



St Cecilia's Catholic Primary School-Planning Overview for Geography



Year group	Autumn 2	Spring 2	Summer 2	National Curriculum Links
Year 1	<p><u>What are the important places in our classroom, school, and local area, and how do they connect to each other?</u></p> <p><i>A study of the classroom, school and local area (Tuebrook).</i></p> <ul style="list-style-type: none"> - Recognise and describe key features of their classroom, such as tables, chairs, whiteboards, and reading areas. - Identify and describe places in the school such as the playground, lunch hall, library, and offices. - Know about the local area and name key landmarks (e.g. the nearest local green space). - Identify key human and physical features in the local area such as houses, streets, parks, shops, rivers, and green spaces. - To use basic geographical vocabulary to refer to key physical features and human features of the surrounding area. - Compare different parts of the local area, such as the difference between a park and a busy street. <p>SKILLS:</p>	<p><u>How are the UK's countries and capital cities connected to the rest of the world?</u></p> <p><i>A study of the United Kingdom and its four countries and capital cities. This is compared to the surrounding continents and oceans.</i></p> <ul style="list-style-type: none"> - Name the four countries of the United Kingdom and their capital cities. - Understand some key human and physical features of each country. - Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Recognise and name some continents and oceans on a globe or atlas. Focus on Europe (where the UK is located) and its relationship to other continents. - Know that the UK is surrounded by water and recognize the key oceans. - Be introduced to the five oceans and how the Atlantic Ocean connects the UK to other parts of the world. - Compare some of the human features of the UK (cities, roads, schools) with those on other continents, discussing how different 	<p><u>How is Liverpool similar and different to other cities and regions across the UK?</u></p> <p><i>A comparison of weather between Liverpool (England) and the rest of the UK.</i></p> <ul style="list-style-type: none"> - Identify familiar human and physical features such as houses, streets, parks, shops, and natural features like rivers or hills in their own local environment. - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (compare urban Liverpool to a rural area of the UK). - Talk about a natural environment, naming its features using some key vocabulary. - Describe an aspect of the physical and human geography of a distant place. - Talk about the day-to-day weather and features of the seasons in their locality. - Show an awareness that the weather varies in different parts of the UK and in different parts of the 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>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



St Cecilia's Catholic Primary School-Planning Overview for Geography



- **Begin to understand the concept of maps and how they represent the local area.**
- **Use photographs and maps to identify physical and human features.**
- **Collect information about features by taking digital photographs and film.**
- **Practice drawing maps of familiar places, such as their school or home, including key landmarks.**
- **Draw basic maps, including appropriate symbols and pictures to represent places or features.**
- **Use positional language such as next to, in front of and behind.**
- **Use simple directional language, such as near and far, up and down, left and right, forwards and backwards.**

places might have different ways of life.

- Know how some of the physical features of the UK compare with those of other continents.

- SKILLS:**
- **Use a world map to identify the UK in its position in the world.**
- Recognise the UK as an island nation in Europe.**
- **Use world maps, atlases and globes to identify and locate the United Kingdom's countries and surrounding seas.**
 - **Use language such as North, South, East, and West to describe the UK's position relative to other continents and oceans.**

- Discuss the lifestyle in their local area and compare this to lifestyles in other regions of the UK.
- SKILLS:**
- **Use language such as North, South, East, and West to describe direction.**
 - **Learn to read maps of both the local area and other UK regions. Identify key landmarks and geographical features on these maps.**
 - **Use simple map symbols to represent features in the local area (houses, roads) as well as in other regions of the UK (mountains, forests, lakes).**
 - **Locate the local area and other areas of the UK on a map of the United Kingdom.**

the world in relation to the Equator and the North and South Poles.

- Use basic geographical vocabulary to refer to: key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shop).

- Geographical skills and fieldwork:**
- 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 human and physical features of its surrounding environment.



St Cecilia's Catholic Primary School-Planning Overview for Geography



<p>Year 2</p>	<p><u>What are the important landmarks in Liverpool, and why are they special to the people who live there?</u> <i>A study of Liverpool and its landmarks.</i></p> <ul style="list-style-type: none"> - Locate Liverpool within the UK and identify that it is part of England. Be able to place it on a map in relation to other major UK cities. - Identify the Irish Sea as the body of water Liverpool borders. - Explore the location of Liverpool within the broader region of the North West of England and its proximity to places like the River Mersey. - Study the human and physical geography of Liverpool, including its iconic landmark, the River Mersey, the coastline and parks. - Compare Liverpool with a contrasting non-European city, focussing on similarities and differences in trade, geography, and culture. - Identify seasonal and daily weather patterns in Liverpool and the United Kingdom. - Show awareness that the weather may vary in different parts of the UK and in different parts of the world compared to Liverpool <p>SKILLS:</p>	<p><u>How do the continents and oceans help us understand different places in the world?</u> <i>A study of the continents and oceans of the world.</i></p> <ul style="list-style-type: none"> - Identify and name the seven continents: Africa, Antarctica, Asia, Europe, North America, South America, and Australia/Oceania. - Identify and name the five oceans: Pacific, Atlantic, Indian, Southern, and Arctic. - Recognise the relative size and location of each continent and ocean in relation to the Equator and the poles. - Identify and understand geographical features associated with each continent (e.g. mountains, rivers, deserts, forests). - Explore the geographical diversity between different continents. - Learn how the oceans connect the continents and influence climate and trade across the world. - Use appropriate geographical terms like continent, ocean, equator, hemisphere, north pole, and south pole. <p>SKILLS:</p> <ul style="list-style-type: none"> - Locate the seven continents on a world map or globe and understand their relative positions. 	<p><u>How is life in England different from life in China?</u> <i>A comparison between England and China.</i></p> <ul style="list-style-type: none"> - Understand that England is part of the United Kingdom in Europe, while China is a non-European country located in Asia. - Identify similarities and differences between a small area in England and a small area in China. Compare the landscape, weather, climate, human activity and differences in population size and density. - Explore and compare key physical features of both England and China (e.g. hills, rivers, mountain ranges). - Understand the human geography of both England and China by studying cities and towns and land use. - Compare aspects of everyday life in England and China, including schools, food, homes, transport and major industries). - Recognise a natural environment and describe it using key vocabulary. <p>SKILLS:</p> <ul style="list-style-type: none"> - Locate both England in Europe and China in Asia on a world map or globe. - Pupils should recognize simple map symbols and use a basic key to understand the features of each 	<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 (beach, cliff, coast, forest, hill,
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St Cecilia's Catholic Primary School-Planning Overview for **Geography**



<ul style="list-style-type: none"> - Know about the local area and use aerial photographs to name and locate key landmarks and basic human and physical features. - Identify features on large-scale local maps - Make observations about and describe the local area and its physical and human geography. - Draw or make a map of an area of Liverpool. -Use and construct basic symbols in a key. 	<ul style="list-style-type: none"> - Locate the five oceans on a world map or globe, understanding their locations in relation to the continents and how they cover most of the Earth's surface. - On a world map or globe, locate hot and cold areas of the world in relation to the Equator and the North and South Poles. - Use simple compass points (North, South, East, West) to describe the location of features on a map. - Be introduced to and use two figure grid references on a map. 	<p>country (e.g. mountains, rivers, cities).</p> <ul style="list-style-type: none"> - Use visual aids (photos, videos, maps) to compare physical and human features of England and China, such as landscapes, climate, and urban areas. - Compare basic geographical data, such as climate differences (temperatures, rainfall) and population size. - Collect data (e.g. from weather charts, travel information) to understand how people live in each place. - Use geographical vocabulary and language related to direction and location, such as north, south, east, west, near, far, and next to, to describe where places are located in relation to one another. - Begin to interpret what they see on maps and in visual materials, drawing simple conclusions 	<p>mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shop)</p> <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 human and physical features of its surrounding environment.
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St Cecilia's Catholic Primary School-Planning Overview for Geography



	<p style="text-align: center;">Spring Term Project Geography Focus (12 weeks)</p>	<p style="text-align: center;">National Curriculum Links</p>
<p style="text-align: center;">Year 3</p>	<p style="text-align: center;"><u>What impact does tectonic activity have on Earth?</u></p> <p>-Know and talk about where volcanoes and earthquake zones are located in Europe, North & South America and locate these on maps and globes. -Name examples of volcanic eruptions and major earthquake disasters Describe and compare the location of the world's volcanic and earthquake zones to the UK. -Compare the physical and human characteristics of the UK to that of earthquake and volcanic regions in America. -Describe how earthquakes and volcanoes cause hazards to people and recognise advantages and disadvantages of living in such areas. -Understand the position of plate boundaries and compare this to earthquake zones and volcanoes near the Equator e.g. Ring of Fire -Label features of a volcano and describe an eruption. -Compare their local area to earthquake zones and volcanic regions Give reasons why people live in earthquake zones and close to active volcanoes (e.g. soil type and housing) SKILLS: Locate volcanoes and earthquake zones using 8 points of compass and four figure grid references. FIELDWORK:</p>	<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>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe and North and South America name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. <p>Place knowledge</p> <p>similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America</p> <p>Human and physical geography</p> <p>Describe and understand key aspects of: volcanoes and earthquakes types of settlement and land use.</p> <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-figure grid references to build their knowledge of the United Kingdom and the wider world
<p style="text-align: center;">Year 4</p>	<p style="text-align: center;"><u>How does water change our world?</u></p> <p>-Locate and label the main British rivers and add names of settlements at the mouth of rivers. -Locate mountainous and coastal areas in Europe and North & South America on a map or Atlas showing understanding of the significance of longitude and latitude.</p>	<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</p>



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	<p>-Describe and compare similarities and differences of mountainous and coastal areas in Europe and North or South America.</p> <p>-Understand the effect of erosion near rivers and the coast and the hazards this causes.</p> <p>-Describe advantages and disadvantages of living near rivers and coasts.</p> <p>-Indicate tropical, temperate and polar climate zones on maps and describe the characteristics of these zones using appropriate vocabulary.</p> <p>Use geographical vocabulary to describe significant physical features on a river's course and talk about how they change.</p> <p>Describe the water cycle in sequence and name some of the processes associated with rivers and mountains.</p> <p>Describe the characteristics of a coastal town and describe the main land uses of coastal rural areas.</p> <p>SKILLS: Use four figure grid reference and begin to use six figure grid references.</p> <p>FIELDWORK: Kingswood residential</p>	<p>enhance their locational and place knowledge.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe 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, and rivers), and land-use patterns; 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 <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, rivers, mountains, and the water cycle human geography, including: types of settlement and land use. <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, 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 and digital technologies.
<p>Year 5</p>	<p><u>Climate and Weather – a blessing or a curse?</u></p> <p>Examine weather and climate in 3 major cities in UK including their own; Liverpool, London, Scottish Highland region. Compare climate and weather in these regions and explore why they are different.</p> <p>Study the climate and weather of some major countries in Europe and North and South America and locate areas studied on a map.</p>	<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>Locational knowledge</p>



St Cecilia's Catholic Primary School-Planning Overview for Geography



	<p>-Describe some key physical and human characteristics of Europe and North and South America (e.g. The Alps, Amazon Rainforest, Hurricanes, volcanoes) -Locate places studied in relation to the Equator, Tropics and their longitude and latitude.</p> <p>Explore how the location and climate of a biome can effect flora and fauna (e.g. forest fires in The Amazon, avalanches in alpine regions) Explain some ways a biome (incl oceans) is valuable and under threat from human activity.</p> <p>Understand hazards from physical environments such as avalanches in mountain regions</p> <p>Understand how human activity is influenced by climate and weather (e.g. the fruit and crops grown, the response to weather events such as droughts, hurricanes, forest fires, floods, cold snaps)</p> <p>-Know the journey of how a fruit grown in a different climate, gets into their home. -Describe renewable and non-renewable energy source (Autumn Science link) their impact on the environment and describe different types of industry in local area and their impact on the local environment.</p> <p>SKILLS: Practise using the 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build their knowledge of the UK and wider world. Field work: Visit a deciduous forest to find out about the native trees of our temperate forest biome.</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. 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 <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, and the water cycle 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 to build their knowledge of the United Kingdom and the wider world <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 and graphs, and digital technologies.</p>
<p>Year 6</p>	<p><u>Are we damaging our world?</u></p> <p>-Locate UK's major urban areas on a map, know their distinct characteristics, examining the effect of pollution in such areas and compare to rural locations in the UK. -Explore how coastal erosion has changed the shape of coasts.</p>	<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>Locational knowledge</p>



St Cecilia's Catholic Primary School-Planning Overview for Geography



- Study locations with similar issues regarding pollution in Europe (Bulgaria) and San Francisco and California and coastal erosion Dover and California.
- Locate places studied in relation to the Equator , the Tropics, latitude and longitude, time zones, climate seasons and vegetation.
- Explain how marine environments (biomes) are being harmed by pollution such as plastic and oil spills. Give reasons why we should protect them.
- Understand hazards from physical environments and their management, such as coastal erosion and environmental pollution.
- Explain the impact pollution and coastal erosion has on wildlife/habitats.
- Describe and understand physical processes of coastal erosion and the water cycle (Y4 link Geog & Science) and resulting landscape features e.g. headlands, bays, rivers.
- Understand products are both imported and locally produced and explain how the types of industry have changed over time.
- Understand the benefits of water in terms of hydraulic power and how it produces energy.

SKILLS: Apply knowledge of the 8 points of a compass and use 4 and 6 figure grid references, symbols and keys.

FIELDWORK: Kingswood residential

- 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)

Place knowledge

- 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

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

Geographical skills and fieldwork

- 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.