



St Anne's Church of England Primary School –Geography Curriculum Overview.

	Autumn 1		Spring 1		Summer 1	
EYFS						
<b>Nursery</b>	<p><b>All About Me</b></p> <p>Name and describe people who are familiar to them – family, friends. (UW)</p> <p>Use senses in hands on exploration of natural materials (UW)</p>	<p><b>Traditional Tales</b></p> <p>Continue developing positive attitudes about the differences between people. (UW)</p>	<p><b>People Who Help Us</b></p> <p>Understand position (M)</p> <p>Describe a familiar route (M)</p> <p>Discuss routes, locations – in front, behind etc. (M)</p>	<p><b>Amazing Animals</b></p> <p>Understand that there are different countries in the world and talk about the differences they have experienced or seen (UW)</p> <p>Beginning to understand the need to respect and care for the natural environment and all living things. (UW)</p>	<p><b>Living Things</b></p>	<p><b>Under the Sea</b></p> <p>Talk about what they see in the natural world using a wide vocabulary (UW)</p>
<p><b>Reception</b></p> <p><b>(Development Matters Statements for children in Reception Class)</b></p> <p><b>(Early Learning Goals)</b></p>	<p><b>My Family and Me</b></p> <p><b>History/Geography-</b> Can talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p>	<p><b>Geography-</b>Use world maps to show children where some stories are based.</p> <p><b>Geography-</b>Use the Jolly Christmas Postman to draw information from a map and begin to understand why maps are so important to postmen.</p>	<p><b>Geography-</b>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p><b>Science/Geography-</b> Create opportunities to discuss how we care for the natural world around us.</p>	<p><b>Science/Geography-</b> Introduce the children to recycling and how it can take care of our world.</p>	<p><b>Science/Geography-</b> Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p><b>Science/Geography-</b> After close observation, draw pictures of the natural</p>	<p><b>Geography-</b>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p> <p><b>Geography-</b>Discuss how they got to school and what mode of transport they used.</p>

	<p><b>Geography</b>-Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas.</p>	<p><b>Geography</b>- Share different cultures versions of famous fairy tales.</p>	<p><b>Geography</b>-Use Handa's Surprise to explore a different country.</p>		<p>world, including animals and plants.  <b>Science/Geography</b>- Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons,  <b>Geography</b>-Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel'  <b>Geography</b>-Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.  <b>Science/Geography</b>- Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.  <b>Science/Geography</b>- Look for children incorporating their understanding of the</p>	<p>Introduce the children to a range of transport and where they can be found.  <b>Geography</b>-Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.  <b>Geography</b>-Use bee-bots on simple maps.  <b>Geography</b>-Encourage the children to use navigational language.  <b>Geography</b>- Can children talk about their homes and what there is to do near their homes?  <b>Geography</b>- Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?  <b>Geography</b>-Introduce the children to the oceans  <b>History</b>-Introduce children to significant figures who have been to sea and begin to understand that these events happened before they were born.  <b>Geography</b>-Can children differentiate</p>
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					seasons and weather in their play. Use the BeeBots	between land and water.
<b>(Early Learning Goals)</b>	<p>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.          Explore the natural world around them, making observations and drawing pictures of animals and plants;          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>					
<b>National Curriculum</b>						
<b>Year 1</b>	<b>Our School and Grounds</b>	<b>Countries and Capital Cities of the UK</b>		<b>Seasons and Weather</b>		
	<p>G4.2.2: 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>G4.3.1: Use aerial photographs and to recognise landmarks and basic human and physical features;</p> <p>G4.3.3: Use aerial photographs to devise a simple map;</p> <p>G4.3.5: Use and construct basic symbols in a key</p> <p>G4.4.1: Use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<p>G1.2: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>G4.1.1: Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>use basic geographical vocabulary to refer to:</p> <p>G3.2: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>G3.3: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>G3.1.1: Identify seasonal and daily weather patterns in the United Kingdom</p> <p>G4.1.1: Use world maps, atlases and globes to identify the United Kingdom and its countries</p>		
<b>Year 2</b>	<b>Our Local Area</b>	<b>Continents and Oceans</b>		<b>Region in a Non-European Country</b>		
	<p>G2.1.1: understand geographical similarities and differences through studying the human</p>	<p>G1.1: name and locate the world's seven continents and five oceans</p>		<p>G2.1.2: understand geographical similarities and differences through studying the human</p>		

	<p>and physical geography of a small area of the United Kingdom,</p> <p>G3.2: 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</p> <p>G3.3: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>G4.2.1: use simple compass directions (North, South, East and West) to describe the location of features and routes on a map<sup>4</sup></p> <p>G4.2.2: use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map<sup>4</sup></p> <p>G4.3.2: Use plan perspectives to recognise landmarks and basic human and physical features;</p> <p>G4.3.4: Use plan perspectives to devise a simple map;</p> <p>G4.3.5: use and construct basic symbols in a key</p> <p>G4.4.2: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key</p>	<p>G3.1.2: identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>G4.1.3: use world maps, atlases and globes to identify continents and oceans studied at this key stage</p>	<p>and physical geography of a small area in a contrasting non-European country</p> <p>G3.2: 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</p> <p>G3.3: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>G4.1.2: use world maps, atlases and globes to identify the countries studied at this key stage,</p> <p>G4.2.1: use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</p>
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	<p>human and physical features of its surrounding environment.</p>		
<p><b>Year 3</b></p>	<p><b>Local Area (Contrast with London?)</b></p> <p>G1.1.1: locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>G1.2.2: name and locate geographical regions of the United Kingdom, and their identifying human and physical characteristics and key topographical features (hills, mountains, rivers and coasts) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>G2.1.1: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>G3.1.5: 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> <p>G4.1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Volcanoes and Earthquakes</b></p> <p>G1.3.1: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>G3.1.4: describe and understand key aspects of physical geography, including: volcanoes and earthquakes,</p> <p>G4.1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>G4.2.8: use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</p>	<p><b>The Lake District, Mountains</b></p> <p>G1.2.2: name and locate geographical regions of the United Kingdom, and their identifying human and physical characteristics and key topographical features (hills, mountains, rivers and coasts) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>G2.1.1: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>G3.1.5: 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> <p>G3.1.3: describe and understand key aspects of physical geography including mountains.</p> <p>G4.1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>G4.2.1: use the eight points of a compass to build their knowledge of the United Kingdom.</p>

	<p>G4.2.4: use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>		<p>G4.2.2 use four-figure grid references to build their knowledge of the United Kingdom.</p> <p>G4.2.4: use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>
<p><b>Year 4</b></p>	<p><b>Rivers and the Water Cycle</b></p> <p>G1.2.2: name and locate geographical regions of the United Kingdom, and their identifying human and physical characteristics and key topographical features (hills, mountains, rivers and coasts) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>G3.1.2: describe and understand key aspects of physical geography, including: rivers and the water cycle,</p> <p>G4.1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>G4.2.1: use the eight points of a compass to build their knowledge of the United Kingdom.</p> <p>G4.2.2 use four-figure grid references to build their knowledge of the United Kingdom.</p> <p>G4.2.4: use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>	<p><b>Sustainability</b></p> <p>G1.2.2: name and locate geographical regions of the United Kingdom, and their identifying human and physical characteristics and key topographical features (hills, mountains, rivers and coasts) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>G3.1.5: 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> <p>G4.3: 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.</p>	<p><b>Region in a European Country</b></p> <p>G1.1.1: locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>G2.1.2: understand geographical similarities and differences through the study of human and physical geography of a region in a European country,</p> <p>G3.1.5: 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> <p>G4.1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>G4.2.5: use the eight points of a compass to build their knowledge of the wider world</p> <p>G4.2.6: use four-figure grid references to build their knowledge of the wider world.</p>

			G4.2.8: use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world
<b>Year 5</b>	<p><b>Counties and Cities of the UK</b></p> <p>G1.2.1: name and locate counties and cities of the United Kingdom, and their identifying human and physical characteristics and key topographical features (hills, mountains, rivers and coasts) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>G3.1.5: 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> <p>G4.2.3: use six-figure grid references to build their knowledge of the United Kingdom.</p> <p>G4.2.4: use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>	<p><b>Physical Geography- Climate Zones, Vegetation Belts and Biomes</b></p> <p>G1.1.1: locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>G1.3.1: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>G1.3.2: identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>G3.1.1: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</p> <p>G4.1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>Region in South America- Amazon Basin</b></p> <p>G1.1.3: locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>G2.1.3: understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p>G3.1.5: 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> <p>G4.1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>G4.2.7: use six-figure grid references to build their knowledge of the wider world</p> <p>G4.2.8: use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</p>
<b>Year 6</b>	<b>Physical Geography- Mapping Skills</b>	<b>Region in North America (revision of knowledge and skills)</b>	<b>Human Geography and Coasts (Blackpool)</b>

	<p>G1.1.1: locate the world's countries, using maps concentrating on environmental regions, key physical and human characteristics, countries, and major cities</p> <p>G1.3.1: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>G1.3.2: identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>G1.3.3: identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>G3.1.1: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</p>	<p>G1.1.2: locate the world's countries, using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>G2.1.3: understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p>G4.2.7: use six-figure grid references to build their knowledge of the wider world</p> <p>G4.2.8: use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</p>	<p>G1.2.2: name and locate geographical regions of the United Kingdom, and their identifying human and physical characteristics and key topographical features (hills, mountains, rivers and coasts) and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>G2.1.1: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>G3.1.5: 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> <p>G4.1: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>G4.2.1: use the eight points of a compass to build their knowledge of the United Kingdom.</p> <p>G4.2.3: use six-figure grid references to build their knowledge of the United Kingdom.</p> <p>G4.2.4: use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p>
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