pigs fly?</u>	<u>Where does the sea end?</u>
	<p>People & Communities Historical Development</p> <ul style="list-style-type: none"> • People, themselves, their families & significant people • Places: home, familiar places • Events: Looking at the daily routine <p>Geographical Development</p> <ul style="list-style-type: none"> • Maps (walk to find familiar landmarks) • Seasons • Human features: buildings, local places • Physical features: park, forest & woods (autumn) 	<p>People & Communities Historical Development</p> <ul style="list-style-type: none"> • People, themselves, their families & significant people • Places: Seasons • Events: bonfire night, Halloween, Remembrance Day, Christmas <p>Geographical Development</p> <ul style="list-style-type: none"> • Seasons and Weather 	<p>Geographical Development</p> <ul style="list-style-type: none"> • Seasons and Weather • Journey's 	<p>Geographical Development</p> <ul style="list-style-type: none"> • Maps • Seasons and Weather • Journey's 	<p>Environments beyond the local area</p> <ul style="list-style-type: none"> • Structures / Features and Buildings in London • Seaside 	
<u>Reception</u>	<u>What makes me special?</u>	<u>What's my superpower?</u>	<u>Are dragons real?</u>	<u>Can elephants dance?</u>	<u>Can Giraffes Dance? And</u>	<u>Where does the sea end?</u>
	<p>Geographical Development Communication - talk about the features of their immediate environment and other places - familiar places and those they have learnt about and the differences between environments. Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places (walk</p>		<p>Geographical Development Communication - talk about the features of their immediate environment and other places - familiar places and those they have learnt about and the differences between environments. Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places (walk</p>	<p>Geographical Development Communication - talk about the features of their immediate environment and other places - familiar places and those they have learnt about and the differences between environments. Physical features of a farm Mapping - recognise, know about and describe features of different places including their immediate environment,</p>	<p>Geographical Development Communication - talk about the features of their immediate environment and other places - familiar places and those they have learnt about and the differences between environments. Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places (walk</p>	<p>Geographical Development Communication - talk about the features of their immediate environment and other places - familiar places and those they have learnt about and the differences between environments. Mapping - recognise, know about and describe features of different places including their immediate environment, other familiar places (walk</p>

	<p>to find familiar landmarks). Human features: buildings, local places. Physical features: park, forest & woods</p> <p>Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them,</p> <p>Use of Technology - use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment</p>		<p>to find familiar landmarks). Human features: buildings, local places. Physical features: park, forest & woods</p> <p>Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them,</p> <p>Use of Technology - use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment</p> <p>Seasons and Weather Globes, maps, countries</p>	<p>other familiar places (walk to find familiar landmarks). Human features: buildings, local places. Physical features: park, forest & woods</p> <p>Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them,</p> <p>Use of Technology - use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment</p> <p>Seasons and Weather Globes, maps, countries</p>	<p>to find familiar landmarks). Human features: buildings, local places. Physical features: park, forest & woods</p> <p>Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them,</p> <p>Use of Technology - use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment</p> <p>Seasons and Weather Globes, maps, countries</p>	<p>to find familiar landmarks). Human features: buildings, local places. Physical features: the seaside</p> <p>Fieldwork - look closely at similarities and differences between their immediate environment and different places they have visited.</p> <p>Enquiry - comment and ask questions about their immediate environment, other places which are familiar to them,</p> <p>Use of Technology - use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment</p>
<u>Year 1</u>	<u>AT1: Wild mouse or house mouse?</u>		<u>Spring 1: Who lives in a palace?</u>		<u>Summer: Why should we celebrate the Platinum Jubilee?</u>	
	<p><u>Hot and cold areas of the world including continents and oceans.</u></p> <ol style="list-style-type: none"> Identify hot and cold places and locate them on a map. Recognise the features of a hot and a cold place Explore a hot or cold place. Identify the animals that live in hot and cold places and recognise how they adapt. Describe an animal that lives in a hot or cold place Compare a pack list for a trip to a hot place with a list for a cold place. Describe what I would see in a hot or cold place <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> Weather Hot/cold 	<p><u>UK countries and capital cities</u></p> <ol style="list-style-type: none"> What is the UK? What can I find out about the United Kingdom? What are the UK's countries like? What are the UK's capital cities like? What do I know about a country in the UK? <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> map world country England Scotland Wales Northern Ireland Europe Capital 	<p><u>School ground fieldwork</u></p> <p>Observational skills. School grounds.</p> <p>World maps, atlases & globes.</p> <p>Compass directions.</p> <p>Aerial photos</p> <p>Plan perspectives</p> <p>Devise a map</p> <p>Basic key symbols</p> <p>Geographical Vocab</p>			

	<ul style="list-style-type: none"> World Equator Temperature Arctic Antarctica North/South Pole Hot desert Rainforest Iceberg Sand dunes Nomad Rain River Animal Adapt Adaption Burrow Blubber Environment Habitat Hibernate Suitable/Unsuitable Features Map Village Town Country Continent Village County Country World Land Continent Ocean North South Human and Physical Features 	<ul style="list-style-type: none"> London Cardiff Edinburgh Belfast Union Jack Features Human Physical nature City 	
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Year 2	AT1: Would you help a lost wolf?	AT2: Why should Chorley remember on Poppy Day?	Spring 2: Could you grow a forest?	Summer 2: What's Africa really like?
	<u>Weather and Seasons</u> -identify seasonal and daily weather patterns in the United Kingdom 1. Order the months of the year and recognise seasons.	<u>Small area of the UK</u> Settlements and the local area of Chorley 1. What sort of area do I live in? 2. What are the main features of our school grounds?	<u>Small area in a non-European country - Borneo, Indonesia</u> Location knowledge 7 continents, 5 oceans Small area of a contrasting non-European country World maps, atlases & globes.	<u>Small area in a non-European country - Africa, Kenya - Nairobi</u> 1. What is Africa and where is it located? 2. Where is Kenya? 3. What is the Geography of Kenya like?

2. Spot the differences between the seasons.
3. Find clues to decide which season we are in.
4. Identify the types of clothing worn in different weather
5. Identify the types of weather we have in the United Kingdom and record the daily weather in our area.
6. Review our weather diary and reflect on the impact the weather has on our activities
7. Explore how the weather affects different jobs.

Vocabulary:

- Time
- Month
- Season
- Order
- Winter
- Spring
- Summer
- Autumn
- Weather
- Clothing
- (Un)Suitable
- Lightning
- Snow
- Rain
- Sun/sunshine
- Wind
- Fog
- Temperature
- Job
- Affect
- Positive
- Negative

3. What can I find out about my local area?
4. How can I describe my local area?
5. How can a map show what a place is like?
6. How do we make a map of the local area?

Vocabulary:

- City
- Settlement
- Rural
- Urban
- Map
- Town
- Village
- Classroom
- Grounds
- Field
- Hall
- Staffroom
- Fieldwork
- Bungalow
- Home
- House
- Semi-detached
- Caravan
- Feature
- Flats
- Human
- Physical
- Terraced
- Key
- OS map
- Scale
- Symbol
- Building
- Map
- Office
- Route
- Street
- N, E, S, W
- Local

Compass directions.
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4. What are the lives of people like in Kenya and how are they similar/different to our own lives?
5. What Geographical features does Mombassa have?
6. What people and culture like in Kenya?
7. What are the National Parks in Kenya like?
8. What is the landscape like in Kenya for the animals who live there?
9. Can I ask geographical, 'where?', 'what?', and 'who?' questions about locations in Kenya?
10. Can I investigate a small area of Kenya, Nairobi using maps?
11. Can I use maps and features to find out information about Nairobi?

Vocabulary:

- Continent
- Country
- Ocean
- Coast
- NESW
- Equator
- Distance
- City
- Rural/urban
- Island
- Climate
- Culture
- Weather
- Savanna
- Marsh
- Rainforest
- Dessert
- Wetland
- Grassland
- Slum
- Scale
- Vegetation
- Landscape
- Wildlife
- Compare
- Similar/Different
- Mountain
- Population

				<ul style="list-style-type: none"> • Language • Volcano • Tribe • National park • Habitat • Tourism • Safari • Migrate • Extinct
<p><u>Year 3</u></p>	<p>AT1: What Makes a Home a Home?</p>	<p>What Lies Underground?</p>	<p>Summer 2: What Did the Romans Do For Us?</p>	
<p><u>A region where I live in the UK: Lancashire</u> Use fieldwork to explore the immediate local area, including processes of settlement and change. Locate the local area on aerial maps, describe and explore its distinctive features, use maps and field observations to capture key data from different points of view, and use that data to reflect and make presentations on historical and future change.</p> <ol style="list-style-type: none"> 1. Can I locate my local area? How does it fit in with other places, near and far? 2. What is special about my local area? 3. What can I find out about from a walk in my local area? 4. How can we make a map to show what we have found out about the local area? 5. How has this place changed over time? 6. How might this place change in future? <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Human/physical features • Aerial view • Map view • Continent • Country • City • Region • Local • Perspectives • Enquiry • Features • Landmarks • Fieldwork • Observe • Data • Settlement 	<p><u>Key aspects of volcanos or earthquakes</u></p> <ol style="list-style-type: none"> 1. The structure of the Earth. 2. Features of a volcano. 3. Famous volcanoes and earthquakes. 4. Effects of volcanoes and earthquakes. 5. Preparing for an earthquake. 6. What it's like living near a volcano <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Dormant • Epicentre • Tsunami • Crust • Great African Rift Valley • Haiti • Iceland • Japan • Mauna Loa • Pacific Ring of Fire • dormant • eruption/erupt • magma • tsunami • epicentre • plate boundary • active • core • damage • aid • ash cloud • crust • evacuate • central vent • earthquake • disaster • recover 	<p>Summer 2: <u>UK Region: Lake District</u> World's countries and major cities. Environmental regions, key physical & human characteristics. Counties & cities of UK. Topographical features. Land use. Change over time. Latitude, Longitude, Equator, Cancer, Capricorn etc . Time zones. Region of the UK Mountains Settlement Observe, measure and record human/physical features. Digital technologies.</p>		

	<ul style="list-style-type: none"> • Change • OS map • Scale • Symbol • Tourists • Maps • Primary and Secondary evidence • Report • Process • Planning department • Built environment 	<ul style="list-style-type: none"> • crater • mantle • relief • dormant • Movement • emergency • warning • plate boundary • extinct • seismograph • magma • natural hazard 	
Year 4	AT2: What does a red cross on a door mean?	Spring 2: Would you like a one way ticket to Europe?	Summer 2: Where do rivers start?
	<p><u>The Environment</u> Energy land use</p>	<p><u>European region</u></p> <ol style="list-style-type: none"> 1. What is Europe and it's countries like? 2. Where is Europe? 3. Why would people visit Europe? 4. Why do we have migration in Europe? 5. What is Europe's landscape like? 6. Where would you like to visit in Europe? 7. How does everyday life there compare with our life in the UK? <p>Vocabulary:</p> <ul style="list-style-type: none"> - Europe - European Union - Mediterranean - Polar - Temperate - Civilisation - Leisure - Mediterranean sea - Resort - Tourism - Service industry - Tourism - Border - Migrant - Migration - Refugee - Agricultural - Coastal - Industrial - Mountain 	<p><u>Rivers</u></p> <ol style="list-style-type: none"> 1. What is a river? 2. How do people use rivers? 3. What journeys do rivers make? 4. How do humans change rivers? 5. How can flooding affect people? 6. What can I find out about the world's longest rivers? <p>Vocabulary:</p> <ul style="list-style-type: none"> • water cycle • evaporation • overland flow • mouth • channel • Condensation • Precipitation • hydro-electric power • crops • transporting • recreational • source • mouth • tributary • v-shaped valley • waterfall • ox-bow lake • Meander • Dam • Irrigation • Floodplain • Embankment

		<ul style="list-style-type: none"> - Residential - Rural/urban - Wilderness - Climate - Port - Pollution - Population - Coastal 	<ul style="list-style-type: none"> • Sandbag • Thames Barrier • Continent • Country • World river
<u>Year 5</u>	AT1: How was our kingdom united?	Spring 2: How is the Amazon amazing?	Summer 1: Why should we celebrate the Platinum Jubilee?
	<p><u>The United Kingdom</u></p> <ol style="list-style-type: none"> 1. Compare and contrast the different countries of the UK. 2. Identify where I live in the UK and locate the UK's major cities. 3. Identify physical characteristics of the United Kingdom. 4. Understand how people have affected the United Kingdom's landscape 5. Describe and explain the sorts of industries in which people in the United Kingdom work 6. Understand the different types of energy sources used in the United Kingdom. Evaluate the advantages and disadvantages of wind energy. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • countries • physical • human • landmark • region • city • capital city • county • physical features • mountain range • coastline • river • human features • landscape • industry 	<p><u>Region in North or South America</u></p> <ol style="list-style-type: none"> 1. Where is the Amazon? 2. Why does the amazon matter? 3. Why do we need to protect the Amazon? 4. What is it like in a rainforest city? 5. How does the Amazon Basin compare with other places we have studied? 6. What do I know about the Amazon Basin? <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Amazon Basin • Bolivia • Peru • Ecuador • equatorial • Tropic of Capricorn • Venezuela • Tributary • Brazil • access • biodiverse • biome • food chain • humidity • ecosystem • river basin • Photosynthesis • Poverty • Charity • Deforestation • Capital • Trade 	<p><u>Food from Commonwealth Countries</u></p> <ol style="list-style-type: none"> 1. Use a range of maps and atlases to locate Commonwealth countries. 2. Take part in Geographical research to answer questions to describe and understand key aspects of Physical and Human geography of a country. 3. Identify and explain geographical trade including Fair Trade. 4. To investigate the different climate zones around the world. 5. To research where in the world different types of food comes from. 6. Investigate what is meant by the term 'food miles' and their impact on the world and debate whether local is better. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • Continent • Ocean • Globe • Climate • Vegetation • Agriculture • Import • Export • Origin • Food miles • Fairtrade • Produce • Direction • Poverty • Consumer

	<ul style="list-style-type: none"> • National Park • retail • farming • manufacturing • tourism • finance • energy London Array • renewable • wind energy • solar farm • nuclear power • energy • renewable • wind energy • London Array • solar farm • nuclear power 	<ul style="list-style-type: none"> • Equitorial • Urban • Settlement • Urban • Volume • State • Agriculture • Latitude • Longitude • Manufacturing • Trade • Rural/urban • Equitorial • River basin • tropical 	
Year 6	AT1: What does it take to survive?		Summer : Why should we celebrate the Platinum Jubilee?
	<p><u>Countries of the world</u></p> <ul style="list-style-type: none"> - World's countries and major cities. - Environmental regions, key physical & human characteristics. - Topographical features. Land use. - Latitude, Longitude, Equator, Cancer, Capricorn etc . - Time zones. - Natural resources and trade links - Maps, atlases globes and digital mapping - Climate zones - Vegetation belt - 8 compass points. 6 figure grid refs, symbols & key, Ordnance Survey maps. - Observe, measure and record human/physical features. Digital technologies. <ol style="list-style-type: none"> 1. Seven continents and five oceans 2. Key countries of the world 3. How to identify longitude and latitude 4. Location and comparison of climate zones 5. Physical geography: rivers, mountains, volcanoes 6. Human geography: settlements, land use, economic activity <p>Vocabulary:</p> <ul style="list-style-type: none"> • Latitude • Longitude • Equator • Northern hemisphere • Southern hemisphere • Tropics of Cancer and Capricorn 		<p><u>Gaps linked to KS2 Geography National Curriculum and Commonwealth Countries</u></p>

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| | <ul style="list-style-type: none">• Arctic and Antarctic Circle• Prime / Greenwich Meridian• Time zones• Climate zones• Biomes• Vegetation belt | |
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