



Spring Gardens Primary School

Geography Curriculum Overview

Early Years Foundation Stage	Key Stage 1	Key Stage 2
<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society (UTW Past & Present) • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (UTW People, Culture & Communities) • 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 (UTW People, Culture & Communities) • 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 (UTW The Natural World) • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (UTW The Natural World). 	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> *name and locate the world's seven continents and five oceans *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge:</p> <ul style="list-style-type: none"> *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 <p>Human and physical geography:</p> <ul style="list-style-type: none"> *identify seasonal and daily weather patterns in the United Kingdom and 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: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather *use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> *use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. *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 *use 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 fieldwork and observational skills to study the geography of their school and its grounds and the key 	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> *locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities *name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time *identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge:</p> <ul style="list-style-type: none"> *understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography:</p> <ul style="list-style-type: none"> *describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle *describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *use the eight points of a compass, four and six-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 *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 and graphs, and digital technologies.



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		human and physical features of its surrounding environment.					
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Autumn 1 - All about me/ Home & School</p> <p>Shows interest in different occupations and begins to take on a role during play activities.</p> <p style="text-align: center;">Autumn 2 - Celebrations</p> <p>Can talk about changes in the outdoor environment (Autumn). Shows interest in different occupations and begins to take on a role during role play activities. Can name the special people in my life and begin to talk about experiences with them.</p>	<p style="text-align: center;">Autumn 1 - My family/All about me and my home</p> <p>Identify and name different types of houses in our local area. Local area homes walk. Can talk about their homes, identifying similarities and differences. Describe and represent the home in 2D and 3D, naming rooms and parts of the building.</p> <p style="text-align: center;">Autumn 2 - Celebrations/People who help us</p> <p>Know the roles of people in our local community (fire fighter, doctors, and police). Name some special buildings in our community (church) and explain their function. Visit Church - Nativity. Walk around school and our locality. Observe and narrate changes to trees, plants, and the environment.</p>	<p style="text-align: center;">Autumn 1 - What is it like here?</p> <p>Locating where we live on an aerial photograph and recognising features within a local context. Creating maps using classroom objects. Drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how the playground can be improved.</p>	<p style="text-align: center;">Autumn 1 - Would you prefer to live in a hot or cold place?</p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.</p>	<p style="text-align: center;">Autumn 2- Why do people live near volcanoes?</p> <p>Learning that the Earth is constructed in layers, and the crust is divided into tectonic plates. Studying the formation and distribution of mountains, volcanoes and earthquakes. Using Mount Etna to identify how human interaction shapes a volcanic landscape.</p>	<p style="text-align: center;">Autumn 1 - Why are rainforests important to us?</p> <p>Developing an understanding of biomes, ecosystems and tropics. Mapping features of the Amazon rainforest and learning about its layers. Investigating how communities in Manaus use the Amazon's resources. Discussing the global human impact on the Amazon. Carrying out fieldwork to compare and contrast two types of forest.</p>	<p style="text-align: center;">Autumn 2 - What is life like in the Alps?</p> <p>Considering the climate of mountain ranges and why people choose to visit the Alps, focusing on Innsbruck and looking at the human and physical features that attract tourists. Investigating tourism in the local area and mapping recreational land use. Presenting findings to compare the Alps to our locality.</p>	<p style="text-align: center;">Autumn 1 - Why does population change?</p> <p>Investigating why certain parts of the world are more populated than others. Exploring birth and death rates. Discussing social, economic and environmental push and pull factors. Learning about the population in Britain and its impacts.</p>



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<p>Spring 1 - Under the Sea</p> <p>Knows that people have different occupations and takes on a role during role play activities. Can talk about changes in the outdoor environment (Winter). Can name the special people in my life in photographs and can talk about my experiences with them.</p>	<p>Spring 1 - Our Local Area</p> <p>Name street furniture on a short locality walk. Name locality features on a simple route to the library. Name some buildings in our community and explain their function (library, shopping centre, Kiki's cabin, Collingwood monuments, Church, Medical centre) Use ariel view of school and locality to identify and talk about familiar places. Map school environment indoors and outdoors. Mapping of immediate environment. Computational thinking Barefoot unit (Summer fun - Maps) Discuss purpose of bridges. Name and draw bridges near us. (Tyne, Millennium, Swing).</p>	<p>Spring 2 - What is the weather like in the UK?</p> <p>Looking at the countries and cities that make up the UK. Keeping a daily weather record. Finding out more about hot and cold places in the UK.</p>	<p>Spring 1 - Why is our world wonderful?</p> <p>Learning about the world's wonders. Learning the names and locations of the world's oceans. Considering what is unique about our local area.</p>	<p>Spring 2 - Who lives in Antarctica?</p> <p>Learning about how latitude and longitude link to climate. Learning about the physical and human features of polar regions with links to the explorer, Shackleton.</p>	<p>Spring 2 - Where does our food come from?</p> <p>Looking at the distribution of the world's biomes. Mapping food imports from around the world. Learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans. Exploring where the food for our school dinners comes from and the argument of 'local versus global'.</p>	<p>Spring 2 - Why do oceans matter?</p> <p>Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.</p>	<p>Spring 1 - Where does our energy come from?</p> <p>Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.</p>
<p>Spring 2 - Growing</p> <p>Can talk about changes in the outdoor environment (Spring). Can talk about some of the differences between home and Nursery.</p>	<p>Spring 2 - North Shields, Farm and Food</p> <p>Know the purpose of different buildings within our local community. Know a range of jobs within our local community. Visits to include the library, shops, café. Visit the church and know that the Church is an important place to some Christians at Easter. Know features of farm and countryside.</p>						



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<p style="text-align: center;">Summer 1 - Traditional Tales</p> <p>Can talk about changes in the outdoor environment (Summer). Can talk about where I live. Knows that people have different occupations and can talk about what people may do in their jobs.</p>	<p style="text-align: center;">Summer 1 - Mini-beasts</p> <p>Know where Muslim's worship - Mosque Visit North Shields library. Walk around our local community. Identify what is the same / different from our previous walks Know a range of jobs within our local community. Visits to include library, shops, café.</p>	<p style="text-align: center;">Summer 1 - What is it like to live in Shanghai?</p> <p>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Identifying physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Comparing the human and physical features of Shanghai to features in the local area. Making a simple map using data collected through fieldwork.</p>	<p style="text-align: center;">Summer 2 - What is it like to live by the coast?</p> <p>Naming and locating continents and oceans of the world. Revisiting countries and cities of the UK and surrounding seas. Learning about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.</p>	<p style="text-align: center;">Summer 2 - Are all settlements the same?</p> <p>Exploring different types of settlements, land use, and the difference between urban and rural. Describing the different human and physical features in our local area and making land use comparisons with New Delhi.</p>	<p style="text-align: center;">Summer 1 - What are rivers and how are they used?</p> <p>Learning about rivers and their place in the water cycle. Learning the name and location of major rivers and how they are used.</p>	<p style="text-align: center;">Summer 2 - Would you like to live in the desert?</p> <p>Exploring hot desert biomes and learning about the physical features of a desert. Learning about how humans interact with this environment.</p>	<p style="text-align: center;">Summer 2 - Can I carry out an independent fieldwork enquiry?</p> <p>Observing, measuring, recording and presenting our own fieldwork study of the local area.</p>
<p style="text-align: center;">Summer 2 - Places to visit</p> <p>Can describe and enact some of the roles of different occupations. Can talk about North Shields and the immediate surrounding area. Understand and use positional language. Use everyday language to compare size through: big pictures, child initiated play, small worlds, large scale physical play. Create simple maps (treasure map, map of our outdoor areas). Understand that places around the world may be different to their immediate locality and begin to describe similarities and differences. Know that we have 4 seasons and observe and describe changes in the outdoor environment (Autumn, Winter, Spring, Summer)</p>	<p style="text-align: center;">Summer 2 - The Seaside</p> <p>Use maps of the local area to identify and name local beaches. Describe beach environments. Name features (beach, sand, sea, cliffs, rocks, rock pools, lighthouse, piers, bay). Compare life in Caribbean to life in North Shields. (Beaches/ houses/ food eaten). Visit North Shields library. Visit to Northumberland Park. Know the features of a beach environment. Compare physical features using aerial views. Describe natural and manmade beach detritus and know the dangers to wildlife from manmade rubbish.</p>						