

St. Patrick's Primary School

Geography Overview



EYFS	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<p><u>Understanding the World</u></p> <p>School environment Where they live Journey to school Autumn walk- seasonal changes</p> <p><u>(Link to Yr 1; Weather</u> Understand and talk about seasonal weather patterns in UK.</p> <p>Record daily weather and compare and contrast</p>	<p><u>The Natural World</u></p> <p>Hot and cold countries Winter walk- seasonal changes Difference between Autumn and Winter Explore outdoors</p> <p><u>(Link to Yr 1; Mapping the World</u> Know world consists of land and water Naming and identifying location of the 7 continents using atlases, globes and aerial images</p> <p><u>Weather</u> Understand and talk about seasonal weather patterns in UK.</p>	<p><u>Understanding the World</u></p> <p>Local walk around area Walk to park Simple maps based on journeys Spring walk- seasonal changes Make a journey stick</p> <p><u>(Link to Yr 1; Our local area - school;</u> physical and human features. Express opinions of a place</p> <p>Make simple maps using journey sticks in local area</p>	<p><u>Understanding the World</u></p> <p>Travel and Transport</p>	<p><u>Understanding the World</u></p> <p>Visit to a farm Features of a farm Observe animals and plants in the environment around them</p>	<p><u>The Natural World</u></p> <p>Summer- seasonal changes Weather Changes in the environment and reasons for changes Care for our environment The world around me</p> <p>Oh I do Like to be beside the seaside Holidays – link to Morecambe</p> <p><u>(Link to Yr 1; Weather</u> Understand and talk about seasonal weather patterns in UK.</p>

		<p>Record daily weather and compare and contrast</p> <p>Use symbols to represent weather differences</p> <p><u>Australia</u></p> <p>Begin to and find on a map. Begin to find out about animals of Australia and Aboriginal people</p>				<p>Record daily weather and compare and contrast</p> <p><u>Extreme Weather</u></p> <p>Understand and discuss examples of extreme weather in UK</p>
Resources	Digital camera to photograph journeys, landmarks etc	Season and weather chart to record seasons and changing weather	<p>Road map mats with cars, people and buildings</p> <p>A teddy to take on a journey around the classroom or the outside play area, giving and following directions,</p>	<p>Road map mats with cars, people and buildings</p> <p>Role play area transport related?</p> <p>Train sets, farms and airports., sand and water play</p>	Grow beans or cress - anything that grows quickly and where changes can be seen.	<p>Role Play are seaside</p> <p>Sand/water Play</p> <p>Recycling 'station' Junk Modelling - reuse</p>
Possible Text Links	<p>Rosie's Walk</p> <p>We're Going on a Bear Hunt</p> <p>Little Red Riding Hood</p>	<p>The Snail and the Whale</p> <p>Stick Man</p> <p>The Journey</p> <p>Handas Surprise</p>	<p>We're Going on a Bear Hunt</p> <p>Welcome</p> <p>My Map Book</p>	<p>Train Ride</p> <p>Who Sank The Boat</p> <p>The Journey Home From Granpa's</p>	<p>Little Red Hen</p> <p>Three Little Pigs</p> <p>On The Farm</p> <p>Gingerbread Man</p>	<p>Dear Earth</p> <p>Somebody Swallowed Stanley</p> <p>Sharing a shell</p> <p>Lighthouse Keeper's Lunch</p> <p>Storm Whale</p>

				We all go Travelling By		Billy's Bucket At the Beach
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Year 1	Autumn Term	Spring Term	Summer Term
<p><u>Threshold concepts</u></p> <p><i>Investigating Places</i></p> <p><i>Investigating Patterns (physical and human processes)</i></p> <p><i>Communicating geographically</i></p>	<p><u>Mapping The World</u></p> <p>Know world consists of land and water</p> <p>Naming and identifying location of the 7 continents using atlases, globes and aerial images</p>	<p><u>Mapping the world The United Kingdom</u></p> <p>Know and identify location of England, Scotland, Wales, N. Ireland</p> <p>Features of Village, Town, City</p> <p>Our local area - school; physical and human features. Express opinions of a place</p> <p>Make simple maps using journey sticks in local area</p> <p><u>Describing Maps of the World 1</u></p> <p>Use 4 compass directions and describe locations</p>	<p><u>Weather</u></p> <p>Understand and talk about seasonal weather patterns in UK.</p> <p>Record daily weather and compare and contrast</p> <p>Use symbols to represent weather differences</p> <p><u>Extreme Weather</u></p> <p>Understand and discuss examples of extreme weather in UK</p>

		<p><u>Australia</u> Begin to and find on a map. Begin to find out about animals of Australia and Aboriginal people</p>	
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Geography Overview

Year 2	Autumn Term	Spring Term	Summer Term
<p><u>Threshold concepts</u></p> <p><i>Investigating Places</i></p> <p><i>Investigating Patterns (physical and human processes)</i></p> <p><i>Communicating geographically</i></p>	<p><u>Describing Maps of the world 2</u></p> <p>Name and Locate (and organise according to size) continents and world's 5 oceans; Arctic, Atlantic, Pacific, Indian and Southern Ocean</p> <p>Use 4 points of a compass</p> <p>Use symbols and a key</p> <p><u>The United Kingdom</u></p> <p>Know and identify location of England, Scotland, Wales, N. Ireland and their capital cities; Belfast, London, Edinburgh and Cardiff</p>	<p><u>Australia</u></p> <p>Location, states, cities (Sydney) Physical features (Great Barrier Reef, Daintree Forest)</p> <p><u>Aboriginal people</u></p> <p><u>Animals</u></p> <p>Compare and contrast Australia with UK, Sydney with Lancaster or Morecambe</p>	<p><u>Climate</u></p> <p>Locate and label Polar, tropical/equatorial and desert climates. Link to Australia bush fires</p> <p>Describe some of their physical features</p> <p>Understand difference between weather and climate</p>

Year 3	Autumn Term	Spring Term	Summer Term
<p><u>Threshold concepts</u></p> <p><i>Investigating Places</i></p> <p><i>Investigating Patterns (physical and human processes)</i></p> <p><i>Communicating geographically</i></p>	<p><u>Describing maps of the world 1</u></p> <p>(incl Tropics of cancer, Capricorn, hemispheres and equator)</p> <p>Different types of maps and map scale</p> <p>Create maps of routes using symbols and a key</p> <p>8 points of a compass to describe location and give directions</p>	<p><u>Europe</u></p> <p>Name and locate countries of Europe and capital cities. Use atlases, globes, aerial images</p> <p>Name and location rivers, mountains of Europe</p> <p>Identify differences in population between countries of Europe</p> <p><u>International trade</u></p> <p>Tourism - Europe</p>	<p><u>Landscapes; Mountains</u></p> <p>Identify mountain ranges UK & Europe</p> <p>Lake District fieldwork visit</p> <p><u>Earthquakes and Volcanoes</u></p> <p>Earth structure</p> <p>Plate tectonics</p> <p>Pacific Ring of Fire</p> <p>Impact earthquakes and volcanoes</p> <p>(Vesuvius link to Romans history). <i>Use Inspire Education (Volcanoes & Earthquakes)</i></p>



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Year 4	Autumn Term	Spring Term	Summer Term
<p><u>Threshold concepts</u></p> <p><i>Investigating Places</i></p> <p><i>Investigating Patterns (physical and human processes)</i></p> <p><i>Communicating geographically</i></p>	<p><u><i>Describing maps of the world 2</i></u></p> <p>Incl equator, prime meridian, eastern and western hemispheres</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns</p> <p>Fieldwork - record human and physical features of local area</p> <p>Use 8 points of a compass</p>	<p><u><i>Transportation: cities</i></u></p> <p>Main types and their main advantages and disadvantages</p> <p>Describe ways cities trying to reduce congestion and pollution</p> <p><u><i>Transportation: national</i></u></p> <p>Understand reasons for travel, adv and disadv. Of transport types</p> <p>Identify and mark on UK maps different types of transport routes.</p> <p>Plan own cycle route using map</p> <p><u><i>Transportation: International</i></u></p>	<p><u><i>Landscapes: Rivers</i></u></p> <p>Locate world's main rivers (link to history e.g. Nile and Egyptians)</p> <p>Locate main rivers in Europe and countries of UK</p> <p>Understand difference between a river's source and mouth</p> <p>label cross section of a river and describe it's shape</p> <p>River Lune fieldwork visit</p> <p><u><i>Erosion and deposition: rivers</i></u></p> <p>Understand processes involved in erosion and deposition</p>

		<p>Understand reasons for international transportation . adv and disadv. Of transport types</p> <p><u><i>International Trade; Food</i></u></p> <p>Compare & contrast geog locations of main world imports and export. Most traded world foods & drinks</p>	<p>Describe 3 stages of a river Describe and label different features of a river</p>
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Year 5	Autumn Term	Spring Term	Summer Term
<p><u>Threshold concepts</u></p> <p><i>Investigating Places</i></p> <p><i>Investigating Patterns (physical and human processes)</i></p> <p><i>Communicating geographically</i></p>	<p><u><i>Describing Maps of the World 3</i></u></p> <p>Locate and label the equator, tropics, western and eastern hemispheres, prime meridian, lines of latitude & longitude</p> <p><u><i>Using Map features</i></u></p> <p>Use 8 points of compass to describe a location</p> <p>Use 4 figure grid references, symbols and a key to navigate a map and communicate knowledge of the world</p>	<p><u><i>Biomes and Climate Zones</i></u></p> <p>Tropical rainforest Biome (<i>Use Inspire Education on rainforests</i>)</p> <p>Temperate deciduous Biome</p> <p>Desert Biome</p> <p>Tundra Biome</p> <p>Taiga Biome</p> <p><u><i>Climate Change</i></u></p> <p>Describe main causes of climate change</p> <p>Describe and understand physical processes and predicted effects of climate change</p> <p>Describe effects of climate change on plants, animals and humans</p>	<p><u><i>North America</i></u></p> <p>Geographical location, compare and contrast geographical location with Europe</p> <p>Climate zones, physical and human diversity</p> <p><u><i>North America; population</i></u></p> <p>Describe population density of N. America and locate most populous cities</p> <p><u><i>North America; rivers</i></u></p> <p>Locate & label most significant rivers of N. America and describe their features</p>

		Attempts to manage effects of climate change. What can we do as individuals and in our community?	<u>North America; mountains</u> Locate & mark on map N. America's mountain ranges incl. highest peak Define seismic activity and describe physical features of areas of tectonic activity
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St. Patrick's Primary School

Geography Overview



Year 6	Autumn Term	Spring Term	Summer Term
<p><u>Threshold concepts</u></p> <p><i>Investigating Places</i></p> <p><i>Investigating Patterns (physical and human processes)</i></p> <p><i>Communicating geographically</i></p>	<p><u>Using Map features</u></p> <p>Use 8 points of compass to describe a location</p> <p>Use 6 figure grid references, symbols and a key to navigate a map and communicate knowledge of the world</p>	<p><u>Biomes and Climate Zones</u></p> <p>Grassland Biome Savannah Biome Desert Biome Marine & Freshwater Biome Ice Biome Organise information about the worlds Biomes</p> <p><u>Coasts - link to Marine Biomes</u></p> <p><u>Erosion & deposition</u></p> <p><u>Management</u></p> <p>(trip to Morecabe / Half Moon Bay)</p>	<p><u>South America</u></p> <p>Describe geographical location of South America and some S. American countries</p> <p>Describe some of the geographical diversity incl. Climate zones, biomes, population, languages</p> <p>Locate physical and human features of S. America</p> <p><u>South America; population</u></p> <p>Describe population density of N. America and locate most populous cities Describe problems associated with population density Compare population e.g. Brazil & Canada</p> <p><u>South America; rivers</u></p>

			<p>Location and physical features of main 3 river basins and waterfalls</p> <p><u>South America; mountains</u></p> <p>Locate & mark on map S. America's mountain ranges incl. highest peak and world's highest capital city</p> <p>Describe what a plateau is and cities located there</p>
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