



## St Edwards Geography Curriculum Whole School Overview October 2021

	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>	<p><b>Early Learning Goals (end of EYFS outcomes):</b>  <i>"Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension."</i> (Statutory Framework for the Early Years Foundation Stage)</p>		
	<p><b>Understanding the World</b>  <b>ELG: Past and Present</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b>  Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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><b>ELG: The Natural World</b>  Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>Understanding the World</b>  <b>ELG: Past and Present</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b>  Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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><b>ELG: The Natural World</b>  Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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><b>Understanding the World</b>  <b>ELG: Past and Present</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b>  Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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><b>ELG: The Natural World</b></p>

		Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<b>Year 1</b>	<b>Spatial Sense</b> <ol style="list-style-type: none"> <li>1. Aerial Views</li> <li>2. Maps</li> <li>3. Location</li> <li>4. Compass Points</li> <li>5. Drawing maps</li> </ol> <p>Geographical skills and fieldwork. Fieldwork in the local area.</p>	<b>The United Kingdom</b> <ol style="list-style-type: none"> <li>1. The four countries in the United Kingdom</li> <li>2. Scotland</li> <li>3. Wales</li> <li>4. Northern Ireland</li> <li>5. England</li> </ol> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>	<b>The Seven Continents.</b> <ol style="list-style-type: none"> <li>1. Europe</li> <li>2. Antarctica</li> <li>3. Africa</li> <li>4. Asia</li> <li>5. North and South America</li> <li>6. Australia</li> </ol> <p>Locating continents and oceans.</p> <ul style="list-style-type: none"> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>

Geographical skills, Knowledge and understanding	<u>Locational knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	<u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country using Barnaby Bear/class bear.	<u>Human and physical geography</u> * Identify seasonal and daily weather patterns in the United Kingdom. * Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. * Use basic geographical vocabulary to refer to: * key physical features, including: forest, hill, mountain, soil, valley, vegetation,. * key human features, including: city, town, village, factory, farm, house, office.	<u>Geographical skills and fieldwork</u> * Use world maps, atlases and globes to identify the United Kingdom and its countries. * 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.
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Key vocabulary: Near, far, left, right, building, plan, globe, journey, travel, long, bungalow, town, transport, lorry, bus, car, summer, winter, autumn, spring, seasons, short, junction, village, wind, snow, rain, hail, fog, wet, dry, hot, cold, wide, narrow, farm.

Year 2	Mapping skills linked to History topic	<u>Spatial sense</u> 1. My School Site 2. Drawing a map of my school 3. Maps of the local area 4. Using maps to plan a route 5. Identifying locations on a globe or world map, the equator	<u>The British Isles</u> 1. The British Isles and England 2. Scotland 3. Wales 4. Ireland 5. Comparison with Cape Town	<u>Northern Europe</u> 1. Countries in Northern Europe. 2. Human and physical features of Northern Europe. 3. Climate in Northern Europe. 4. Animals found in Northern Europe. 5. Roald Amundsen
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Geographical skills, knowledge and understanding	<u>Locational knowledge</u> Name and locate the world’s seven continents and five oceans.	<u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country concentrating on islands and sea sides	<u>Human and physical geography</u> * Use basic geographical vocabulary to refer to: * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<u>Geographical skills and fieldwork</u> * aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  * 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.		
	<b>Key Vocabulary:</b> England, Scotland, Northern Ireland, Eire, Wales, North, South, east, west, semi-detached, larger, city, beach, forest, sea, soil, location, route, aerial view, landscape, environment, London, Edinburgh, Cardiff, Belfast, Dublin, terraced, smaller, desert, cliff, hill, Irish Sea, river, port, South Pole, North Pole, Equator, harbour, vegetation, North Sea, English Channel, local, distant, address, behind, ocean, coast, mountain, valley, factory, seasonal.					
	Autumn 1	Autumn 2 Spatial skills	Spring 1 Rivers	Spring 2 UK Geography Northern Ireland	Summer 1 UK Geography – London and the South East	Summer 2 Asia – Japan
Y3/4 Cycle A 21-22	Mapping skills Revisit UK GB & BI Capital cities, immigration and settlers.	1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Fieldwork- The Local Area 4. A contrasting locality- San	1. What is a river? 2. Rivers of Europe 3. Rivers of Africa 4. Rivers of Asia 5. Rivers of Australia, South	1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate	1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe 4. France	1. Locating India and China 2. Human and Physical Geography of India 3. Rivers of India

		Francisco (Human Geography) 5. A contrasting locality- San Francisco (Physical Geography)	America and North America	5. Change over time	5. A comparison of London and Paris	4. Human and Physical Geography of China 5. The Great Wall of China
Geographical skills knowledge and understanding	<u>Locational knowledge</u> Identify capital cities of Europe. Locate the main countries of Europe inc. Russia. Locate and name the countries making up the British Isles, with their capital cities. Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	<u>Place knowledge</u> Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.	<u>Human and physical geography</u> Describe and understand key aspects of: <u>Physical geography</u> including <u>Rivers</u> and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types. <u>Human geography</u> including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?		<u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
	<b>Key vocabulary:</b> Settlement, community, valley, lake, vegetation, mountain, weathering, erosion [within weathering], landscape, soil, relief map, political map, cliff, ocean, port, harbour, fieldwork, sketch, North East, South West, North West, South East, polar, equator, tropical, weather, climate zone, latitude, longitude, environment, compass, factory, office, industry, diagram, transport [carry], clay, loam, peat.					
Year 3/4 cycle B 22-23	<b>Spatial Sense</b> 1. Globes and the Tropics 2. Scale	<b>Mediterranean Europe</b> 1. Key Places in Europe	<b>Eastern Europe</b> 1. Key Places in Eastern Europe	<b>UK Geography: London and the South East</b>	<b>UK Geography: Northern Ireland</b>	<b>Asia - Japan</b> 1.Location of Japan

	3. Grid References 4. Our Local Area 5. Our Local Area- Changes over Time	2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscape 5. Settlements	2. Climate of Eastern Europe 3. Physical Features of Eastern Europe 4. Compare and contrast physical features: UK and Russia 5. Compare and contrast human features: UK and Russia	1.Introduction to the South East 2. London 3. Canterbury 4. Brighton 5. Dover	1. An Introduction to Northern Ireland 2. Visiting Northern Ireland 3. Northern Ireland, the Republic of Ireland and the partition 4. The Giant’s Causeway 5. The Marble Arch Caves	2.Weather and Climate in Japan 3. Physical features of Japan 4.Architecture in Japan (Human Features) 5.Feudal Japan
Geographical skills, knowledge and understanding	<u>Locational knowledge</u> On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Locate and name the main counties and cities in/around UK	<u>Place knowledge</u> On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. Locate and name the main counties and cities in/around UK	<u>Human and physical geography</u> Describe and understand key aspects of: <u>Physical geography</u> including Rivers and the water cycle, excluding transpiration, brief introduction to <u>Volcanoes and earthquakes</u> linking to Science: rock types. <u>Human geography</u> including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?	<u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn and use the eight points of a compass, four-figure grid references. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		



**Key vocabulary:** Greenhouse, polytunnel, intensive farming, arable farming, market gardening, mixed farming, organic farming, distance, scale, grid reference, satellite, settlement, patterns, inland, urban/ rural, valley, contour, height, hydroponics, allotment, distribution, import, export, native/ indigenous, sustainable, weathering/erosion, natural disaster, ox-bow lake, spring [water], warm, humid, coastal, evaporation, precipitation, condensation, hemisphere, productivity, natural resources, man-made materials, hemisphere, tropical, polar, trade.

<b>Y5</b>	<b>Mapping skills linked to History</b>	<b>Spatial Sense</b> 1. Maps: dividing the world into sections. 2. Eastern and Western hemispheres 3. Maps: using co-ordinates to locate places. 4. Maps: drawn to different scales. 5. Relief maps	<b>UK Geography: East Anglia, The Midlands, Yorkshire and Humberside</b> 1. East Anglia – Physical Geography 2. East Anglia- Land Use 3. The Midlands – Settlements 4. Yorkshire and Humberside – Physical Geography 5. Yorkshire and Humberside – Human Geography	<b>Australia</b> 1. Australia- location and physical geography 2. The history of Australia 3. Settlements 4. Climate 5. Biodiversity <b>Mountains</b> 1. Mountains 2. The Alps 3. The High Peaks of the Himalayas 4. American Mountains 5. African Mountains	<b>New Zealand and the South Pacific</b> 1. New Zealand and the South Pacific- location and physical geography 2. The history of New Zealand- The Maori 3. Earthquakes 4. Climate, Biomes and Animals 5. South Pacific Islands	<b>Local Study</b> 1. Geography of the local area 2. Sketch Maps (Fieldwork) 3. Local Issues 4. Data Collection (Fieldwork) 5. Graphing data
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Geographical skills knowledge and understanding	<u>Locational knowledge</u> Locate the main countries in Europe and North or South America. Locate and name principal cities. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England. Linking with History, compare land use maps of UK from past with the present, focusing on land use. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day	<u>Place knowledge</u> Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).	<u>Human and physical knowledge</u> Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).	<u>Geographical skills &amp; Fieldwork</u> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied * Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
	<u>Key vocabulary:</u> climate/weather, climate zones, tributary, vegetation belts, river, meander, delta, ox-bow lake, grid, reference, settlement, excursion, evaporation, flood plain, surface, sea level, grid reference, terrain, features, contour lines, natural, population, landscape, water cycle, precipitation, arid, condensation, industry, scale [maps], deposition, transportation, confluence, mouth, source, products, industrial, continent, sub-continent, development, irrigation, ground water, tourist, contours.					
Y6	Mapping skills linked to History	<b>Spatial Sense</b> 1. Latitude and Longitude 2. The Arctic and Antarctic Circles 3. Time Zones 4. Map Projection 5. Maps of the World	<b>North America</b> 1. The Countries of North America 2. Environmental Regions of North America 3. Rivers in North America 4. Cities in North America 5. Comparison of The UK and a	<b>South America</b> 1. An introduction to South America 2. Past civilisations and empires 3. The Andes Mountains and the Atacama Desert	<b>Africa</b> 1. The Continent of Africa 2. Past civilisations and empires – Mansa Musa 3. The Sahara Desert and Desertification 4. Food Security	<b>Globalisation</b> 1. What is globalisation? 2. Economic Globalisation 3. Political Globalisation 4. Social Globalisation



			region of North America	4. Brazil (Agriculture and Industry) 5. The Amazon Rainforest	5. Kenya	5. Globalisation; a global force for good?
Geographical skills Knowledge and understanding	<u>Locational knowledge</u> On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.	<u>Place knowledge</u> Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). Understand some of the reasons for similarities and differences.	<u>Human and physical knowledge</u> Describe and understand key aspects of : Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)	<u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<u>Key Vocabulary:</u> Migrate, disperse, sustainability, natural, disaster, natural, resources, canopy [trees], Ordnance Survey, distance, scale, grid reference, symbols, urban, rural, land use, congestion, pollution, tectonic plates, naturalised, indigenous, immigrant, survey, questionnaire, latitude, longitude, Greenwich/Prime Meridian, Time zone, Northern hemisphere, Southern hemisphere, Tropic of Capricorn, Tropic of Cancer, Equator, latitude, longitude, deforestation, Arctic, Antarctic, renewable, population, biomes, vegetation, belts, climate zones, conservation, pollution, export, import, tropical, Equatorial, subterranean, location, minutes[location], magma.	