



Geography Overview

Intent: Our Glorious Geography scheme at St Mary's intends to provide a rich, engaging and varied programme of lessons which will help children develop a deep understanding of geographical concepts while practising the necessary skills required to work and think like geographers.

Key Concepts in Geography at St Mary's

Human Processes	Physical Processes	Place	Scale
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Geography in Class 1: Reception

Understanding the World ELG: People, Culture and Communities; The Natural World

	Autumn	Spring	Summer
Unit	<p><u>Street and House Detectives</u> (Features of the local area/Creating simple maps)</p> <p>Week 1: What did you see on your way to school today?</p> <p>Week 2: What journeys can we find in the stories we read?</p>	<p><u>What's the weather like?</u> (Describing the weather/Exploring contrasting hot and cold places in the world)</p> <p>Week 1: What is the weather like outside?</p> <p>Week 2: What will the weather be like tomorrow?</p> <p>Week 3: Let's record the weather outside!</p> <p>Week 4: Where in the world is it cold?</p>	<p><u>What can we explore?</u> (Similarities and differences in the UK and in other countries/Exploring the changing seasons)</p> <p>Week 1: Where can we go today?</p> <p>Week 2: Where do people work?</p> <p>Week 3: Is this a city?</p> <p>Week 4: Can we find a beach?</p>

	Week 3: Let's go on our own story journey! Week 4: Where in the world are we? Week 5: Can we help with the post? Week 6: What have we learnt as street detectives?	Week 5: Where in the world is it hot? Week 6: Where would you like to live in the world?	Week 5: Let's explore the seasons. Week 6: Where can we go on holiday?
Key Concept	Place/Locational Knowledge	Physical Processes	Human Processes

Year A Geography in Class 2: Year 1 & 2

	Autumn	Spring	Summer
Unit	<p><u>Out and About - What do you like about your local park?</u> (Local area and creating maps)</p> <p>Week 1: What are the features of a park? Week 2: How can I get from my school to the local park? Week 3: Let's explore the local park! Week 4: Where are the swings? Week 5: What are other parks in the world like? Week 6: How can we improve our local park?</p> <p><i>NC: In KS1 pupils should develop knowledge about their locality. Pupils should begin to use geographical skills, including first-hand observation in their local surroundings to enhance their locational awareness.</i></p>	<p><u>Is it Hot or Cold?</u> (Climate Zones - hot and cold places/Continents and oceans of the world)</p> <p>Week 1: What is the world? Week 2: Where in the world does the visitor come from? Week 3: What is it like to live in a cold climate? Week 4: Is it cold everywhere? Week 5: What is it like to live in a hot climate? Week 6: How shall we display our learning? (Outcome Lesson)</p> <p><i>NC: In KS1 pupils should develop knowledge about the world. This includes naming and locating the continents and oceans. They should begin to use geographical skills, including using an atlas, world maps and a globe.</i></p>	<p><u>Why do they live there?</u> (Countries and capitals of the UK/Study of a small area of the UK)</p> <p>Week 1: Where am I? Week 2: What is a city? Week 3: What do you know about Cardiff? Week 4: What is it like to live in London? Week 5: How different/similar is London to where we live? Week 6: Can you plan a trip to London?</p> <p><i>NC: In KS1 pupils should develop knowledge about the United Kingdom. This includes naming and locating the countries and capital cities within the UK. They should understand basic subject-specific vocabulary relating to human and physical geography such as naming key features. They should begin to use geographical skills, including using an atlas and maps.</i></p>

Key Vocab	Compass Road maps Key Traffic survey Physical features Landmarks	Equator Polar regions Continent Ocean Sea Europe	United Kingdom Capital City Population Country Coordinates Key
Key Concept	Locational knowledge	Place knowledge/Physical processes	Locational knowledge

Year B Geography in Class 2: Year 1 & 2

	Autumn	Spring	Summer
Unit	<p><u>Where is this Ticket Taking Us?</u> (Small area of a contrasting non-European locality)</p> <p>Week 1: Where can we go? Week 2: We are going to China! Week 3: What can we see in China? Week 4: What can we do in China? Week 5: How is China different from our local area? Week 6: Can we plan a trip to China?</p> <p><i>NC: In KS1 pupils should understand basic subject-specific vocabulary relating to human and physical geography such as naming key features, identifying weather/climate and comparing two contrasting locations. They should begin to use geographical skills, including using an atlas, world maps and a globe.</i></p>	<p><u>If You Go Down to the Woods today...</u> (Features of forests/Using maps and atlases)</p> <p>Week 1: What is a forest like? Week 2: What human and physical features can we identify? Week 3: Look Up, Look Down, Look All Around: What Can You See? Week 4: Let's make a forest map! Week 5: What types of trees can we identify? Week 6: Let's use the compass and maps together!</p> <p><i>NC: In KS1, pupils should use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use world maps, atlases and globes and use simple compass directions (N, S, E and W) and locational and directional language [near and far; left and right], to describe the location of features and routes on a map.</i></p>	<p><u>Will it be sunny today?</u> (Seasonal and daily weather patterns)</p> <p>Week 1: What is the weather? Week 2: How do the seasons affect our lives? Week 3: What do meteorologists do? Week 4: How does the weather compare in other places in the UK? Week 5: How would extreme weather affect our school? Week 6: Let's be Meteorologists!</p> <p><i>NC: In KS1 pupils should understand basic subject-specific vocabulary relating to human and physical geography such as identifying weather/climate. They should begin to use geographical skills, including using an atlas, world maps and a globe.</i></p>
Key Vocab	China Landmarks Culture Population	route Key compass Map symbol	Hemisphere Seasons Weather Temperature

	Physical features Climate	Aerial view	Observations Forecast
Key Concept	Place knowledge/Human processes	Locational knowledge	Physical processes
Year A Geography in Class 3: Year 3 & 4			
	Autumn	Spring	Summer
Unit	<p><u>From the North Pole to the South Pole!</u> (Climate zones, Biomes & Vegetation belts)</p> <p>Week 1: What are latitude and longitude? Week 2: What is the weather like in each climate zone? Week 3: What is a biome? Week 4: What is life like in each biome? Week 5: How are the climate zones changing? Week 6: How can we teach others about the different climate zones?</p> <p><i>NC: In KS2 pupils should extend their knowledge and understanding beyond the local area. This should be developing their existing knowledge in more depth such as: longitude, latitude, tropics, time zones.</i></p>	<p><u>Auf nach Berlin! (Let's Go to Berlin!)</u> (European Region)</p> <p>Week 1: How would you get to Berlin? Week 2: What are the physical features of Berlin? Week 3: What are the human features of Berlin? Week 4: Is Berlin similar or different to our local area? Week 5: Let's plan a tour! Week 6: Let's take our visitors on a tour of Berlin!</p> <p><i>NC: In KS2 pupils should extend their knowledge and understanding beyond the local area to include the Europe.</i></p>	<p><u>What's the Score Here?</u> (Counties and cities of the UK)</p> <p>Week 1: How does a cricketer travel to the UK? Week 2: Where are the cricket grounds in the UK? Week 3: What is it like in those cities? Week 4: What is a county? Week 5: How can people travel around the UK? Week 6: Where can we play sports?</p> <p><i>NC: In KS2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. This includes naming the counties and cities in the UK. This then leads on to identifying key human and physical features, using technical vocabulary and explaining how they have changed over time. This should be developing their existing knowledge in more depth such as: types of settlements.</i></p>
Key Vocab	<p>Biomes Latitude Longitude Time zones Tropic of Cancer Tropic of Capricorn Equator Arctic circle Antarctic circle</p>	<p>Continents Europe Biomes Trade Topographical maps Distribution maps Satellite images Aerial photos GIS systems</p>	<p>Counties Cities Characteristics Region Population United Kingdom Great Britain</p>

Key Concept	Physical processes	Locational/Place knowledge	Locational knowledge
Year B Geography in Class 3: Year 3 & 4			
	Autumn	Spring	Summer
Unit	<p><u>Drop, Cover, Hold!</u> (Volcanoes and Earthquakes)</p> <p>Week 1: What Is happening beneath our feet? Week 2: What Is an earthquake? Week 3: What Is a volcano? Week 4: How do people live near volcanoes and earthquakes? Week 5: What is a tsunami? Week 6: How can we prepare for natural disasters?</p> <p><i>NC: In KS2 pupils should identify key physical features, using technical vocabulary.</i></p>	<p><u>On Top of the World!</u> (Mountains, rivers and the water cycle)</p> <p>Week 1: Where are the mountains? Week 2: How do people use mountains? Week 3: How are mountains formed? Week 4: What is the water cycle? Week 5: Where do the rivers go? Week 6: How do people use the rivers?</p> <p>(fieldwork - local hills/mountains and rivers) <i>NC: Name and locate geographical regions of the UK and their identifying human and physical features, including mountains, cities, rivers; Describe key aspects of physical geography including the water cycle</i></p>	<p><u>How Can We Plan for the Future?</u> (Settlement and Land Use)</p> <p>Week 1: What does local mean? Week 2: How is land used in our locality? Week 3: What is a settlement? Week 4: How is land used in different settlements? Week 5: How has the land changed? Week 6: How can we use land in the future?</p> <p>(fieldwork- land use in local area) <i>NC: In KS2 pupils should describe and understand key aspects of human geography including types of land settlement and land use, economic activity including trade links, and the distribution of natural resources including energy.</i></p>
Key Vocab	<p>Eruption Core Extinct/Dormant Magma Lava Earth's Crust Richter Scale Tectonic Plate</p>	<p>River Mountain Valley Source Tributary Meander Evaporation Condensation Precipitation</p>	<p>Settlement Arable Land Landscape Region Tourist Economic Agriculture Inhabitants</p>
Key Concept	Physical processes	Physical processes	Human processes/Place knowledge

Year A Geography in Class 4: Year 5 & 6

	Autumn	Spring	Summer
Unit	<p><u>Do People Live in the Amazon Rainforest?</u> (Manaus - Region of South America)</p> <p>Week 1: How can we travel to the Amazon rainforest?</p> <p>Week 2: Where do people live?</p> <p>Week 3: What makes Manaus unique?</p> <p>Week 4: How do people live in Manaus?</p> <p>Week 5: How does life in Manaus compare to life here?</p> <p>Week 6: Why should we protect the rainforest? (fieldwork - compare with local forests or area)</p> <p><i>NC: In KS2 pupils should extend their knowledge and understanding beyond the local area to include South America.</i></p> <p><i>This should be developing their existing knowledge in more depth such as: longitude, latitude, tropics, time zones.</i></p>	<p><u>Trading Across the Globe</u> (Trade and economic activity)</p> <p>Week 1: What is trade?</p> <p>Week 2: How do they transport goods?</p> <p>Week 3: How are things made?</p> <p>Week 4: Are we importing or exporting?</p> <p>Week 5: What is the impact on the local economy?</p> <p>Week 6: How can we trade fairly? (fieldwork - trade and economic activity in the locality)</p> <p><i>NC: In KS2 pupils should describe and understand key aspects of human geography including types of land settlement and land use, economic activity including trade links.</i></p>	<p><u>Viva Las Vegas</u> (Region of North America)</p> <p>Week 1: How can we travel to Las Vegas?</p> <p>Week 2: What is a time zone?</p> <p>Week 3: What are the features of Las Vegas?</p> <p>Week 4: How is the climate different from ours?</p> <p>Week 5: What is it like to live in Las Vegas?</p> <p>Week 6: What challenges face Las Vegas? (fieldwork - local climate/weather patterns)</p> <p><i>NC: In KS2 pupils should extend their knowledge and understanding to include the United Kingdom and Europe, North and South America. This then leads on to identifying key human and physical features.</i></p>
Key Vocab	<p>Biomes</p> <p>Latitude</p> <p>Longitude</p> <p>Time zones</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>Equator</p> <p>Arctic circle</p> <p>Antarctic circle</p> <p>Rainforest</p>	<p>Exports</p> <p>Imports</p> <p>Trade links</p> <p>Global supply chain</p> <p>Fair Trade</p> <p>Globalisation</p> <p>Supply Chain</p> <p>Multinational</p> <p>Economy</p>	<p>Climate</p> <p>Region</p> <p>Land settlement</p> <p>Trade</p> <p>Import</p> <p>Export</p> <p>Physical feature</p> <p>Human features</p> <p>Culture</p>
Key Concept	Physical processes/Place knowledge	Human processes	Locational/Place knowledge/Human processes

Year B Geography in Class 4: Year 5 & 6

	Autumn	Spring	Summer
Unit	<p><u>Exploring the Lake District</u> (Region of the UK and mapping skills)</p> <p>Week 1: Where is the Lake District? Week 2: Is it all lakes? Week 3: What is the climate like? Week 4: How do people use the land? Week 5: What attracts visitors to the Lake District (leaflet)? Week 6: What can we do to protect this place?</p> <p><i>NC: Name and locate geographical regions of the UK and their identifying human and physical features; including mountains, lakes, settlements.</i></p>	<p><u>Where Does Energy Come From?</u> (Natural resources)</p> <p>Week 1: What are natural resources? Week 2: Where does electricity come from? Week 3: How do we get water? Week 4: How does the food get to our tables? Week 5: What are minerals? Week 6: Will we run out? Alternative sources.</p> <p>(fieldwork - natural resources in the locality) <i>NC: In KS2 pupils should describe and understand key aspects of human geography including the distribution of natural resources including energy.</i></p>	<p><u>Down by the Sea</u> (Coasts of the UK)</p> <p>Week 1: What is the coast? Week 2: Is this a beach? Week 3: How do humans use the coast? Week 4: What is erosion? Week 5: How is the coastline changing? Week 6: Let's Map the Coast!</p> <p><i>NC: In KS2 pupils should identify key physical features, using technical vocabulary and explaining how they have changed over time.</i></p>
	Mountain Valley Lake Climate Region Land settlement Trade Export Physical feature Human features Culture	Tidal power Nuclear power Wind turbines North Sea Grid Solar Farms Hydroelectric power Reservoirs Sustainability Pollution	Coastal Erosion Tidal Rocks Minerals Pollution Tourism Human Features Physical Features Compass Grid Reference Coordinates OS Map
Key Concept	Locational/Place knowledge/Human processes	Physical processes	Physical processes/Human processes

