



Geography Curriculum Overview 2022-2023

Nanpean Community Primary School
Nurturing Children's Passion to Succeed

Year / Term	Autumn	Spring	Summer
Year 1	<u>Local Area*</u> Human and physical geography <u>Knowledge</u> -use basic geographical vocabulary to refer to key physical features, including: forest, hill, sea, river, soil -use basic geographical vocabulary to refer to key human features, including: city, town, village, house, office and shop <u>Skills</u> - use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map -use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <u>Fieldwork</u> - 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	<u>The United Kingdom*</u> Locational knowledge <u>Knowledge</u> - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -use basic geographical vocabulary to refer to key physical features, including: forest, hill, sea, river, soil -use basic geographical vocabulary to refer to key human features, including: city, town, village, house, office and shop <u>Skills</u> - use world maps, atlases and globes to identify the United Kingdom and its countries	
	<u>Weather and Climate (ONGOING)*</u> Human and physical geography <u>Knowledge</u> - identify seasonal and daily weather patterns in the United Kingdom -use basic geographical vocabulary to refer to key physical features, including: season and weather <u>Skills</u> - use world maps, atlases and globes to identify the United Kingdom and its countries		
Year 2	<u>Continents and Oceans*</u> Locational knowledge <u>Knowledge</u> - name and locate the world's seven continents and five oceans - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, mountain, ocean, valley and vegetation - use basic geographical vocabulary to refer to key human features, including: factory, farm, port and harbour <u>Skills</u> - use world maps, atlases and globes to identify the continents and oceans - 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	<u>Hot and Cold Places*</u> Human and physical geography <u>Knowledge</u> - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>Skills</u> - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage - 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	<u>Tulum, Mexico</u> Place knowledge: contrasting non-European country with St Austell <u>Knowledge</u> - understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, mountain, ocean, valley and vegetation - use basic geographical vocabulary to refer to key human features, including: factory, farm <u>Skills</u> - use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage <u>Fieldwork</u> - 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

<p>Year 3</p>	<p><u>United Kingdom: Food Distribution and Trade</u></p> <p>Locational knowledge: counties and cities of the United Kingdom</p> <p>Place knowledge</p> <p>Human geography: distribution of food and trade links</p> <p>Knowledge</p> <ul style="list-style-type: none"> - describe and understand key aspects of human geography, including: the distribution of natural resources including food - name and locate key topographical features of the UK (including coasts) - describe and understand key aspects of human geography, including: economic activity including trade links <p>Skills</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, 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 	<p><u>United Kingdom: Minerals</u></p> <p>Human geography: distribution of minerals</p> <p>Locational knowledge: land-use patterns and change over time</p> <p>Local link: China Clay</p> <p>Note: Build on Knowledge of copper, tin, bronze and iron from Stone Age to Iron Age history learning.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - describe and understand key aspects of human geography, including: the distribution of natural resources including minerals - name and locate key topographical features of the UK (including coasts) <p>Skills</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, 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 <p>Fieldwork</p> <ul style="list-style-type: none"> - 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>Year 4</p>	<p><u>European Region: Greece*</u></p> <p>Locational and Place knowledge: European country</p> <p>Note: Link to Year 4 Autumn term Ancient Greece topic.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - locate Europe's countries (including the location of Russia), their environmental regions, key physical and human characteristics, countries, and major cities - understand geographical similarities and differences through the study of human and physical geography of a region in a European country - identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) <p>Skills</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, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p><u>Rivers*</u></p> <p>Physical geography: rivers and the water cycle</p> <p>Case study: The Nile (building on Year 3 history – Ancient Egypt)</p> <p>Case study: The Tiber (building on Year 4 history – The Romans)</p> <p>Knowledge</p> <ul style="list-style-type: none"> - describe and understand key aspects of physical geography, including: rivers and the water cycle - name and locate key topographical features of the UK (including rivers) <p>Skills</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, symbols and a key to build their knowledge of the United Kingdom and the wider world <p>Fieldwork</p> <ul style="list-style-type: none"> - 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><u>Volcanoes and Earthquakes*</u></p> <p>Physical geography</p> <p>Case study: Pompeii (building on Year 4 history – The Romans)</p> <p>Case study: The Thera (building on Year 4 history – Ancient Greece)</p> <p>Knowledge</p> <ul style="list-style-type: none"> - describe and understand key aspects of physical geography, including: volcanoes and earthquakes <p>Skills</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Year 5	<p><u>Mountains*</u></p> <p>Physical geography</p> <p>Locational knowledge: European countries and the United Kingdom and human and physical characteristics</p> <p>Case study: Ben Nevis and ??</p> <p>Northern Europe and UK (building on Year 5 history – Anglo-Saxons and Vikings)</p> <p>Knowledge</p> <p>- describe and understand key aspects of physical geography, including: mountains</p> <p>- name and locate key topographical features of the UK (including mountains and hills)</p> <p>Skills</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- 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 and the wider world</p> <p>Fieldwork</p> <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><u>North America*</u></p> <p>Place knowledge</p> <p>Locational knowledge: key physical and human characteristics</p> <p>Case study: Mount St Helens (building on Year 4 geography – Volcanoes)</p> <p>Case study: Rocky Mountains (building on Year 5 geography – Mountains)</p> <p>Western United States</p> <p>Knowledge</p> <p>- locate the world’s countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities</p> <p>- understand a number of geographical similarities and differences between region of the UK and a region within North America</p> <p>Skills</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Rainforests and Climate Zones*</u></p> <p>Physical geography: climate zones, biomes and vegetation belts</p> <p>Human geography: types of settlement and land use, economic activity including trade links</p> <p>Case study: Central American (building on Year 5 geography – North America)</p> <p>Knowledge</p> <p>- identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle</p> <p>- identify the position and significance of lines of latitude and longitude and the Tropics of Cancer and Capricorn</p> <p>- describe and understand key aspects of physical geography, including: biomes and vegetation belts</p> <p>-describe and understand key aspects of physical geography, including: climate zones</p> <p>- describe and understand key aspects of human geography, including: types of settlement and land use</p> <p>Skills</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- use the four points of a compass, use symbols and a key to build their knowledge of the wider world</p>
Year 6	<p><u>United Kingdom: Energy and Water</u></p> <p>Human geography: distribution of energy and water</p> <p>Locational knowledge: United Kingdom, geographical regions and human and physical characteristics</p> <p>Knowledge</p> <p>- describe and understand key aspects of human geography, including: the distribution of natural resources including energy and water</p> <p>- name and locate key topographical features of the UK (including coasts)</p> <p>Skills</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- use the eight points of a compass, 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</p> <p>Fieldwork</p> <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><u>Local Area and Region: Economic Activity – Tourism and Fishing*</u></p> <p>Human geography: economic activity</p> <p>Locational Knowledge: land-use patterns; and understand how some of these aspects have changed over time</p> <p>Case study: Cornwall comparison with Yucantan (building on Year 2 geography – Mexico)</p> <p>Case study: Cornwall (building on Year 3 geography – Food distribution)</p> <p>Knowledge</p> <p>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Skills</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- use the eight points of a compass, 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</p>	

*Resources from Oddizzi scheme can be used to support the teaching and learning of this unit.