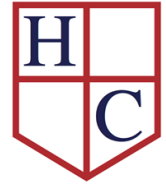




Geography



Creative Curriculum for the Federation of St Augustine's and Holy Cross Catholic Primary Schools Academic Year 2019-2020

| Year Group | Autumn Term | Spring Term | Summer Term |
|-------------------------------|---|--------------------------------------|-----------------------------|
| EYFS Nursery and Reception | Myself | Traditional Tales | Growing |
| Year 1 | Toys (History) | Local Area Comparison (Geography) | Space (History) |
| Year 2 | The Great Fire of London (History) | World Geography | The Victorians (History) |
| Year 3 | Stone Age to Iron Age (History) | UK (Geography) | Romans (History) |
| Year 4 | Settlements by the Anglo Saxons and Scots (History) | Europe (Geography) | Ancient Egypt (History) |
| Year 5 | Tudors (History) | South America (Geography) | Ancient Greece (History) |
| Year 6 | WW2 Local History Study (History) | North America (Geography) | Benin History |

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| Y1 Geography | National Curriculum Requirements 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. | |
| Autumn | (link to History topic) | Topic |
| Spring | <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 ▪ 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 | Local Area Study (compared to African town) |
| Summer | <ul style="list-style-type: none"> ▪ (Link to history topic) 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. | |

| Y2 Geography | National Curriculum Requirements 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. | Topic |
|-----------------|---|-----------------|
| Autumn | <ul style="list-style-type: none"> ▪ 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 <p>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> | |
| Spring | <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 ▪ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ▪ 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 | World Geography |
| Summer | <ul style="list-style-type: none"> ▪ Continue learning about the geography of UK | |

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| Y3 Geography | National Curriculum Requirements 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. | Topic |
| Autumn | Relate to History topic | |
| Spring | <ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ 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. | The UK |
| Summer | Relate to History topic | |

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| Y4 Geography | National Curriculum Requirements 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. | Topic |
| Autumn | Link to History topic | |
| Spring | <ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ 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 <p>FIELDWORK 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> | Europe |
| Summer | Link to History topic | |

| Y5 Geography | National Curriculum Requirements 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. | Topic |
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| Autumn | Link to History topic | |
| Spring | <ul style="list-style-type: none"> ▪ 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) ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and <u>South America</u>, concentrating on 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 of the United Kingdom, a region in a European country, and a region within North or <u>South America</u> ▪ 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 <p>Fieldwork 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> | South America |
| Summer | Link to History topic | |

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| Y6 Geography | National Curriculum Requirements A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. 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. | Topic |
| Autumn | Link to History topic | |
| Spring | <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 ▪ 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) ▪ 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 ▪ 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 | North America |

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| | <p>use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</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. | |
| Summer | Link to History topic | |