

Geography Subject Overview 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Marvellous Me/ Farms</p> <p>Our Local Area - Chorley</p> <p><i>Draw information from a simple map.</i></p> <p><i>Explore the natural world around them.</i></p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>Understand some important processes and</i></p>	<p>Bright Lights, Dark Nights</p> <p>Diwali - India</p> <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>Recognise some environments that are different to the one in which they live</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries,</i></p>	<p>Space/Chinese New Year</p> <p>Chinese New Year - China</p> <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>Recognise some environments that are different to the one in which they live</i></p> <p><i>Explain some similarities and differences between life in this country and life in</i></p>	<p>It's a Bug Life!</p> <p>Our local area</p> <p><i>Explore the natural world around them (in particular school grounds).</i></p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>Understand some important processes and changes in the natural world</i></p>	<p>Paddington's Travels/ If you go down to the woods</p> <p><i>London, Capital City of England</i></p> <p><i>Holiday. travels, adventure - Compare London to Paddington's Native Peru.</i></p> <p><i>What the difference between a huge city and a market town?</i></p> <p><i>Look at physical and human features in a big city.</i></p>	<p>In the Beginning (Dinosaurs)</p> <p><i>Life in the past - how the environment changed from life in Chorley now!</i></p> <p><i>Recognise some environments that are different to the one in which they live</i></p> <p><i>Know some similarities and differences between the natural world around them and contrasting environments,</i></p>

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	<p><i>changes in the natural world around them, including the seasons. (Summer)</i></p>	<p><i>drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</i></p> <p><i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons.</i></p>	<p><i>other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</i></p> <p><i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i></p>	<p><i>around them, including the seasons.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons. (Spring)</i></p>	<p><i>Draw information from a simple map.</i></p> <p><i>Recognise some similarities and differences between life in this country and life in other countries (class walk into the local are I.e. Duxbury).</i></p> <p><i>Recognise some environments that are different to the one in which they live</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on</i></p>	<p><i>drawing on their experiences and what has been read in class.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons. (Summer)</i></p>
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					<p><i>knowledge from stories, non-fiction texts and (when appropriate) maps</i></p> <p><i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i></p>	
Class 3 (Yr1)	<p>Chorley (Our local area and hometown of Henry Tate)</p> <p><i>Where is our school?</i></p>		<p>London (Capital City of England)</p> <p><i>Can I locate London on a map and describe its location?</i></p>		<p>Around the World in Seven Weeks.</p> <p><i>Can I name and locate the countries of the</i></p>	

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	<p><i>What is our local area like?</i></p> <p><i>What is a compass?</i></p>		<p><i>Can I identify and describe landmarks of London?</i></p> <p><i>Can I use simple compass directions to navigate between London landmarks on a map?</i></p> <p><i>Can I identify and describe a variety of geographical features in London?</i></p> <p><i>What are the seasonal weather patterns in London?</i></p>		<p><i>UK on a world map?</i></p> <p><i>Can I name and locate the capital cities of the UK on a map?</i></p> <p><i>Can I explain what a continent is?</i></p> <p><i>Can I name the seven continents of the world?</i></p> <p><i>Can I name the five oceans of the world?</i></p> <p><i>Can I use simple compass directions to describe the United Kingdom?</i></p>	
Class 4 (Yr1/2)	Topic - Continents and Oceans	Topic - Hot and cold areas of the World			Topic: Countries and capitals of the UK	Topic: UK Vs India (non European country)

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	<p><i>How many continents are on planet Earth?</i></p> <p><i>How many oceans are there?</i></p> <p><i>Where is Europe?</i></p> <p><i>How are North and South America different?</i></p> <p><i>What is it like in Africa?</i></p> <p><i>How are Australian and Asian animals different?</i></p>	<p><i>How are hot and cold countries different?</i></p>			<p><i>What countries make up the UK?</i></p> <p><i>What are some famous landmarks in England?</i></p> <p><i>How is Scotland different to England?</i></p> <p><i>What is the landscape like in Wales?</i></p> <p><i>What is Ireland famous for?</i></p> <p><i>What are traditional foods of the UK?</i></p> <p><i>What countries make up the UK and what can I remember about them?</i></p>	<p><i>What do I know about India?</i></p> <p><i>Where is India?</i></p> <p><i>What is it like to live in India?</i></p>
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Class 5 (Yr2)	<p>UK focus - Blackpool/Lytham</p> <p><i>Can I identify the different countries that make up the UK?</i></p> <p><i>How can I distinguish between human and physical features?</i></p> <p><i>Can I use directional language to describe the location of features on maps?</i></p>			<p>Looking After Our World</p> <p><i>Where on Earth is it hot and where is it cold?</i></p> <p><i>What is the climate like at the Equator?</i></p> <p><i>What is special about a rainforest and why are humans threatening these environments?</i></p> <p><i>How do I add detail to a map?</i></p> <p><i>How do I create a map of the grounds?</i></p>		<p>Non-European Country - Kenya</p> <p><i>Where is Kenya in the world?</i></p> <p><i>What are the human and physical features in Kenya?</i></p> <p><i>What is life like for people living in a Maasai village in Kenya?</i></p> <p><i>How would my life be different if I lived in a Maasai village in Kenya?</i></p> <p><i>What does a tourist go to Africa for?</i></p>
Class 6 (Yr3)				<p>Rivers</p> <p><i>Can I follow the journey of rivers</i></p>	<p>Countries, counties and cities in Europe and the UK</p>	<p>Settlements (linked to Romans History topic)</p>

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				<p><i>using maps and atlases?</i></p> <p><i>What are the key features of rivers?</i></p> <p><i>Can I name and locate the main rivers and seas of the UK?</i></p> <p><i>Can I explain the water cycle?</i></p> <p><i>Why are estuaries important?</i></p> <p><i>Can I observe and draw a sketch of the river Yarrow using my knowledge of river vocabulary?</i></p>	<p><i>Which countries are in Europe and where are they located?</i></p> <p><i>Where is the United Kingdom in the world?</i></p> <p><i>Can I name the geographical features of the United Kingdom?</i></p> <p><i>Can I locate and identify counties and cities in the NW of England?</i></p> <p><i>Is the landscape in Lancashire the same everywhere?</i></p> <p><i>Can I identify the similarities and differences in the human and physical</i></p>	<p><i>What do early settlers need?</i></p> <p><i>What were the main Roman settlements and how were they connected?</i></p> <p><i>How does a map help us to find out what a place is like?</i></p> <p><i>How can we use a map to find out how long it will take to get somewhere?</i></p> <p><i>How did the Romans live in Britain?</i></p>
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					<i>geography between Chorley and Formby?</i>	
Class 7 (Yr3/4)	Counties and Cities in the UK (inc human and physical characteristics) <i>Can I name and locate the countries and cities of the UK?</i> <i>Can I name and locate some counties around the UK?</i> <i>Can I locate and identify towns and cities in the UK?</i> <i>Can I find out about the coasts and seas of the UK?</i>	Settlement and Land Use - trade links <i>Am I able to explain what early settlers needed?</i> <i>Can I explain why settlements develop in different locations?</i> <i>Am I able to use maps to identify settlements?</i> <i>Can I compare land use in different settlements?</i>		Rivers and mountains (Cuerden Valley, Snowdon) <i>What are the key features of rivers?</i> <i>Why are rivers important?</i> <i>What causes river pollution and what effect does this have on the environment?</i> <i>What is the landscape of a mountain like?</i> <i>Can I locate the highest peaks in</i>	Europe and Major Cities Similarities and differences between UK (Scotland -geology) and a region of a European country (linked to Eurovision winning country) <i>Can I locate Europe on a world map and find out its features?</i> <i>Can I locate and identify countries in Europe?</i> <i>Am I able to identify European countries</i>	

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	<p><i>Can I name and locate areas of high ground in the UK?</i></p>	<p><i>How are settlements linked?</i></p> <p><i>Can I create a map of a settlement?</i></p>		<p><i>each continent using a map?</i></p> <p><i>How are mountains formed?</i></p>	<p><i>according to their features?</i></p> <p><i>Can I identify the major capital cities of Europe?</i></p> <p><i>Can I compare two European capital cities?</i></p> <p><i>Can I find out about the human and physical features of a European country?</i></p>	
<p>Class 8</p> <p>(Yr4)</p>	<p>Land of Hope and Glory (Great Britain)</p> <p><i>What is the United Kingdom?</i></p> <p><i>What are the names of the capital cities of the countries in the UK?</i></p>			<p>North America (Las Vegas)</p> <p><i>Do I know the continents in the world and the countries which make up North America?</i></p>		<p>The Water Cycle</p> <p><i>Can I explain water in the three states of matter?</i></p> <p><i>Can I explain that evaporation happens when liquid water turns into water vapour gas?</i></p>

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	<p><i>What are the key Geographical features of the UK?</i></p> <p><i>What food does the UK produce?</i></p> <p><i>What are different cities in the UK famous for?</i></p> <p><i>Where would you live -Birmingham or Blackpool?</i></p>			<p><i>Am I able to locate and ask questions about Las Vegas?</i></p> <p><i>Can I show my understanding of the need to save water in Las Vegas?</i></p> <p><i>Do I understand the physical differences between Chorley and Las Vegas?</i></p> <p><i>Do I understand where things come from and how money is shared out?</i></p>		<p><i>Can I explain that condensation happens when water turns from a liquid into water vapour gas?</i></p> <p><i>Can I explain how clouds and rain are formed?</i></p> <p><i>Can I explain where condensation and evaporation happen in the water cycle?</i></p> <p><i>Can I explain how water changes during the water cycle?</i></p> <p><i>Can I explain how and why drinking water is cleaned?</i></p> <p><i>Can I explain the causes and effects of flooding?</i></p>
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						<i>Do I understand the causes and effects of water pollution?</i>
Class 9+10 (Yr5)	Industrial Revolution <i>Can I name and locate cities and countries in the United Kingdom?</i> <i>Can I use symbols and keys to build my knowledge of the United Kingdom?</i> <i>Can I describe and understand key aspects of physical and human geography?</i> <i>Can I use a 4 figure grid reference to build my knowledge of</i>				Volcanoes and Earthquakes <i>What is the Earth made of?</i> <i>What is a volcano and where can they be found?</i> <i>How are volcanoes formed?</i> <i>What are the features of a volcanic eruption?</i> <i>What are earthquakes and how are they formed?</i> <i>Can I locate the world's biggest</i>	South America (Brazil) <i>Where is South America located in the world?</i> <i>Which countries and capital cities make up South America?</i> <i>What is the climate and weather like in South America and why might it differ between countries?</i> <i>What are the physical features of countries in South America?</i>

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	<p><i>the United Kingdom?</i></p> <p><i>Can I develop my views and attitudes to critically evaluate responses to local geographical issues?</i></p>				<p><i>earthquakes using latitude and longitude?</i></p>	<p><i>What are the major tourist attractions in Brazil?</i></p> <p><i>What are the main similarities and differences between South America and the UK?</i></p>
<p>Class 11+12</p> <p>(Yr6)</p>			<p>Catalonia Region - Barcelona</p> <p><i>Do I understand the features of the world?</i></p> <p><i>Why do countries in the same continent have a different time?</i></p> <p><i>Can I use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied?</i></p> <p><i>How is the climate different in Catalonia to other places I have studied?</i></p>			<p>Local Fieldwork Study.</p> <p><i>Have local land change uses been positive or negative?</i></p> <p><i>Where is the local area positioned in the NW of England?</i></p>

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			<p><i>How is the geography of Catalonia different to other areas I have studied?</i></p> <p><i>What information can I find out from a key?</i></p> <p><i>How can I precisely locate a feature on a map?</i></p> <p><i>Can I use 6 figure grid references to show the different forms of land use in Catalonia?</i></p> <p><i>Can I present information electronically?</i></p>		<p><i>Can I use OS maps to lead a walk around Rivington?</i></p> <p><i>What geographical observations can I make about changing land use in the local area?</i></p> <p><i>Can I create a sketch map of Rivington?</i></p> <p><i>Can I identify several types of land use in the local area, and how these have changed?</i></p>
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					<i>Can I explain the positives and negatives of local land use?</i>
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	EYFS	Class 3 (Yr1)	Class 4 (Yr1/2)	Class 5 (Yr2)	Class 6 (Yr3)	Class 7 (Yr3/4)	Class 8 (Yr4)	Class 9+10 (Yr5)	Class 11+12 (Yr6)
			Ongoing unit: Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom						
Autumn 1	Substantive Concept Land use	Substantive Concept Land use	Substantive Concept Weather	Substantive Concept Landmarks		Substantive Concept Landmarks	Substantive Concept Landmarks	Substantive Concept Land use	

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	<p>Topic Marvellous Me/ Farms</p> <p>Development Matters and ELG</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Understand some</p>	<p>Topic Chorley</p> <p>Question What is my local area like?</p> <p>NC</p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom .</p> <p>Geographical skills and Fieldwork: Use simple fieldwork and</p>	<p>Topic Continents and Oceans</p> <p>Question Where in the world is...?</p> <p>NC</p> <p>Locational Knowledge: Name and locate the world's seven continents and five oceans</p> <p>Geographical skills and fieldwork: Use world maps, atlases and globes to identify continents and oceans studied at</p>	<p>Topic UK -Blackpool or Lytham</p> <p>Question Why isn't there a beach in Chorley?</p> <p>NC</p> <p>Locational Knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Human and physical Geography:</p>		<p>Topic Counties and cities in the UK</p> <p>Question What makes the United Kingdom?</p> <p>NC</p> <p>Locational knowledge Name and locate counties and cities of the United Kingdom, and geographical regions identifying human and physical characteristics, key topographical features (including hills, mountains,</p>	<p>Topic Land of Hope and Glory (GB)</p> <p>Question What makes Britain great?</p> <p>NC</p> <p>Locational knowledge: Name and locate counties and cities of the United Kingdom, geographical regions identifying human and physical characteristics, key topographical features (including hills,</p>	<p>Topic Industrial Revolution</p> <p>Question What was so revolutionary about The Industrial Revolution?</p> <p>NC</p> <p>Locational knowledge: Name and locate counties and cities of the United Kingdom and geographical regions identifying land-use patterns</p> <p>Geographical skills and Fieldwork:</p>	
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	<p>important processes and changes in the natural world around them, including the seasons. (Summer)</p> <p><u>Key Vocabulary</u></p> <p>fields, rivers, fence, roundabout, canal</p>	<p>observational skills to study the geography of their school and its grounds.</p> <p>Geographical skills and Fieldwork:</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and</p>	<p>this key stage.</p> <p><u>Key Vocabulary</u></p> <p>Continent, Europe, North America, South America, Asia, Africa, Antarctica, Australia,</p> <p>Oceans - Pacific, Indian, Arctic, Atlantic, Southern</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>		<p>coasts and rivers)</p> <p>Geographical skills and fieldwork</p> <p>Use the eight points of a compass and 4 figure grid references to build their knowledge of the United Kingdom and the wider world.</p> <p><u>Key Vocabulary</u></p> <p>UK counties and cities</p> <p>Directional language:</p>	<p>mountains, coasts and rivers.</p> <p>Human and physical Geography:</p> <p>Describe and understand key aspects of human geography, including: economic activity including trade.</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>Use four figure grid</p>	<p>Use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><u>Key Vocabulary</u></p> <p>UK land use patterns</p> <p>Four figure grid references within the UK and wider world</p>	
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		<p>physical features.</p> <p><u>Key Vocabulary</u></p> <p>school, home, address, compass, directions, position, NESW, A6, Yarrow river, near, far, travel, journey, routes, features, attractive, buildings, offices, church, shop, houses, flats, garage, factory, leisure, playground, park, human, physical</p>		<p>Geographical skills and fieldwork:</p> <p>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to identify the key human and physical features of the surrounding environment of their</p>		<p>8 point compass directions</p> <p>Four figure grid references within the UK</p>	<p>references, symbols and key to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.</p> <p><u>Key Vocabulary</u></p> <p>Economic activity inc trade links</p>		
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				<p>school and its grounds.</p> <p><u>Key Vocabulary</u></p> <p>UK countries (and capital cities) England (London), Scotland (Edinburgh), Ireland (Dublin), Wales (Cardiff)</p> <p>Surrounding Seas - English Channel, Irish Sea, North Sea, Celtic Sea</p> <p>Use locational and directional language [for example, near</p>			<p>crops, customer, employment, export, factory, fair trade, growth, import, jobs, organic, shop, tourism, trade, wages</p> <p>Directional language:</p> <p>Four figure grid references within the UK and wider world</p>		
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				<p>and far; left and right], to describe the location of features and routes on a map</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>					
Autumn 2	<p>Substantive Concept</p> <p>Weather</p> <p><u>Topic</u></p> <p>Bright Lights, Dark Nights</p>		<p>Substantive Concept</p> <p>Weather</p> <p><u>Topic</u></p> <p>Hot and cold areas of the world</p>			<p>Substantive Concept</p> <p>Land use</p> <p><u>Topic</u></p> <p>Settlements</p> <p><u>Question</u></p>			

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	<p><u>Development Matters and ELG</u></p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Explain some similarities and differences between life in this country and</p>		<p><u>Question</u></p> <p>Would you prefer to live on snow or sand?</p> <p><u>NC</u></p> <p>Human and Physical Geography:</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Human and physical Geography:</p> <p>Key physical features, including: beach, cliff, coast, forest,</p>		<p>Why are settlements different?</p> <p><u>NC</u></p> <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <p>Human geography, including:</p> <p>types of settlement and land use and economic activity including trade links</p> <p><u>Key Vocabulary</u></p> <p>Economic activity inc trade links</p>				
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	<p>life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important</p>		<p>hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Geographical skills and fieldwork:</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>			<p>crops, customer, employment, factory, jobs, trade</p>			
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	<p>processes and changes in the natural world around them, including the seasons.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons. (Winter)</p> <p><u>Key Vocabulary</u></p> <p>Astley Hall, Taj Mahal, sand, hot, season, weather</p>		<p><u>Key Vocabulary</u></p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and</p>						
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			routes on a map						
Spring 1	<p>Topic</p> <p>Space/Chinese New Year</p> <p>Development Matters and ELG</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live</p>	<p>Substantive Concept</p> <p>Landmarks</p> <p>Topic</p> <p>London (Capital City of England)</p> <p>Question</p> <p>Why is London the capital city of England?</p> <p>NC</p> <p>Locational Knowledge:</p> <p>Name, locate and identify characteristics of the 4 countries and</p>							<p>Substantive Concept</p> <p>Weather, Land use</p> <p>Topic</p> <p>Catalonia region - Barcelona</p> <p>Question</p> <p>Should Catalonia have autonomy from Spain?</p> <p>NC</p> <p>Locational knowledge:</p> <p>Using latitude and longitude, identify the position and significance of</p>

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	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their</p>	<p>capital cities of the UK.</p> <p>Place Knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Human and Physical Geography: Use basic geographical vocabulary to refer to: Key physical features, including beach, cliff, coast, forest,</p>							<p>the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Locate the world's countries, using maps (including the location of Russia) concentrating on their environmental regions</p> <p>Place knowledge:</p> <p>Understand geographical similarities and differences through the study of human and physical</p>
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	<p>experiences and what has been read in class.</p> <p><u>Key Vocabulary</u></p> <p>town, roof, house, land,</p>	<p>hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Geographical skills and Fieldwork:</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and</p>							<p>geography of a region in a European country (including Russia)</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their</p>
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		<p>physical features.</p> <p><u>Key Vocabulary</u></p> <p>Physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>Seasonal, daily weather patterns - Spring, Summer, Autumn, Winter, cloud, cold, dry, frost, hot, ice, rain, puddle, snow, sunshine, temperature, UK, wet, wind</p>							<p>knowledge of the United Kingdom and the wider world</p> <p><u>Key Vocabulary</u></p> <p>Catalonia, environmental regions</p> <p>Tundra zone, Taiga or forest zone, the steppe or plains zone, arid zone and the mountain zone</p> <p>European countries, International Date Line, Prime meridian, Greenwich meridian, time zones,</p>
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		Positional directions: Up, down, left, right, under, around. Compass directions: North, South, East West							
Spring 2	Substantive Concept Weather <u>Topic</u> It's a Bug Life! <u>Development Matters and ELG</u> Explore the natural world around them.			Substantive Concept Mother Nature's destruction <u>Topic</u> Looking after our world <u>Question</u> Should we look after our world?	Substantive Concept Mother Nature's destruction <u>Topic</u> Rivers <u>Question</u> How is water from millions of years ago	Substantive Concept Weather <u>Topic</u> Rivers and mountains <u>Question</u> Where does a river come from? NC	Substantive Concept Land use <u>Topic</u> Land of the free (America) <u>Question</u> What is the land of the free?		

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	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>Understand some important processes and changes in the natural world around</p>			<p><u>NC</u></p> <p>Human and Physical Geography</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geographical skills and fieldwork:</p> <p>Use aerial photographs and plan perspectives to devise a simple map; and use and construct basic symbols in a key.</p>	<p>still being used today?</p> <p><u>NC</u></p> <p>Human and physical geography</p> <p>Describe and understand key aspects of: Physical geography, including the water cycle, rivers and mountains.</p> <p>Geographical skills and fieldwork</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch</p>	<p>Locational knowledge:</p> <p>Identify the position and significance of the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn including latitude, longitude.</p> <p>Human and physical Geography:</p> <p>Describe and understand key aspects of: Physical geography, including: rivers and mountains.</p>	<p><u>NC</u></p> <p>Locational knowledge:</p> <p>Locate the world's countries and (some major cities), using maps to focus on North America (Las Vegas).</p> <p>Place knowledge:</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region</p>		
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	<p>them, including the seasons. (Spring)</p> <p><u>Key Vocabulary</u></p> <p>Spring, rain, storm, sunny, cloud</p>			<p><u>Key Vocabulary</u></p> <p>Hot and cold areas</p> <p>Equator. North Pole. South Pole</p> <p><u>Locational and directional language:</u></p> <p>Near, far, left, right</p>	<p>maps and plans.</p> <p><u>Key Vocabulary</u></p> <p>Rivers</p> <p>bed, bank, channel, current, erosion, flood, meander, mouth, source, tributary, valley,</p>	<p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans.</p> <p><u>Key Vocabulary</u></p>	<p>within North America</p> <p>Human and physical Geography:</p> <p>Describe and understand key aspects of human geography, including: economic activity including trade links.</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p><u>Key Vocabulary</u></p>		
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						<p>World countries and major cities</p> <p>Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Latitude, Longitude</p> <p>Rivers/mountains</p> <p>bed, bank, channel, current, erosion, flood, meander, mouth, source, tributary, valley,</p>	<p>World countries and major cities</p> <p>North America - human and physical characteristics, land use patterns</p> <p>Economic activity including trade links</p> <p>crops, customer, employment, export, factory, fair trade, growth, import, jobs, organic, shop, tourism, trade, wages</p>		
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Summer 1	Substantive Concept Landmarks <u>Topic</u> Paddington's Travels <u>Development Matters and ELG</u> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments	Substantive Concept Land use <u>Topic</u> What a wonderful world <u>Question</u> What would I see on my journey around the world? <u>NC</u> Locational Knowledge: Name and locate the world's seven continents and five oceans	Substantive Concept Landmarks <u>Topic</u> Countries and capitals of the UK <u>Question</u> Why don't the English wear kilts? <u>NC</u> Locational Knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its		Substantive Concept Land use <u>Topic</u> Countries, counties and cities in Europe and the UK <u>Question</u> <u>NC</u> Locational Knowledge: Locate the world's countries, using maps to focus on Europe. Name and locate counties and cities of the United Kingdom	Substantive Concept Landmarks, Weather <u>Topic</u> Europe and Major Cities Similarities and differences between UK and a region of a European country <u>Question</u> How is the UK unique if we're part of Europe? <u>NC</u> Locational knowledge Locate the world's countries, using maps to focus on		Substantive Concept Mother Nature's destruction <u>Topic</u> Volcanoes and Earthquakes <u>Question</u> Why are there no volcanoes in England? <u>NC</u> Locational knowledge: Identify the significance of latitude and longitude. Human and physical Geography:	
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	<p>that are different to the one in which they live</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p> <p>Know some similarities and differences between the natural world around them</p>	<p>Geographical skills and Fieldwork: Use world maps to identify the United Kingdom and its countries</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</p> <p>Key Vocabulary</p> <p>Continent - Europe, Asia, North America, South America, Africa,</p>	<p>surrounding seas.</p> <p>Geographical skills and Fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries,</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and</p>		<p>Identify the position and significance of the Equator, Arctic and Antarctic Circle.</p> <p>Place Knowledge:</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Lancashire)</p> <p>Geographical skills and fieldwork:</p>	<p>Europe and major cities.</p> <p>Identify the position and significance of the Equator, Arctic and Antarctic Circle.</p> <p>Identify the position and significance of the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, and Capricorn.</p> <p>Place knowledge Understand geographical similarities and differences through the</p>		<p>Describe and understand key aspects of: Physical geography, including volcanoes and earthquakes</p> <p>Describe and understand key aspects of: Human geography, including: the distribution of food, minerals, and water</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and</p>	
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	<p>and contrasting environments, drawing on their experiences and what has been read in class.</p> <p><u>Key Vocabulary</u></p> <p>map, jungle, Big Ben, Tower of London, Tower Bridge, Buckingham Palace</p>	<p>Antarctica, Australia</p> <p>Oceans - Pacific, Indian, Arctic, Atlantic, Southern.</p>	<p>routes on a map</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><u>Key Vocabulary</u></p> <p>UK countries (and capital cities) England (London), Scotland (Edinburgh),</p>		<p>Use maps and globes to locate countries.</p> <p><u>Key Vocabulary</u></p> <p>UK countries and cities (NW)</p> <p>European countries</p> <p>Equator, Arctic Circle, Antarctic Circle</p> <p>Directional language:</p> <p>8 point compass directions - North, North East, North West, East, West, South East, South West</p>	<p>study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Geographical skills and fieldwork</p> <p>Use maps, globes, atlases digital/computer mapping to locate countries</p> <p>Use a wider range of maps (including digital), atlases and globes to locate countries.</p>		<p>describe features studied</p> <p><u>Key Vocabulary</u></p> <p>Latitude, Longitude</p> <p>Volcanoes and earthquakes: core, crust, earthquake, lava, magma, mountain, pressure, Richter scale, tectonic plates, tremors,</p>	
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			<p>Ireland (Dublin), Wales (Cardiff)</p> <p>Surrounding Seas - English Channel, Irish Sea, North Sea, Celtic Sea</p> <p>Physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p> <p>Compass directions: North, South, East West</p> <p>Locational and directional language:</p>			<p><u>Key Vocabulary</u></p> <p>Equator, Arctic Circle, Antarctic Circle,</p> <p>Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn</p>			
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			Near, far, left, right						
Summer2	Substantive Concept Land use <u>Topic</u> In the Beginning <u>Development Matters and ELG</u> Recognise some environments that are different to the one in which they live Know some similarities		Substantive Concept Mother Nature's destruction <u>Topic</u> India <u>Question</u> Would you rather have a house in Chorley or Chembakoli? <u>NC</u> <u>Place Knowledge:</u> Understand geographical	Substantive Concept Mother Nature's destruction <u>Topic</u> Kenya <u>Question</u> How would my life be different if I lived in Kenya? <u>NC</u> <u>Place Knowledge:</u> Understand geographical	Substantive Concept Land use <u>Topic</u> Settlements <u>Question</u> How can I spot Roman settlements on my travels? <u>NC</u> <u>Locational knowledge:</u> Locate the world's countries, using maps to		Substantive Concept Weather <u>Topic</u> The Water Cycle <u>Question</u> How does water get into my tap? <u>NC</u> Human and Physical Geography Describe and understand key aspects of: Physical	Substantive Concept Weather Landmarks <u>Topic</u> South America (Brazil) <u>Question</u> How is life different in Brazil? <u>NC</u> <u>Locational knowledge:</u> Locate the world's	Substantive Concept Land use <u>Topic</u> Local Fieldwork Study <u>Question</u> Have local land change uses been positive or negative? <u>NC</u> <u>Locational knowledge:</u> Name and locate Geographical regions of the

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	<p>and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons. (Summer)</p> <p><u>Key Vocabulary</u></p>		<p>similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (India)</p> <p>Human and physical geography:</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key human features, including city, town, village, factory, farm, house, office, port,</p>	<p>similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (Kenya)</p> <p>Geographical skills and fieldwork:</p> <p>Use world maps, atlases, and globes to identify the countries, continents and oceans studied at this key stage.</p>	<p>focus on Europe.</p> <p>Human and physical Geography:</p> <p>Describe and understand key aspects of:</p> <p>Human geography, including types of settlement and land use.</p> <p><u>Key Vocabulary</u></p> <p>Land use and settlements</p> <p>deforestation , hamlet, industrial, land-use, national, population, rural, settlement</p>		<p>geography, including the water cycle</p> <p>Geographical skills and fieldwork:</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps.</p> <p><u>Key Vocabulary</u></p> <p>Atmosphere, condensation, evaporation, precipitation, surface run off, water-cycle</p>	<p>countries using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Place knowledge:</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region</p>	<p>UK including Human and Physical Characteristics and land use patterns.</p> <p>Human and physical Geography:</p> <p>Describe and understand key aspects of:</p> <p>Human geography, including types of land use, economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water</p>
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	Volcano, fossil, leaves, rocks, caves		<p>harbour and shop</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Geographical skills and fieldwork:</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic</p>	<p>Key Vocabulary</p> <p>Contrasting areas (Agriculture, business, detached, house, flats, high street, port, rainfall, semi-detached, terraced, urban)</p> <p>(Desert, rainfall, soil, climate, cloud, dry/drier, frost, ice, rain, puddle, snow, sunshine, temperature, UK, wet/wetter, wind)</p>			<p>within South America.</p> <p>Human and physical geography:</p> <p>Describe the key aspects of physical geography including climate zones, biomes, and vegetation belts.</p> <p>Geographical skills and fieldwork:</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe</p>	<p>Geographical skills and fieldwork.</p> <p>Use the 6 figure grid references, symbols and key including the use of paper, and digital OS maps to build their knowledge of the UK.</p> <p>Use fieldwork to observe, measure and record the human physical features of the local area using a range of measures including sketch maps.</p>
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			<p>human and physical features, devise a simple map and use and construct basic symbols in a key.</p> <p><u>Key Vocabulary</u></p> <p>Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including</p>				<p>features studied.</p> <p>Use six figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.</p> <p><u>Key Vocabulary</u></p> <p>South America-human and physical characteristics,</p> <p>Climate, environmental region, fertile, tropical</p>	<p>Consolidate knowledge of 8 points of a compass.</p> <p><u>Key Vocabulary</u></p> <p>OS maps. Grid references, OS maps, footpath, railways station, canal/river, reservoir, scale</p>
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			city, town, village, factory, farm, house, office, port, harbour, and shop					vegetatio n belt	
								Six figure grid references	
End of Year Expectations									
	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information			
Year 1	Name and locate some places in their locality, the UK and wider world.	Describe some places and features using basic geographical vocabulary.	Ask and answer simple geographical questions.	Observe and describe daily weather patterns.	Use a range of sources such as simple maps, globes, atlases, and images.	Use maps and other images to talk about everyday life e.g. where they live,			

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		Express their views on some features of their environment e.g. what they do or do not like	Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Use simple fieldwork and observational skills when studying the geography of their school	Know that symbols mean something on maps	<p>journeys to school etc.</p> <p>Draw, speak or write about simple geographical concepts such as what they see where.</p>
Year 2	Name and locate significant places in their locality, the UK and wider world.	<p>Describe places and features using simple geographical vocabulary.</p> <p>Make observations about features that give places their character</p>	<p>Ask and answer simple geographical questions when investigating different places and environments.</p> <p>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</p>	<p>Identify seasonal and daily weather patterns.</p> <p>Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</p>	<p>Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</p> <p>Use simple compass directions as well as locational and directional language when describing features and routes.</p>	<p>Express views about the environment and can recognise how people sometimes affect the environment.</p> <p>Create their own simple maps and symbols.</p>
Year 3	Name and locate a wider range of	Use geographical language to describe	Ask and answer more searching	Observe, record, and name geographical	Use a range of sources including	Express their opinions on environmental

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	places in their locality, the UK and wider world.	some aspects of human and physical features and patterns. Make observations about places and features that change over time.	geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.	features in their local environments.	digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps	issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT.
Year 4	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features	Use geographical language to identify and explain some aspects of human and physical features and patterns. Describe how features and places change and the links between people and environments.	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people	Observe, record, and explain physical and human features of the environment.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.

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					figure grid references.	
Year 5	Name and locate an increasing range of places in the world including globally and topically significant features and events	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information
Year 6	Name and locate an extensive range of places in the world including globally and	Recognise patterns in human and physical features and understand some of the conditions, processes or	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from	Interpret a wider range of geographical information and maps including scale, projections,	Develop their views and attitudes to critically evaluate responses to local geographical issues or

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	topically significant features and events.	changes which influence these patterns. Explain some links and interactions between people, places and environments.	to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues.	fieldwork observations, measurements and recordings.	thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.	global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.
KLIPs to show progression of Geography skills						
Mapping	EYFS	KEY STAGE 1	YEARS 3 AND 4		YEARS 5 AND 6	

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	<p>Development Matters</p> <ul style="list-style-type: none"> • Messy maps. • Jigsaw globes. • Own drawings to represent familiar places. • Junk modelling of landmarks. • Treasure maps to show that maps have a purpose. • Map of the classroom (drawings, loose parts). • BeeBots. 	<ul style="list-style-type: none"> ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Follow a route on a map starting with a picture map of the school. ▪ Recognise that maps need titles. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Know which direction is North on an OS map. ▪ Draw a simple map e.g. of a garden, route map, place in a story. ▪ Use and construct basic symbols in a map key. ▪ Know that symbols mean something on maps. ▪ Find a given OS symbol on a map with support ▪ Begin to realise why maps need a key. ▪ Look down on objects and make a plan e.g. of the classroom or playground. 	<ul style="list-style-type: none"> ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances <p>Relate measurement on large scale maps to measurements outside.</p>	<ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols.
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				<ul style="list-style-type: none"> Know that different scale OS maps use some different symbols. Use models and maps to discuss land shape i.e. contours and slopes. Use the scale bar on maps. Read and compare map scales. <p>Draw measured plans.</p>
Fieldwork	<p>Development Matters</p> <ul style="list-style-type: none"> Visit to local area. Walk around the school grounds. Follow directional language I.e. up, down, through. Pictures on iPads. 	<ul style="list-style-type: none"> Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. Use simple compass directions (NSEW). Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> Use the eight points of a compass. Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. Make links between features observed in the environment to those on maps and aerial photos. 	<ul style="list-style-type: none"> Use eight cardinal points to give directions and instructions. Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. Interpret data collected and present the information in a variety of ways including charts and graphs.

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Enquiry and investigation	<p>Development Matters</p> <ul style="list-style-type: none"> • Collect natural objects. • Discuss what they can see, hear, feel. • Bugs in the classroom. 	<p>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</p> <ul style="list-style-type: none"> ▪ Investigate through observation and description. <p>Recognise differences between their own and others' lives.</p>	<ul style="list-style-type: none"> ▪ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. 	<ul style="list-style-type: none"> ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places.
Communication	<p>Development Matters</p> <ul style="list-style-type: none"> • Draw/make pictures of what they've seen. • Give their friends instructions when using the BeeBots. 	<ul style="list-style-type: none"> ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Notice and describe patterns. ▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ▪ Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) ▪ Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. 	<ul style="list-style-type: none"> ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. 	<ul style="list-style-type: none"> ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes. ▪ Communicate geographical information in a variety of ways including through maps,

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	<ul style="list-style-type: none"> Talk about places they live near. 	<ul style="list-style-type: none"> Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. 		<p>diagrams, numerical and quantitative skills and writing at increasing length.</p> <ul style="list-style-type: none"> Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.
Use of ICT technology	<p>Development Matters</p> <ul style="list-style-type: none"> BeeBots. Adult support on Google Maps. Purple Mash videos about different countries, farms etc. IPads. 	<ul style="list-style-type: none"> Use simple electronic globes/maps. Do simple searches within specific geographic software. Use a postcode to find a place on a digital map. Add simple labels to a digital map. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. Use programmable toys or sprites to move around a course/screen following simple directional instructions. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. Describe and label electronic images produced. 	<ul style="list-style-type: none"> Use the zoom facility on digital maps to locate places at different scales. Add a range of text and annotations to digital maps to explain features and places. View a range of satellite images Add photos to digital maps. Draw and follow routes on digital maps. Use presentation/multimedia software to record and explain geographical features and processes. Use spreadsheets, tables and charts to collect and display geographical data. Make use of geography in the news - online reports & websites. 	<ul style="list-style-type: none"> Use appropriate search facilities when locating places on digital/online maps and websites. Use wider range of labels and measuring tools on digital maps. Start to explain satellite imagery. Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. Communicate geographical information electronically e.g.

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				<p>multimedia software, webpage, blog, poster or app.</p> <ul style="list-style-type: none">Investigate electronic links with schools/children in other places e.g. email/video communication.
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How has the Geography curriculum taken into account the needs of our children?	<p>The Geography curriculum at St George's has been designed in consultation and discussion with the Governing Body, Lancashire Consultants from the Professional Development Service, teaching staff and pupils through a pupil voice.</p> <p>Our aim at St George's is to inspire a curiosity and fascination about the world in which we live and its people, through high quality teaching which will equip our children with knowledge, understanding and skills that will remain with them for the rest of their lives. We aim for all our children to be determined and confident in all that they do. In Geography, our children are entitled to a curriculum which enables them to develop an awareness of other cultures and in doing so, achieves respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural country; embedding fundamental British and Christian Values. Fieldwork is integral to good Geography teaching and we are lucky at St George's to have access to woodland areas on site to provide children with many opportunities to involve them with practical Geography, research and enquiry in school, and beyond into our local area and further afield.</p> <p><u>How the Geography curriculum is designed for our pupils.</u></p> <p>When the Geography curriculum was designed, St George's had 296 pupils on roll with 281 pupils of White-British ethnicity and the school's Employment Deprivation Index was C. We therefore designed a curriculum which gives children a wealth of experiences of other countries, cultures and geographical location and place knowledge alongside job opportunities. These include:</p> <ul style="list-style-type: none">● Classes 1 & 2 - learn about the geographical and physical features of volcanoes, the importance of different environments/habitats for both humans and animals.● Class 3 - learn about the continents and weather around the world.● Class 4 - learn about a small village called Chembakolli in India and changing UK weather patterns and geographical features over the year.
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- Classes 4 & 5 - learn about the importance of fish in our rivers. (Linked to Science) Jobs - fish farmer, trout men, fishermen, marine conservationist/biologist.
- Class 5 - compare Kenya to the UK. (including job opportunities)
- Classes 6 & 7 - learn about countries in Europe and compare to a region in the UK (Lancashire and Scotland) including jobs in the urban and rural areas.
- Class 8 - learn about deserts (Las Vegas) and the water cycle.
- Classes 9 & 10 - learn about Brazil, areas with volcanoes and those at risk from earthquakes, including the work of Geophysicists.
- Classes 11 & 12 - learn about Barcelona and the Catalonia region, including job opportunities.

This learning is enhanced through the use of a plethora of wide ranging resources including aerial photographs, online mapping tools (Digimaps, Google Earth, Google Maps), virtual visits, visitors coming into school and school trips.

Trips, Visitors and Themed Days

St George's aims to give all children skills and knowledge through meaningful real life experiences including trips and visits from people. This gives our Geography teaching purpose and inspires children to be determined and confident in using their Geography related knowledge and skills outside of school. These experiences include:

- Classes 1 & 2 - Diwali and Chinese New Year Day. Go and conduct some fieldwork when learning about houses/homes. Explore the school grounds. Farm visit.
- Class 3 - Walk into Chorley to identify human and physical features of the town.
- Classes 4 & 5 - Rivers Trust visit to install trout and tank (linked to Science) and then a walk to the local river to release them.

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- Class 5 - Trip to Lytham beach and a walk to Duxbury.
- Class 6 - , Trip to Ribchester (also linked to History).
- Class 7 - A field trip to a mountain, the children experience a 'Eurovision Day' linked to the winning country of the Eurovision Song Contest (linked to Literacy).
- Class 8 - United Utilities workshop in school and a walk to a local river.
- Classes 9 & 10 - Virtual visit to a volcano.
- Class 11 & 12 - Themed Spanish day linked to their unit.

In January 2023, the school held a Great Explorers themed week in which the children had exposure to a variety of experiences including a hot air balloon visit, Dantastic (Antarctic explorer), Oceanographers from Liverpool University, Wonderdome (space explorers) and a visit from a real life explorer who had recently returned from Africa.

The Subject Leader will also look into acknowledging annual events in school including Earth Day and World Oceans Day in order to further enhance the children's knowledge and understanding of our impact on the world and its environment.

Pupil Voice

The pupils' views have also inspired the way our Geography curriculum has been designed. In pupil voice questionnaires, children across school recognise the importance of learning Geography because "We need to keep the world healthy and look after it." (Class 4), "If you want to go somewhere, you can learn about it and other countries." (Class 5) and children in KS2 say, "You learn how to use maps and co-ordinates to locate places." (Class 9). All children across school agreed on enjoying Geography lessons which was reinforced when they were asked to describe Geography in 3 words. The most popular choices were "exciting, interesting, fun,

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engaging.” This is also indicative of the question based inquisitive curriculum we have designed for our children in which they link their learning in the classroom to the world around them.

The pupil voice impacts the Geography curriculum at St George's. Children have stated that they like fieldwork and applying what they have learned within the classroom to real life. As mentioned earlier in this document, we are extremely lucky to have such fantastic grounds where children in all year groups can develop their observational and fieldwork skills. Cross curricular trips also provide opportunities for children to revisit and apply their fieldwork skills and teachers are encouraged to promote this whilst planning and on trips.

When asked about what they had previously learned in Geography, children in Years 5 & 6 were able to recollect learning about continents, weather, countries and their capital cities, rivers and volcanoes. Children in Years 3 & 4 clearly remember learning about continents, the weather and a song about different places in the world. Children in Year 2 were able to remember learning about Antarctica and cold places alongside other places in the world and the differences between them. This underpins our aim of equipping children with knowledge and understanding through high quality teaching.

Progression

We follow the National Curriculum objectives for Geography for both Key Stage 1 and Key Stage 2 in terms of knowledge, understanding processes and skills. We also ensure that the curriculum for EYFS covers the Early Learning Goals set out in the EYFS Framework: Understanding the World but are also steered by the children's interests. 'All About Me' booklets completed by parents before children start school allow us to design a curriculum that meets the needs and interests of the children. Early Years staff continually discusses ideas with the children and change planning accordingly. The curriculum is designed to be taught using group work, individual work and through carefully designed continuous provision that encourages children to revisit and remember previously taught skills.

The units in Geography have been planned so that learning is progressive and builds upon prior knowledge and understanding and supports children in producing outcomes of the highest quality. Units begin with informal methods of assessment to understand where the children are in their learning and what they already know. St George's is an inclusive school and recognise that our

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	<p>children will be of different geographical abilities. We ensure that there are learning opportunities for children of all abilities that match the challenge of the task to develop their skills, knowledge and understanding in each unit, and we also build progression into the whole school Geography curriculum so that the children are increasingly challenged as they move up through school. This includes:</p> <ul style="list-style-type: none">• Setting common tasks which are open ended and can have a variety of responses.• Setting tasks of increasing difficulty• Grouping children and setting different tasks to peer support and challenge.• Providing resources of different complexity according to the ability of the child to support their learning.• Using Teaching Assistants to support the work of individual and groups of children. <p>We also use the Lancashire Key Learning Document as a supplement to the National Curriculum to ensure that objectives are taken from specific year group content and that geographical knowledge, skills and understanding are being advanced and built upon. The teaching of Geography is also linked to other curriculum areas. An overarching topic eg Earthquakes, will link to a class novel/book/non-fiction text or 'hook' to engage the children with their learning.</p> <p>In terms of mixed age classes, the Geography curriculum has been designed so that every child will access their year group objectives from the National Curriculum. In some cases, this means combining two linked topics from different year groups, in others it means teaching two inputs or setting up a different 'learning area'/project. Where topics overlap, the Geography curriculum has been designed so that different skills are taught within a unit so that if a child is in two consecutive mixed age classes, teaching of knowledge may overlap but the progression of skills is still evident.</p>
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