

Curriculum Overview –Geography, St Gregory’s Catholic Primary School

Please find an overview of the Geography Curriculum below. This is an indication of some of the things your child will be learning in each term.

	Autumn ‘We are Chorley, Lancashire, UK’	Spring ‘All Around the World’	Summer ‘Our Amazing Planet’
Year 1	<p>Our School Grounds</p> <p>Within this theme we learn about what is located in our school grounds. We do fieldwork in the school grounds to locate where different features of the school are. We learn to map the different features on a digital map showing a bird’s eye view of the school. We learn that maps use symbols to locate features on maps and we begin to use symbols to show the different features of the school grounds including things such as the wildlife area, the outdoor classroom and the willow den. We think about the things that are there naturally (physical features) and those that have been put there by people (human features).</p>	<p>The United Kingdom</p> <p>We learn where the United Kingdom is in the world. We learn that the United Kingdom is a union of four countries, England, Scotland, Wales and Northern Ireland. We use atlases, globes and digital maps including google earth to locate the United Kingdom, the four countries and their capital cities. We learn about each of the countries individually and some of the features of that country.</p>	<p>In this term we learn about hot and cold places. We make comparisons between hot countries and cold countries and use maps, globes and digital maps to locate these places in the world.</p>
Year 2	<p>Our town Chorley</p> <p>We name and locate significant places in Chorley, and describe these using geographical language. We use a range of maps to study a walk to Chorley Town Centre and this helps us develop our fieldwork skills when we visit Chorley market. Then, we create our own maps using compass directions and symbols.</p>	<p>Australia</p> <p>As we study Australia, we investigate what Christmas is like in a town in Northern Australia and compare it to the North-West of England. We explore where it is in the world, and its climate and weather. We will identify physical and human features with a special focus on the Great Barrier Reef. Finally, we will express our views on</p>	<p>Weather and Climate</p> <p>With a focus on weather, we will name and identify the four countries and capital cities of the United Kingdom and its surrounding seas. We will identify seasonal and daily weather patterns of our North-West coast as well as investigate tide times. Through fieldwork, we will</p>

		bushfires and recognise how people sometimes affect the environment.	record physical and human features, and any changes to the tide during our visit to the coast.
Year 3	<p>Chorley and the UK during WW1 & WW2</p> <p>We begin by looking at Chorley during World War One with of focus on the Chorley PALS. We look at the places where they trained and map where they marched focussing on what has changed and what is different.</p> <p>During our work on World War Two we look at which areas of the UK where bombed heavily and where children were evacuated from and to. We look at the different features of these places and what made them targets/ made them safe. We also look at ROF Chorley – the secret bomb factory which was the largest in the UK. We use aerial photographs and historical images to compare how this has changed in the modern day – as it is now Buckshaw Village. We look for clues to its mysterious past which remain today.</p>	<p>The Lake District</p> <p>We will look at prehistoric sites in the UK such as Stonehenge and Skara Brae, placing these on a map and looking at and comparing aerial photographs of the different sites.</p> <p>We will be focussing on The Lake District as a region in the UK, comparing the physical and human features between it and the area in which we live. We will look at maps and focus on learning the symbols of an ordnance survey map and how to read a map accurately.</p> <p>Linked to our topic we will find out about stone circles located in the Lake District and its historical links. We will also be looking at the different regions of the UK linked to the Celtic tribes of the iron age.</p>	<p>Volcanoes and Earthquakes</p> <p>We will be looking at the wider world, thinking about both hemispheres and how the position of a country has an impact on its weather and susceptibility to natural disasters. We will link this to recent reports on climate change including the Australian bush fires.</p> <p>We will also explore the positioning of the tectonic plates beneath the Earth's crust. We will be using this to map various volcanoes around the world and where the most damaging earthquakes have happened. We will explore how Volcanoes are formed and why they erupt. We will look at the eruption of Pompeii and the aftermath there of.</p>
Year 4	<p>Industrial Lancashire – Why did Chorley have so many mills?</p> <p>Fieldwork:</p> <p>We use our visit to Quarry Bank Mill to explore maps and OS symbols. We use compasses to</p>	<p>Bavaria – a region in Germany</p> <p>We look at scale on maps and how distance is measured. We study maps of Europe and Germany to locate cities and features of Bavaria.</p> <p>We look at human and physical features and present these using digital media. We look in</p>	<p>Rivers</p> <p>In year 4 we look at the River Yarrow and the River Nile. We compare similarities and differences and look at geographical language to describe the features of rivers (e.g. tributary,</p>

	<p>navigate around Styall village. We use a map to navigate around Yarrow Valley Country park to look at the location of water features that were useful for the mills.</p> <p>We study Botany Bay and why it's location was good for a mill in the past and how it's location is good for it's current use. We look at Geography in the news to explore the development of the site and how this development will impact on the environment and people who live there (Human Geography). We look at maps of Chorley and locate mills using 4 figure grid references.</p>	<p>detail at towns in Bavaria and compare this to the Lake District (studied in Year 3). We look at the European Union and the effect of Brexit on the UK.</p>	<p>source). We look at how the river is used by people.</p> <p>We look at the issue of flooding in the UK and in Egypt. We look at how the Nile floods and how this is used by farmers in Egypt. We then compare this to recent floods in the UK and make use of Geography in the news. We also have a visit from United Utilities to explore water and how it is cleaned, transported and used.</p> <p>Field work: A visit to Yarrow Valley Country park to examine River features at the River Yarrow.</p>
Year 5	<p>The United Kingdom</p> <p>In this unit, children will describe and understand key features of U.K. physical geography, including rivers, peaks such as Ben Nevis and Snowdon and national parks such as the Peak District.</p> <p>This will be contrasted with human geography of the U.K. including major cities, transport links and the location of energy sites both renewable and non-renewable. Children will discuss and debate the merits of both and communicate their understanding of our role in developing</p>	<p>Europe</p> <p>Children will locate countries, with a focus on Europe. They will research and study the supply of our food sources from around Europe and beyond and how they are reported in 'food miles'.</p> <p>Routes on maps will be tracked and children will identify key trade links, ports and transportation methods.</p>	<p>South America</p> <p>Children will study the world's countries, using maps to focus on North and South America. We will track the path of the Amazon river, find its source and understand how it supports life in the Amazon Rainforest.</p> <p>Using maps and globes, children will identify the position and significance of the Equator, Northern</p>

	<p>sustainable energy sources and the negative impact of fossil fuels.</p> <p>These features will be observed and analysed using a wide range of maps, atlases, globes and digital maps.</p>	<p>This information will be interpreted and data will be collected and presented in a variety of ways including charts and graphs.</p> <p>History study will be supplemented by work involving the Mediterranean region in southern Europe and most notably Greece.</p>	<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p>We will then learn about a region within the Amazon rainforest discussing aspects of climate, vegetation and deforestation. Children will generate their own questions of enquiry about sustainability in this area and discover that the Amazon supports life beyond its own shores and children will learn how the rainforest and its health is vital to ecosystems in the wider world.</p>
Year 6	<p>Geography of a Victorian Seaside Town – Blackpool</p> <p>Within this theme, we visit Blackpool and carry out fieldwork.</p> <p>We study the human and physical geography the Lancashire seaside town comparing it with other places studied previously.</p> <p>We consider elements such as tourism, transport, settlements, land use and change over time etc. through the use of maps, images and other sources of geographical information.</p> <p>We develop Ordnance Survey and digital mapping skills.</p>	<p>The World’s Key Countries and Features</p> <p>In this unit we research aspects of world geography e.g. revision of the seven continents and five oceans; we find out how many countries there are in the world. We name some key countries in each continent; name and understand the significance of the BRICS countries.</p> <p>We also research some specific countries – perhaps any countries in the news; countries relevant to other geographical features and regions being studied; countries of special relevance to individual children e.g. where their relatives live, where they were born, where they’ve been on holiday or our link school in Kenya etc.</p>	<p>Hothersall Lodge – Field work</p> <p>Discovering the natural world around us is an integral and vital part of what we do during our five day residential at Hothersall Lodge, near Ribchester. We are able to take part in a range of field study activities including a river study. We take part in orienteering and map reading and even venture up a ghyll to investigate scenery and processes. We learn about how caves are formed and the different geographical features you will find in caves.</p>

		<p>We discuss/debate topical/controversial geographical issues in the news across the world e.g. disease, famine, extreme weather, natural disasters, and conflicts. We locate these on a map.</p>	
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