

**Cardinal Newman Catholic Primary School**  
**Geography Curriculum Overview**



Rec	<b>People, culture and communities</b> Supporting children to: <ul style="list-style-type: none"><li>Describe the different parts of our school environment.</li><li>Talk about what they can see, hear and experience in different locations that they have visited as part of a class or family visit.</li><li>Develop a simple vocabulary to describe the weather and seasons (hot, cold, sunny, Winter, Summer etc)</li><li>Know there are different countries around the world.</li><li>Recognise similarities and differences between countries.</li><li>Create maps – simple symbols are used to identify features on a map.</li><li>Recognise some of the jobs that are done in our local environment.</li></ul>		Providing children with opportunities to: <ul style="list-style-type: none"><li>Explore our school environment and grounds, inside and outside.</li><li>Visit different localities and places with school (e.g. church, parks) and to share their experiences of visiting places with family.</li><li>Safely be outside in all weathers to experience changes in weathers and seasons and give opportunities to discuss these together.</li><li>Begin to record the weather and start to look at patterns.</li><li>Share their families home culture with the class.</li><li>Meet people who work in our local environment.</li></ul>	
	Yr 1	<b><u>What is the United Kingdom like?</u></b> <b>Locational knowledge:</b> name, locate and identify characteristics of the 4 countries and capital cities of the UK <b>Human and Physical Geography:</b> geographical vocabulary: forest, hill, mountain, sea, river, valley, city, town, village, house, farm <b>Skills &amp; Fieldwork:</b> use world maps, atlases and globes to identify the United Kingdom; use aerial photographs	<b><u>What is a map?</u></b> <b>Skills &amp; Fieldwork:</b> use simple compass directions (north, south, east and west) and locational and directional language; devise a simple map; and use and construct basic symbols in a key; use observational skills to study the geography of their school	<b><u>How does the weather affect us?</u></b> <b>Human and Physical Geography:</b> identify seasonal and daily weather patterns in the UK; use basic geographical vocabulary – weather, season <b>Skills &amp; Fieldwork:</b> use simple fieldwork and observational skills to study the geography of their school and its grounds
Yr 2		<b><u>What's our world like?</u></b> <b>Locational knowledge:</b> name and locate the world's 7 continents and 5 oceans <b>Human and Physical Geogrpahy:</b> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; geographical vocabulary – ocean, vegetation, weather <b>Skills &amp; Fieldwork:</b> use world maps, atlases and globes; use aerial photographs to	<b><u>How is the Kenyan savannah different to here?</u></b> <b>Locational knowledge:</b> name and locate the world's 7 continents and 5 oceans <b>Place knowledge:</b> 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	<b><u>Whats makes the seaside different?</u></b> <b>Place knowledge:</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom <b>Human and Phycal Geography:</b> use basic geographical vocabulary – beach, cliff, coast, port, harbour, shop, office <b>Skills &amp; Fieldwork:</b> use simple compass directions and locational language, use simple fieldwork and

	recognise landmarks and basic human and physical features	<b>Human and Physical Geography:</b> use basic geographical vocabulary – house, farm, vegetation, village, town, city <b>Skills &amp; Fieldwork:</b> use world maps, atlases and globes; use aerial photographs to recognise landmarks and basic human and physical features	observational skills to study key human and physical features
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Yr 3	<p><b><u>Why are earthquakes and volcanoes dangerous?</u></b></p> <p><b>Human and Physical Geography:</b> describe and understand volcanoes and earthquakes</p> <p><b>Geographical Skills:</b> use maps to locate countries and describe features</p>	<p><b><u>How are mountains different?</u></b></p> <p><b>Locational Knowledge:</b> locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p><b>Place Knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a European country</p> <p><b>Geographical Skills:</b> use maps to locate countries and describe features</p> <p><b>Human and Physical Geography:</b> describe and understand mountains</p>	<p><b><u>What is our local area like?</u></b></p> <p><b>Locational Knowledge:</b> name and locate local area and identify its human and physical characteristics,</p> <p><b>Geographical Skills:</b> use maps to locate and describe features; 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>
Yr 4	<p><b><u>What is the River Thames like?</u></b></p> <p><b>Locational Knowledge:</b> key topographical features</p> <p><b>Place Knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a region of the UK</p> <p><b>Human and Physical Geography:</b> describe and understand rivers and the water cycle</p>	<p><b><u>What makes the UK?</u></b></p> <p><b>Locational Knowledge:</b> 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</p> <p><b>Place Knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a region of the UK</p> <p><b>Human and Physical Geography:</b> describe and understand types of settlement and land use,</p> <p><b>Geographical Skills:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b><u>How can we use maps?</u></b></p> <p><b>Geographical Skills:</b> use maps to locate features: use 8 points of compass, 4 figure grid references, symbols and key (including OS maps), 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 and plans</p>

Yr 5	<p><b><u>How is Brazil different to our place?</u></b></p> <p><b>Locational Knowledge:</b> locate the world's countries, using maps to focus on 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</p> <p><b>Human and Physical Geography:</b> describe and understand types of settlement and economic activity</p> <p><b>Geographical Skills:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use compass points to build on knowledge of the world</p>	<p><b><u>What is the impact of rainforest destruction?</u></b></p> <p><b>Locational Knowledge:</b> locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical characteristics</p> <p><b>Human and Physical Geography:</b> describe and understand climate zones, biomes and vegetation belts, economic activity and natural resources including minerals</p>	<p><b><u>Where's the best place for a new bench?</u></b></p> <p><b>Human and Physical Geography:</b> describe and explain a range of weather</p> <p><b>Geographical Skills:</b> use maps to locate features: use 8 points of compass, 6 figure grid references, symbols and key (including OS maps), 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</p>
Yr 6	<p><b><u>What is life like at the Poles?</u></b></p> <p><b>Locational Knowledge:</b> identify the position and significance of Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place Knowledge:</b> understand geographical similarities and differences through the study of human and physical</p> <p><b>Human and Physical Geography:</b> describe and understand climate zones, biomes and vegetation belts</p> <p><b>Geographical Skills:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b><u>Where does our food come from?</u></b></p> <p><b>Locational Knowledge:</b> locate the world's countries linked to our trade in food</p> <p><b>Human and Physical Geography:</b> describe and understand the natural distribution of natural resources including food and water, economic activity including trade links</p> <p><b>Geographical Skills:</b> use maps and atlases to locate countries</p>	<p><b><u>What impact does resource use have on the environment?</u></b></p> <p><b>Human and Physical Geography:</b> describe and understand natural resources including energy and minerals</p> <p><b>Geographical Skills:</b> use maps, atlases, globes and digital/computer mapping to locate countries</p>