



St Mary and St Paul's

Geography



We use the Oak Academy scheme of work.

	Autumn	Spring	Summer
Year 1	Local Area: Where do we live? (field work)	The UK: What kind of place is it? Geographical features	Local Area: How do we read maps and plan routes?
Weather and Seasons – Cross Curricular with Science throughout the year.			
Year 2	Continents and Oceans: What can we find out about the world?	Cold places: What is life like in the North and South Pole?	Non-European locality: What is life like in, Arusha Tanzania?
Year 3	Mountains, Volcanoes and Earthquakes: What, where and why?	Climate Zones: Why do they matter?	Settlements and our local area (Prescot): Where do people live and why? (Local area field work)
Year 4	Rivers: What is special about them?	UK region: Why is the Lake District a National Park?	Europe: How diverse are its landscapes and places? With a case study of Venice Italy.
Year 5	North and South America: How diverse are their places and landscapes?	South America: Why does the Amazon rainforest matter?	Sustainable world: Does it matter how we live?
Year 6	Time zones: Can we time travel on planet earth?	Global Trade: How do we get our stuff?	Coasts: What happens when the land meets the sea? (field work)

Geographical skills and fieldwork – ongoing throughout the topics. These skills should be developed and used as you teach the above topics:

Key stage 1

- 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.

Key stage 2

- 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.

Where we find Geography in our EYFS Curriculum?

EYFS Assessment Criteria	Curriculum in Nursery	Curriculum in Reception
Communication and Language - Understanding	Using talk to explain what is happening and what will happen next. Questions why things happen and gives explanations.	Listens and responds to ideas expressed by others in conversation or discussion. Understands questions such as who; why; when; where and how?
Mathematics - special awareness	Responds to and uses language of position and direction.	May enjoy making simple maps of familiar and imaginative environments, with landmarks.
EAD - Being Imaginative & Expressive		Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.
UTW - Technology	Knows that information can be retrieved from digital devices and the internet.	Can use the internet with adult supervision to find and retrieve information of interest to them.
UTW - The World	Commenting and asking questions about aspects of their familiar world such as the place where they live or the natural world. Talking about why things happen and how things work. Showing care and concern for living things and their environment. Being to understand the effect their behaviour can have on the environment.	Knows about similarities and differences in relation to places, objects, materials and living things. Talks about the features of their own immediate environment and how environments might vary from one another.
UTW - People & Communities	Showing interest in the lives of people who are familiar to them. Enjoy joining in with family customs and routines. Talks about significant events in their own experiences. Recognising and describing special times or events with family and friends. Knowing some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.	Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.