

Overstone Primary School - Geography Curriculum overview

Geography vocabulary Physical geography, human geography, land use, biomes, settlement, equator, continent, country, county, ocean, climate, weather, environment, change					
Year Group / Term	Subject	Curriculum Objectives	Subject Specific Skills	Drivers	Visit / Visitor
Reception (Autumn 1)	Understanding the World Marvellous me	To talk about features of the immediate environment and how environments might vary from one another	Draw simple maps of familiar places	Environment	
Reception (Autumn 2)	Understanding the World Out and About	To draw information from a simple map To describe their immediate environment from observation and maps	Observe their immediate environment	Environment	
Reception (Spring 1)	Understanding the World The Deep Blue and Pesky Pirates	Chinese new year To recognise some similarities and differences between life in this country and life in other countries To identify some similarities and differences between the natural world around them and contrasting environments	Identify similarities and differences	Diversity	

Reception (Summer 2)	Understanding the World We're going on a bear hunt	To recognise some similarities and differences between life in this country and life in other countries	Explain some similarities and differences between life in this country and life in other countries		
Year 1 Autumn 1	United Kingdom	To name and locate the four countries that make up the UK To name and locate the three main seas that surround the UK To identify the main differences between a city, town and village	Begin to ask simple geographical questions Use world maps, atlases and globes to identify the United Kingdom and its countries		
Year 1 (Autumn 2)	Castles	To know the name of a famous place close to where they live. To identify the key places in the United Kingdom that have a castle and explore why they might have built a castle there.	Make observations about where things are Investigate their surroundings	Environment	Rockingham Castle
Year 1 Spring 1	The Polar Regions	To identify which is the hottest and coldest season in the UK To recognise the main weather symbols To identify features of hot and cold places in the world To identify the equator, North and South Pole on a globe	Use information books/pictures as sources of information.	Environment	

Year 1 Spring 2	Africa	<p>To understand similarities and differences between an area of the UK and an area of a contrasting non-European country</p> <p>To use maps, atlases and globes to identify Africa and the UK</p> <p>To devise simple maps</p> <p>To use basic mapping symbols including a key</p> <p>To use simple compass directions and geographical language</p>	<p>Draw picture maps of imaginary places and from stories</p> <p>Follow directions (Up, down, left/right, forwards/backwards)</p>	Diversity	
Year 1 (Summer 1)	Local area	<p>To know that the local area is different to how it was when my Grandparents were young.</p> <p>To devise a simple map and use and construct basic symbols in a key to show what the local area looks like now.</p>	<p>Draw picture maps of imaginary places and from stories</p> <p>Investigate their surroundings</p> <p>Begin to use simple fieldwork and observation to study the surrounding area</p>		
Year 1 (Summer 2)	Galapagos Islands	<p>To identify where the Galapagos Islands are on a map of the world.</p> <p>To identify the physical features of the Galapagos Islands.</p> <p>To identify ways in which animals are adapted to live in the Galapagos Islands.</p> <p>To understand what Charles Darwin discovered.</p> <p>To compare the life of a modern day naturalist (David Attenborough) to the life of a naturalist who lived a long time ago (Charles Darwin).</p>	Use information books/pictures as sources of information.	Environment	

<p>Year 2 (Autumn Term)</p>	<p>Pirates</p>	<p>To identify the physical features: mountain, lake, island, valley, river, cliff, forest and beach To use the terms left, right, below and next to To name and locate the world's seven continents and five oceans</p>	<p>Use a range of sources of information.</p> <p>Draw a map of a real or imaginary place Devise a simple map Use and construct basic symbols in a key</p> <p>Use world maps, atlases and globes to identify the countries, oceans and continents studied at this key stage</p>	<p>Environment Diversity</p>	
<p>Year 2 (Spring Term)</p>	<p>Chocolicious</p>	<p>To name and locate the four capital cities of the UK To name and locate the world's seven continents and five oceans To identify differences between a place in England and that of a small place in a non-European country To use the terminologies: left, right, below and next to</p>	<p>Use simple compass directions and directional language to describe the location and features on a map Investigate their surroundings</p> <p>Make simple comparisons between features of different places</p> <p>Use world maps, atlases and</p>	<p>Diversity</p>	

			globes to identify the countries, oceans and continents studied at this key stage		
Year 2 (Summer Term)	We're all going on a Summer holiday	<p>To know that the local area is different to how it was when my Grandparents were young.</p> <p>To devise a simple map and use and construct basic symbols in a key to show what the local area looks like now.</p> <p>To use key words to describe different places and environments.</p>	<p>Use simple fieldwork and observation to study the surrounding area</p> <p>Draw a map of a real or imaginary place</p> <p>Devise a simple map</p> <p>Use and construct basic symbols in a key</p>	Environment	
Year 3 (Autumn Term)	Counties, continents and craters	<p>To know what causes an earthquake</p> <p>To label the different parts of a volcano</p> <p>To name and locate at least eight European countries</p> <p>To name and locate at least eight counties and at least six cities in England</p> <p>To name four countries from the southern and four from the northern hemisphere</p> <p>To use maps to locate European countries and capitals</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use a range of sources of information.</p> <p>Locate places on larger scale maps e.g. map of Europe</p>	Diversity	

<p>Year 3 (Spring Term)</p>	<p>Groovy Greeks</p>	<p>To know at least five differences between living in the UK and a Mediterranean country</p>	<p>Use a range of sources of information.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>	<p>Diversity</p>	
<p>Year 4 Spring Term</p>	<p>Mountains and Rivers</p>	<p>To label the main features of a river To name and locate a number of the world's longest rivers To name of a number of the world's highest mountains To explain the features of a water cycle (Science) To know why most cities are located by a river To locate the main mountain regions are in the UK To name and locate the main rivers in the UK To name and locate at least eight major capital cities across the world To plan a journey within the UK, using a road map</p>	<p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Locate places on large scale maps,</p> <p>Begin to identify significant places and environments</p>	<p>Environment</p>	

Year 4	Ancient Egypt	<p>To use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>To know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</p> <p>To know what is meant by the term 'tropics'</p>		Diversity	
Year 5 (Autumn 1)	Rainforests	<p>To know what is meant by biomes and what are the features of a specific biome (rainforest)</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests.</p> <p>To label layers of a rainforest and know what deforestation is.</p> <p>To know the key aspects of a tropical climate.</p> <p>To know the types of animals and plants living in a rainforest.</p> <p>To know what is meant by deforestation.</p> <p>To explain the effects humans are having on the rainforests.</p>	<p>Begin to suggest questions for investigating</p> <p>Locate places on a world map.</p> <p>Identify significant places and environments</p> <p>Begin to use fieldwork to observe, measure, record and present human features using a range of methods including sketch maps, plans and graphs and digital technologies</p>	Environment	
Autumn 2	South America	<p>To locate world countries using maps and atlases, focussing on North and South America.</p> <p>To know the names of, and locate, a number of South or North American countries and cities.</p> <p>To know about time zones and work out differences.</p>	<p>Begin to suggest questions for investigating</p> <p>Locate places on a world map.</p>	Diversity	

		<p>To use maps to identify climate zones in South America and understand their key aspects.</p> <p>To locate environmental regions and key physical features within South America.</p> <p>To suggest questions for investigations.</p> <p>To identify significant places and environments.</p> <p>To know what is meant by human and physical features.</p> <p>To identify human and physical features within the local area.</p> <p>To know key differences between living in the UK and in a country in either North or South America.</p> <p>To identify similarities and differences between the region in South America and the UK.</p>	<p>Identify significant places and environments</p>		
Year 5 (Spring)	Local study	<p>To know how to use graphs to record features such as temperature of rainfall across the world (Britain compared to America)</p> <p>To know what most of the ordnance survey symbols stand for.</p> <p>To know how to use six-figure grid references.</p> <p>To use ordnance survey maps to see how land use has changed.</p> <p>To consider the advantages to urban development.</p> <p>To consider the disadvantages to urban development.</p>	<p>Use 4 figure coordinates confidently to locate features on a map.</p> <p>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p> <p>Use/recognise OS map symbols. Begin to draw a variety of thematic maps</p>	Environment	

			<p>based on their own data. Draw a sketch map using symbols and a key; Follow a short route on an OS map. Describe features shown on OS map.</p>		
Year 6 (Spring 1)	Trade	<p>To know what is meant by trading.</p> <p>To know the difference between imports and exports.</p> <p>To understand how trading works.</p> <p>To know about the UK trade links with other countries.</p> <p>To use an atlas to locate countries.</p> <p>To know why industrial areas and ports are important in the UK.</p> <p>To know why fair trade is important.</p> <p>To know about trade links between the UK and America.</p>	Locate places on a world map.	Environment	
Year 6 (Summer 2)	Enough for everyone	<p>To know about the distribution of natural resources including energy, food, minerals and water</p> <p>To use Google Earth to locate a country or place of interest and follow the journey of rivers, etc</p>		Environment Democracy	

