



# Christ the Sower Ecumenical Primary School

## Geography Curriculum Overview 2022-23



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b><u>All about me</u></b> Families/relatives Our houses/homes and locations Autumn walks around the school grounds</p>	<p><b><u>Celebrations</u></b> Diwali, Bonfire night, Birthdays, Weddings, Hannukah, Christmas</p>	<p><b><u>Buildings and Transport</u></b> Construction Transport on ground/sky</p>	<p><b><u>Animals and Minibeasts</u></b> Comparing environments of countries, we travel to, Lifecycles</p>	<p><b><u>Let's Grow! Fun in the Sun</u></b></p> <ul style="list-style-type: none"> <li>• Answering how and why questions</li> <li>• Exploring the natural world</li> <li>• Looking at changes and processes</li> </ul>	
	Autumn 1	A 2	Spring 1	S2	Summer 1	S 2
Year 1	<p><b><u>Where do I live?</u></b></p> <ul style="list-style-type: none"> <li>- To know where I live and to say my address</li> <li>- To keep and maintain a local weather chart</li> <li>- To recognise and use compass directions NSEW</li> <li>- To study the school and plot landmarks on a simple map</li> <li>- To identify local landmarks around the school on a simple map (Local area walk) using vocabulary such as near and far; left and right</li> </ul> <p>Links to:</p> <ul style="list-style-type: none"> <li>• All about me (EYFS)</li> <li>• Memories (Y1)</li> <li>• Picturing Places (Y2)</li> </ul> <p>Focus: Where do I live? What is around me?</p>		<ul style="list-style-type: none"> <li>- To name and locate the 4 countries that make up the UK (maps, atlases, and globes)</li> <li>- To identify the Surrounding seas of the UK</li> <li>- To know what human and physical geographical features are and sort these</li> <li>- To identify key human and physical features within two comparing locations including: beach, cliff, coast, forest, hill, mountain, sea, ocean</li> <li>- To identify similarities and differences between two locations (Milton Keynes and the seaside)</li> </ul> <p>Links to:</p> <ul style="list-style-type: none"> <li>• Fun in the sun (EYFS)</li> <li>• Picturing Places (Y2)</li> </ul> <p>Focus: What countries make up the UK? What human and physical features do they have?</p>		<p><b><u>The Savanna</u></b></p> <ul style="list-style-type: none"> <li>- To name and locate the 7 continents on a world map</li> <li>- To identify equator and hot and cold areas of the world</li> <li>- Identify and compare physical and human features in the African Savanna to the UK (Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather) (city, town, village, factory, farm, house, office, port, harbour and shop)</li> <li>- To understand the weather and climate in the Savanna Desert in comparison to the UK</li> <li>- To use images/videos/books as sources of information to locate different foods across the world</li> </ul> <p>Links to:</p> <ul style="list-style-type: none"> <li>• Animals and Minibeasts (EYFS)</li> <li>• A Zambian Village (Y2)</li> </ul> <p>Focus: Why is the Savanna so different to England?</p>	

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	Autumn 1	A2	Spring 1	S 2	Summer 1	S 2
<b>Year 2</b>	<p><b><u>Picturing Places</u></b></p> <ul style="list-style-type: none"> <li>- To identify the 4 countries and capital cities using maps</li> <li>- Identify key characteristics and similarities of the 4 cities, compared to towns and villages using aerial photographs</li> <li>- Identify key human and physical features of the school and its surrounding environment</li> <li>- To use locational and directional language (e.g., NSEW, near, left, right, far) on a walk of the local area.</li> <li>- Devise a simple map of the route taken and construct a simple key</li> </ul> <p>Links</p> <ul style="list-style-type: none"> <li>• All about me (EYFS)</li> <li>• An Island Study (Y1)</li> <li>• GFOL (Y2)</li> </ul> <p>Focus: Describe the United Kingdom and what makes it special.</p>		<p><b><u>Antarctica</u></b></p> <ul style="list-style-type: none"> <li>- To locate Antarctica and the 5 oceans and describe these</li> <li>- To identify the location of equator and North and South Poles</li> <li>- To compare the weather conditions in Antarctica to the UK (Contrasting seasonal weather changes)</li> <li>- To identify 2 groups of animals that can live in the extreme conditions</li> <li>- To understand the importance of preserving Antarctica and what we can do to help</li> </ul> <p>Links to:</p> <ul style="list-style-type: none"> <li>• Where do I live (Y1)</li> <li>• Journeys (Y2)</li> </ul> <p>Focus: What makes Antarctica stand out to explorers?</p>		<p><b><u>A Zambian Village</u></b></p> <ul style="list-style-type: none"> <li>- To locate continent Africa and smaller countries within Africa including Zambia, then identify a village within Zambia (Mugurameno)</li> <li>- To use photographs and information texts to help imagine what daily life in Mugurameno might be like</li> <li>- Compare how the people of Mugurameno use the river Zambezi with the ways in which we use rivers near us.</li> <li>- To find out about food in Mugurameno and how it is prepared.</li> <li>- Identify how people protect their homes from animals and how animals can help their everyday lives</li> </ul> <p>Links to:</p> <ul style="list-style-type: none"> <li>• Animals and Minibeasts (EYFS)</li> <li>• The Savanna (Y1)</li> <li>• GFOL (Y2)</li> </ul> <p>Focus: Discuss the contrasts between Mugurameno and the UK.</p>	
	A 1	Autumn 2	S 1	Spring 2	Summer 1	S2
<b>Year 3</b>		<p><b><u>Travel Agent</u></b></p> <ul style="list-style-type: none"> <li>- Locate and name at least 6 cities in the UK on a map</li> <li>- Plan a journey from MK to another place in England, using a road map</li> <li>- Research to discover features of towns and cities and appreciate the differences creating a travel brochure of Stratford Upon Avon in England, describing the area, physical and man - made features</li> <li>- Explore an area of Milton Keynes (Grange Farm) and map out a simple route from one location to another. Using simple sketches, locating the area on a map and describing with explanations what they have seen</li> <li>- Visit lakes, rivers nearby and create sketches and diagrams of these to show the location and landmarks</li> </ul> <p>Links to:</p>		<p><b><u>Greece</u></b></p> <ul style="list-style-type: none"> <li>- To identify European countries and surrounding Islands and cities within Greece</li> <li>- To understand geographical similarities and differences between Greece and MK</li> <li>- Identify types of settlements depending on areas in modern day Greece</li> <li>- To understand the culture and local Greek civilisations</li> <li>- To identify how tourism is used within Greece and the benefits this has on the economy</li> </ul>	<p><b><u>Rivers</u></b></p> <ul style="list-style-type: none"> <li>- To identify main rivers in the world (Nile/Jordan etc)</li> <li>- To understand the features of a river system (water cycle included)</li> <li>- To identify the three stages of a river system (river source-river mouth) Creating a sketch map of the system.</li> <li>- To identify the different ways we use rivers, tourism, trade, travel etc</li> <li>- To understand the impact of floods/droughts and how to care for our environment</li> </ul> <p>Links to:</p> <ul style="list-style-type: none"> <li>• Local area study (Y3)</li> <li>• Ancient Egypt (Y3)</li> </ul>	

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	<ul style="list-style-type: none"> <li>Where do I live (Y1)</li> <li>Picturing Places (Y2)</li> </ul> <p><b>Focus:</b> Showcase Milton Keynes as a local area within the UK and one other area to someone who would like to visit</p>		<p><b>Links to:</b></p> <ul style="list-style-type: none"> <li>Groovy Greeks (Y3)</li> <li>Italy (Y4)</li> </ul> <p><b>Focus:</b> What makes Greece special?</p>		<ul style="list-style-type: none"> <li>Oceans (Y5)</li> <li>Global warming (Y5)</li> </ul> <p><b>Focus:</b> Show how rivers are formed and the processes we can take to preserve our rivers</p>	
	<b>Autumn 1</b>	<b>A 2</b>	<b>Spring 1</b>	<b>S 2</b>	<b>S 1</b>	<b>Summer 2</b>
<b>Year 4</b>	<p><b>Italy</b></p> <ul style="list-style-type: none"> <li>Identify Italy on a map of Europe and identify the main cities of Italy</li> <li>To describe the food in Italy and how it is different and similar to the UK</li> <li>Identify the importance of tourism to Italy and the impact on the community</li> <li>Identify the main industries and jobs in Italy, including exports and how this supports trades and community</li> <li>To explore Italian culture, through festivals and events/traditional days</li> </ul> <p><b>Links to:</b></p> <ul style="list-style-type: none"> <li>Romans (Y4)</li> <li>Greece (Y3)</li> <li>Natural Disasters Pompeii (Y4)</li> </ul> <p><b>Focus:</b> What makes Italy Italy?</p>		<p><b>When Disaster Strikes</b></p> <p>Explore how and why natural disasters occur and the impact these have on the environment.</p> <ul style="list-style-type: none"> <li>Describe and understand the key features of earthquakes and plate tectonics</li> <li>Describe and understand the key features of mountains and volcanoes</li> <li>Analyse evidence and draw conclusions e.g., make comparisons between locations photos/pictures/ maps</li> <li>Understand how a volcano is formed and different types of eruptions, including leading to Tsunamis</li> <li>A study into one of the following <ul style="list-style-type: none"> <li>✓ Pompeii eruption /Mount Vesuvius – links back to Roman Britain and the impact this had</li> <li>✓ Thailand 2005 Tsunami</li> <li>✓ San Francisco earthquake of 1989</li> <li>✓ First explorers to climb Mt Everest</li> </ul> </li> </ul> <p><b>Links to:</b></p> <ul style="list-style-type: none"> <li>Rivers (Y3)</li> <li>Oceans (Y5)</li> </ul> <p><b>Focus:</b> How do natural disasters occur?</p>			<p><b>Invaders and Settlers</b></p> <p>Spread over 2 terms, History and Geography lessons fluid throughout</p>
						<ul style="list-style-type: none"> <li>To know where different tribes originated from and how they travelled to England</li> <li>To identify mountains in Scandinavian countries</li> <li>To know how mountains are formed and illustrate and annotate sketches to demonstrate this</li> <li>To understand farming life of Anglo Saxons and how this is different to farming today</li> <li>To understand how place names impacted the names we have today for different locations across the UK</li> <li>To know where in England was ruled by Anglo Saxons/Vikings and how this</li> <li>To understand how settlement types differed between tribes</li> </ul> <p><b>Links to:</b></p> <ul style="list-style-type: none"> <li>Rivers (Y3)</li> <li>Oceans (Y5)</li> <li>Natural Disasters (Y4)</li> <li>Europe and France (Y5)</li> </ul> <p><b>Focus:</b> Where did most tribes travel from and why choose England?</p>
	<b>Autumn 1</b>	<b>A 2</b>	<b>S 1</b>	<b>Spring 2</b>	<b>S 1</b>	<b>Summer 2</b>
<b>Year 5</b>	<p><b>Oceans</b></p> <ul style="list-style-type: none"> <li>To 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</li> <li>To know how the oceans and seas were formed</li> <li>To learn about some of the ways humans explore the deep oceans and how we can protect our oceans</li> </ul>			<p><b>Global Warming</b></p> <ul style="list-style-type: none"> <li>Identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns</li> <li>To understand how some of these aspects have changed over time and the impacts on today's society</li> <li>Analyse evidence and draw conclusions e.g., from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</li> </ul>		<p><b>Connecting the world</b></p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity and sketch maps to show varying locations and showing different climates</p>

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	<ul style="list-style-type: none"> <li>- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in ocean around UK. Record the results in a range of ways.</li> <li>- Evaluate quality of the evidence provided by different research.</li> </ul> <p>Links to:</p> <ul style="list-style-type: none"> <li>• Rivers (Y3)</li> <li>• Natural Disasters (Y4)</li> <li>• Global warming (Y5)</li> </ul> <p>Focus: How can we save our oceans?</p>			<ul style="list-style-type: none"> <li>- Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>- Understand why different places employ different strategies for solving similar problems</li> </ul> <p>Links to:</p> <ul style="list-style-type: none"> <li>• Rivers (Y3)</li> <li>• Oceans (Y5)</li> <li>• Connecting the world (Y5)</li> <li>• America (Y6)</li> </ul> <p>Focus: How can we save our planet?</p>		<p>Make comparisons between the ways land use differs between different countries studied (relevant countries to year group cohort)</p> <p>Links to:</p> <ul style="list-style-type: none"> <li>• Rivers (Y3)</li> <li>• Oceans (Y5)</li> <li>• Global Warming (Y5)</li> </ul> <p>Focus: Explain how the world is connected and facing similar battles.</p>
	<b>Autumn 1</b>	<b>A 2</b>	<b>S 1</b>	<b>Spring</b>	<b>Summer 1</b>	<b>S 2</b>
<b>Year 6</b>	<p><b>Europe and France</b></p> <ul style="list-style-type: none"> <li>- To identify human and physical characteristics, (including hills, mountains, rivers, key topographical features and land-use patterns) and understand how some of these aspects have changed over time.</li> <li>- Make comparisons between human and physical features in Europe and focusing on France</li> <li>- Use a variety of different media to find specific locations including 8 figure co-ordinates</li> <li>- Understand some of the reasons for geographical similarities and differences between countries (France and one other European)</li> <li>- Explain how countries and geographical regions are interconnected and interdependent.</li> </ul> <p>Links to:</p> <ul style="list-style-type: none"> <li>• WW2 (Y6)</li> <li>• Greece (Y3)</li> <li>• Italy (Y4)</li> </ul> <p>Focus: Explain the contrasting way of life between European countries.</p>			<p><b>Convicts and Australia</b></p> <ul style="list-style-type: none"> <li>- To show and explain how Australia has changed over time. Explaining how physical structures have changed, how the economy and land use has changed and developed</li> <li>- To compare and contrast two locations in Australia using different media, maps, weather chart, photos and videos.</li> <li>- Draw a sketch map using symbols and a key, a route in Australia. Use sketches as evidence in an investigation.</li> <li>- Identify and explain different views of people including themselves within a familiar area and location in the wider world.</li> <li>- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>- Describe how countries and geographical regions are interconnected and interdependent</li> </ul> <p>Links to:</p> <ul style="list-style-type: none"> <li>• Connecting the world (Y5)</li> <li>• America (Y6)</li> </ul> <p>Focus: How is Australia different to the United Kingdom?</p>	<p><b>America</b></p> <ul style="list-style-type: none"> <li>- Locate world's countries (including Russia) North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- Identify and explain different weather patterns in different climate zones across America (North and South)</li> <li>- To explore and have an understanding of how rainforests are formed in Southern America and the wildlife that lives there</li> <li>- To understand the impacts rainforests have on our world and how they are currently being impacted. Explaining the cause of this and consequences if this continues to happen.</li> <li>- To compare life in the rainforests in America to that of the UK</li> </ul> <p>Links to:</p> <ul style="list-style-type: none"> <li>• Global Warming (Y5)</li> <li>• Convicts and Australia (Y6)</li> </ul> <p>Focus: What happens in the Amazon? Way of life in the Amazon.</p>	