

Geography Curriculum Overview



Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events
Nursery	Colours of Autumn		Animals in Springtime		Our area in Summer		On-site learning Outdoor play Off-site learning Geographical features at Ropner Park and in the local area e.g. plants and the streets, shops and natural objects in the Oxbridge area. Industrial use and habitat around e.g. railway lines, local businesses Hardwick Hall
	<p style="text-align: center;">The World People and Communities</p> <p style="text-align: center;">Rationale - Geography is taught through child interest led activities.</p> <p>Children will be encouraged to show interest and question their local area around Oxbridge Lane Primary School and where they live and areas which are familiar to them. They will be asked to remember and talk about significant places in their lives as well as special places they have visited e.g. relatives local areas, holiday destinations, parks or activity centers. Children will learn about different locations around school and further afield. They will also learn about things that make our local area special and unique they will be encouraged to talk about their similarities and differences in relation to locations using geographical vocabulary that is familiar while being introduced to new vocabulary regularly. Children will be encouraged to talk about aspects of their familiar world such as the park and the shops at Oxbridge. As many of our pupils have little or no access to outside space in their homes Oxbridge learning will endeavor to provide unique and stimulating learning both inside and outside of the classroom which will include trips and visitors.</p>						
	<u>Skills</u> – To understand the changes that happen in Autumn in their local area. To discuss the changes through first hand experiences.		<u>Skills</u> – To develop an interest and love of the natural and human geographical world.		<u>Skills</u> – To be able to experience and discuss physical features of summer. To be able recognize and discuss features found in their local environment.		Visitors Park keeper Shop/business owners
	<u>Vocabulary</u> - street, woods, park, trees, rain, Autumn, grow, leaves, changing, wind, zebra crossing, transport, railway		<u>Vocabulary</u> - grow, change, seed, plant frost, mini-beast, wings, legs, warm, road, street, pavement, path		<u>Vocabulary</u> - travel, car, bus, sun, shade, different, same, shop, garage, house, flat same , different		
Reception	Nursery Rhymes	Toys	Traditional Tales	Insects	Dinosaurs	Superhero	On-site learning Outdoor play Off-site learning Trips to Ropner Park, walks around the local streets to study house and shops. Preston Park Visitors Mountain Rescue assembly
	<p style="text-align: center;">The World People and Communities</p> <p>Children will know about similarities and differences between themselves and others, and among families, communities and traditions. Children will learn about similarities and differences in relation to places, objects, materials and living things. They will with a growing confidence talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Rationale - Geography is taught through child interest led activities. Children will experience visits and picnics at Preston Park and Hardwick Park. These are designed to give children a range of life experiences to excite and stimulate in a way they may not be able to access at home. Children will develop and reinforce previous vocabulary and geographical knowledge through first-hand experience and talking about similarities and differences of the local area and further develop a knowledge and</p>						

appreciation of their local geographical diversity.

Skills – recognize and name some geographical physical features.
To be able recognize and discuss features found in their local environment.

Skills – To explore and make comparisons between seasons.

Skills – To begin to understand the wider world and use some simple geographical vocabulary.

Skills – To talk and make observations about an environment further afield.

Skills – To talk and make observations about an environment further afield.
To be able to experience and discuss physical features of summer.

Skills – To learn about their community and the world in which they live. To be able to compare and contrast locations.

Vocabulary - Forest, river, hill, stream, tree, lake, parkland,

Vocabulary - Weather seasons, clouds, temperature

Vocabulary – Country, moon sun stars

Vocabulary – Environment, mountain, world, park, tree, lake,

Vocabulary - continent sea country ocean

Vocabulary – plan, city, town, village, countryside

Year 1

Geography Features

Atlases and Maps

Seasonal Weather

Stockton Past and Present

4 UK Countries and Capitals

Physical Features

On-site learning

Off-site learning

Rationale - This topic has been chosen to as it links with a visit to Ropner Park. Children are to talk about the natural environment and raise questions on what they have experienced and find the answers and share with others. Children will learn that there are different cultures and people and other ways of living often linked to geographical factors.

Rationale - Links to 'Paws, claws and whiskers' topic. Study animals and habitats around the world and place on maps. This topic will ignite and desire to study other places further afield from Stockton which children may not have seen or visited.

Rationale - This topic has been chosen as it links to art and science topics this term. Links to be made to science during the study of weather and plants. Art links include clouds and textures. Children will learn geography encompasses many areas of life and is not a standalone subject.

Rationale - This topic links to the overall theme of 'Memory Box' and the history past and present topic. Children need to understand their local environment and name various geographical features. Children will see geographical features but may not realise what they are this allows them to use first and second hand (old maps, aerial photos) study techniques.

Rationale - This topic links to the overall theme of 'Bright lights big cities' as well as history 'Cities and royals'. Geography with look at the major cities of the UK and the four countries and their links to royals. This will allow children who have visited other larger cities or countries to share their knowledge with their peers. Children will study how the UK has a diverse human and physical geographical make-up.

Rationale - This topic links to the overall theme of 'Enchanted Forest'. Children will be able to use the key vocabulary when discussing physical features they see and research. Our local park Ropner Park is an ideal location to bring to life the diverse range of vegetation. Children will understand other ways of living often linked to geographical factors.

Park to observe seasonal changes. Walk around local area.
Visit to Ropner park
Visitors
Talk from a woodland worker
Mountain Rescue assembly

Skills – I can talk about a natural environment, naming its features using some key vocabulary. I can locate places on

Skills – I can draw a simple map. I can recognise and name some continents and oceans on a globe or

Skills – I can show awareness that the weather may vary in different parts of the UK and in different parts of the world.

Skills – I know about the local area and can name key landmarks, e.g. the nearest local green space.

Skills – I can use an atlas to name and locate on a map the four countries and capital cities of the United

Skills – I can talk about a natural environment, naming its features using some key vocabulary.

	a map of the local area using locational and directional language. To talk and make observations about an environment further afield.	atlas. To learn about their community and the world in which they live. To be able to compare and contrast locations.		I can talk about a human environment, such as the local area or a UK city, naming some features.	Kingdom. I can show awareness of my locality and identify one or two ways it is different and similar to a distant place.		
	Vocabulary - vegetation, season and weather city, town, house near and far; left and right	Vocabulary - maps, atlas, globe, countries North, South, East and West near and far, left and right, compass directions, near and far	Vocabulary - season and weather related, climate	Vocabulary - city, town, village, river, house, map, aerial Landmarks, physical, human,	Vocabulary - city, capital, town, countries, England, Scotland, Wales, Northern Ireland, United Kingdom, Great Britain, British Isles London, Belfast, Edinburgh, Cardiff	Vocabulary - forest, wood, mountain, lake, hill, river, stream, soil, vegetation	
Year 2	I am a Superhero	All Ablaze	Planet Earth		To Infinity and Beyond		On-site learning
	Where do I come from?		Looking at the world around us – continents and ocean	Comparing UK with another small area or Non-European country	Human and Physical Features - around the world and use maps, globes and atlas		Off-site learning Planetarium The Deep
	<u>Rationale</u> - Links to 'I am a super hero'. To learn about heroes from their local area. This will allow children to study local people and realise they have an opportunity to achieve great things with their lives and that geographical location will not stop them from fulfilling their ambitions. Children will learn that there are different cultures and people and other ways of living often linked to geographical factors within their own diverse community..		<u>Rationale</u> - Links to the overall topic of planet Earth. Children will study the continents and oceans of the world allowing them to see a world beyond Stockton and the UK. Children who have travelled further afield or have moved from another country will be able to share their experiences and allow other children to question and develop an enquiring geographical mind which understands a diverse physical and human environment.	<u>Rationale</u> - Links to the overall topic of planet Earth. Children will look at how their country differs and has similarities with that of a different country. This allows our children who may have limited experience of travel to be able to see the wonders of physical and human features around the UK and the world. The will be able to contrast and compare diverse global regions.	<u>Rationale</u> - Links to the overall topic of 'To infinity and beyond'. Children are to explore the wider world and look at a range of geographical features using maps, atlases and digital media. Children will be given access to a range of resources including maps and atlases which they may not have at home and be allowed to develop a love of world geography. They will gain an understanding of human and physical features that they will be able to use in school but also hopefully inspire them to visit or study further when they are older.		Visitors Mountain Rescue assembly

	<u>Skills</u> – I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. I know about the local area, and can name and locate key landmarks. I can describe a journey on a map of the local area using simple compass directions and locational and directional language. I can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom.		<u>Skills</u> – I can name and locate the seven continents and five oceans on a globe or atlas.	<u>Skills</u> – I can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there. I can describe my locality and how it is different and similar to a distant place. I can show awareness of my locality and identify one or two ways it is different and similar to a distant place.	<u>Skills</u> – I can describe which continents have significant hot or cold areas and relate these to the Poles and Equator. I can recognise a natural environment and describe it using key vocabulary I can draw a simple map with a basic key of places showing landmarks. I can talk about a natural environment, naming its features using some key vocabulary.	
	<u>Vocabulary</u> – symbols, city, town, village, factory, farm, house, office, port, compass		<u>Vocabulary</u> - continents, seas, oceans, Atlas, North, South, East, West locate	<u>Vocabulary</u> – country, continents, seas, oceans, atlas, compare, similar, different	<u>Vocabulary</u> - Equator and the North and South Poles, atlas, globe, map, digital mapping	
Year 3	Europe					On-site learning
	Journey from Rome to Stockton -mapping; Rome v Stockton: climate; human/physical features.	Physical and human features. Map journey round major European cities (incl. of the UK) to visit famous landmarks.	Journeys Consider the journey of a stone age person and compare to one today.	World’s Oceans and Specific Features - e.g., Great Barrier Reef Mapping.	Endangered species/conservation	Off-site learning Visitors Mountain Rescue assembly
	<u>Rationale</u> - Links to the overall theme of I am a warrior. History Romans: where from? Art - Roman clay pots. Children will learn how conquering armies often used indigenous people to further their	<u>Rationale</u> - Links to the topic of Euro Road Trip. Children will travel around the major countries and cities of Europe. To help children realise there are a variety of different and interesting	<u>Rationale</u> - Links to the topic of early human life. Children will consider how terrain and other geographical features have changed over time.	<u>Rationale</u> - Links to the overall topic of Blue Abyss. Study of the world’s oceans. To allow children access to information on areas of natural beauty which they may not be exposed to in	<u>Rationale</u> - Links to science topic Animals including humans studying endangered species from around the world. To help children understand how animals and humans are linked and that a diverse	

	own needs.	areas away for the local community and that their cultures and ways of life may be different but equally as important as ours.		their home lives. For us to help children appreciate the beauty and fragile state of environments from around the world and be aware of what we are able to do to save them while instilling a love of the natural environment.	range of species and climates are needed to ensure species and the environment continue to thrive.	
	<p><u>Skills</u> – I can describe where the UK is located, and name and locate its four countries and some counties; locate where I live in the UK. I can locate the UK's major urban areas; locate some physical environments in the UK. Children will be able to discuss positive and negative impacts of Romans with regards to their use of indigenous labour. I can recognise a natural environment and describe it using key vocabulary</p>	<p><u>Skills</u> – I can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. I can recognise the main land uses that occur in different settlements using a range of key vocabulary. I can locate countries in Europe and North and South America on a map or atlas. I can draw a simple map with a basic key of places showing landmarks.</p>	<p><u>Skills</u> – I can use a simple letter and number grid and give direction instructions up to four compass points. I can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere; I can locate the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.</p>	<p><u>Skills</u> – I can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. I can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary. I can describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</p>	<p><u>Skills</u> – I can, in a group, carry out fieldwork in the local area and present information.</p>	
	<p><u>Vocabulary</u> - Rome, Italy, Europe, climate, hills, mountains, rivers, maps, climate, land use, settlement</p>	<p><u>Vocabulary</u> – Climate, United Kingdom, Europe, hills, mountains, coasts, rivers, trade, diverse</p>	<p><u>Vocabulary</u> - land use, natural resources, trade, settlement, energy, food, minerals and water</p>	<p><u>Vocabulary</u> – Atlantic, Pacific, Indian, Southern, Arctic, coast</p>	<p><u>Vocabulary</u> – Climate, zones, Biomes, Vegetation, belts, human, natural, trade, economic, deforestation, global warming, conservation</p>	

Year 4	Our World					On-site learning
		Equator, North and South America, Arctic, Antarctic	Geographical skills, compasses, 4 figure grid references, Contrasting localities			Off-site learning
		<u>Rationale</u> - Links to the overall topic of the western World. Children will study a range of countries using mapping skills both digital and in atlases. Children are to gain a knowledge key geographical features which will lead to further study in Years 5 and 6. Children will have the opportunity to study countries and geographical areas they may not have heard of or seen while understanding how they link to other areas of the world.	<u>Rationale</u> - Links to the history topic of The Egyptians. Children will use a range of maps, atlases and digital resources to help them give directions and work out grid references. Children will be able to identify key characteristics of urban and rural areas and locate a countries on a map to develop further geographical skills and knowledge. Children will be given opportunity to use geographical skills in in real life. Children to be given opportunity to understand and discuss how Egyptians used slave labour and link it to other societies and discuss the reasons for it and what we think about this now.			Visitors Mountain Rescue assembly
		<u>Skills</u> – I can use simple geographical vocabulary to describe significant physical features and talk about how they change. I can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. I can locate some countries in Europe and North and South America on a map or atlas. I can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. I can locate and describe some human and physical characteristics of the UK. I can describe the characteristics of settlements with different functions, e.g. coastal towns. I can describe where the UK is located, and name and locate some major urban areas; locate where I live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. I can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles	<u>Skills</u> – I can use four-figure grid references and give direction instructions up to eight compass points. I can locate some countries in Europe and North and South America on a map or atlas. I can make a map of a short route with features in the correct order and in the correct places. I can use the zoom function of a digital map to locate places. I can use vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. I can, in a group, carry out fieldwork in the local area and present information.			

		<p>I can recognise different natural features such as a mountain and river and describe them using a range of key vocabulary.</p> <p><u>Vocabulary</u> - Equator, continents, compass points, grid reference, Greenwich, Meridian, time zones</p>		
			<p><u>Vocabulary</u> – North, South, East, West, grid reference, desert, locality, contrast, Nile, slave, labour, rights</p>	
Year 5	What Makes Teesside, Teesside?		Survival Across the World	Building Our Future
	River Tees – Source to Mouth	Captain Cook – Hero or Villain?	Grid References (4 figure)	Comparison – North America Stockton vs Stockton now – What will they look like in 5 yrs. time?
	<p><u>Rationale</u> - Links to overall topic of 'What makes Teesside, Teesside'. Children will study the River Tees and locations along the river including a field work visit. Children will see how the region fits into the UK in regards human and physical geography. To give children the opportunity to experience the beauty of their local geographical area and inspire them to look at other aspects of geography close to home and further afield.</p>	<p><u>Rationale</u> - Links to overall topic of 'What makes Teesside, Teesside'. Also links with inspirational Teessiders. Children to study the influence and journey of a famous Teessider across the globe studying many geographical features. Children to debate the merits of Captain Cook especially his influence/effects on indigenous people. Children will be given the opportunity to see that Teessiders can be successful and many have influenced people and history across the world.</p>	<p><u>Rationale</u> - Links to the overall topic of Survival across the world. Also links with PE orienteering. Children will carry out orienteering activities in PE and look at local maps to identify grid references to ensure they have basic survival skills and are able to read a map. To allow children to practice first hand skills they have developed in the classroom over a period of time and may not get an opportunity to use in their home life.</p>	<p><u>Rationale</u> - Links to the overall topic of 'Building for the future'. Children will study Stockton UK and Stockton USA both past and present and look at geographical similarities and differences. Children are to see that their local town has an influence in North America and countries across the world. To give children an opportunity to discover a world which is beyond their local area and realise that Stockton (UK) has had an influence on regions around the world.</p>
	<p><u>Skills</u> – I can use digital maps to identify human and physical features. I can describe different types of Industry currently in the local area.</p>	<p><u>Skills</u> – I can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and</p>	<p><u>Skills</u> – I can use four-figure grid references. I can use four-figure grid references and give direction instructions up to eight compass points.</p>	<p><u>Skills</u> – I can know the journey of how one product gets into their home in detail. I can understand that climate and vegetation are connected in an example of a biome, and food is grown in many different countries because of their climate. I can know and share information about a European region and a region in North or</p>
				<p>On-site learning</p> <p>Off-site learning Fieldwork at various point on the River Tees</p> <p>Visitors Mountain Rescue assembly</p>

	I can locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. I can locate the UK's regions and major cities.	Longitude I can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. I can locate some countries in Europe and North and South America on a map or atlas. I can make a map of a short route with features in the correct order and in the correct places. I can use the zoom function of a digital map to locate places.		South America, and understand that a region is unique. I can describe some key physical and human characteristics of Europe and North and South America. I can use vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.	
	Vocabulary – source, mouth, erosion, meander, water fall, rapids, flow, Stockton, Yarm, High Force, Tees, Port, rural, urban, land use, natural world, diversity	Vocabulary - latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, study, fieldwork, indigenous,	Vocabulary - six points of a compass, four and six-figure grid references, symbols	Vocabulary - physical and human characteristics, countries and major cities latitude, longitude, Northern Hemisphere, similarities and differences, digital/computer mapping	
Year 6	Conflicts				On-site learning Off-site learning High Adventure Visitors Mountain Rescue assembly
	European Human / Physical	Litter Pick / Beach Clean	Geographical Skills	Japan	
	<u>Rationale</u> - Links to overall topic of War & Conflict. Looking at human and physical features of Europe pre/post WW1 & WW2. Children will identify countries on a map and note political changes to maps over time. To understand that a diverse population and countries fought in the war to the allies. To show how migration from war or famine is not new and that people in our local area may be living here for these very reasons.	<u>Rationale</u> - Links to the overall topic of Challenges Facing the World, linking to PSHE caring for the world. Children to understand the differences between UK localities and how human impact has caused these areas to change. To help children appreciate the beauty and fragile nature of our local natural environment and to encourage them to take responsibility for maintaining and improving our local and global environment.	<u>Rationale</u> - Using geographical skills gained at High Adventure in Autumn 1 term when completing map work and fieldwork. To read a compass using figure references. To allow children to enhance	<u>Rationale</u> - Current world events as Japan hosting 2020 Olympic Games. Links to current affairs and this gives our children a chance to broaden their knowledge of a geographical location which has similarities	

			skills they have learnt through first hand experiences and may not otherwise get in their home lives.	and many differences to ours.	
	<p><u>Skills</u> – I can locate cities, countries and regions of Europe and North and South America on physical and political maps. I can describe key physical and human characteristics and environmental regions of Europe and North and South America.</p> <p>I can understand that climate and vegetation are connected in an example of a biome, and food is grown in many different countries because of their climate. I can know and share information about a European region and a region in North or South America, and understand that a region is unique.</p>	<p><u>Skills</u> – I can locate and describe several physical environments in the UK, environments, and how they change. I can recognise broad land-use patterns of the UK. I can understand how a region has changed and how it is different from another region of the UK. I can know information about a region of Europe and North or South America, its physical environment and climate, and economic activity. I can describe some key physical and human characteristics of Europe and North and South America.</p>	<p><u>Skills</u> – I can find six-figure grid references. I can make sketch maps of areas using symbols, a key and a scale and I can use digital maps to investigate features of an area. I can plan and carry out a fieldwork investigation in a rural area using appropriate techniques.</p>	<p><u>Skills</u> – I can describe what the climate of a region is like and how plants and animals are adapted to it. I can describe and understand a range of key physical processes and the resulting landscape features. I can understand how a mountain region was formed. I can know the journey of how one product gets into their home in detail.</p>	
	<p><u>Vocabulary</u> - Human/physical features, atlas, digital mapping, Europe, migration</p>	<p><u>Vocabulary</u> – environment, destruction, global warming, plastic pollution, sea level, change, melting ice caps, deforestation</p>	<p><u>Vocabulary</u> – mapping, orienteering, symbols, compass points, grid references</p>	<p><u>Vocabulary</u> – Asia, Tokyo, Pacific Ocean, Islands, Urban, Economic, Trade, Similarities, customs, Mount Fuji, infrastructure</p>	