



**Hoole St Michael C of E Primary School ~ Geography Overview 2020-21**

**Subject Leaders : Louise Horn and Lorna Topping**

	<b>Autumn Term Curriculum Focus</b>	<b>Spring Term Curriculum Focus</b>	<b>Summer Term Curriculum Focus</b>
<b>Discovery</b>	<ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment</li> <li>Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park.</li> <li>Introduce vocabulary to enable children to talk about their observations and to ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Use the local area for exploring both the built and the natural environment.</li> <li>Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs.</li> </ul>
<b>Atlantis</b>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of England and its capital city, London.</li> <li>Take a tour of London now and compare it to London in 1666 before the Great fire.</li> <li>Study pictures of the</li> </ul>	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Make links with a school from a differing country. Write letters and ask them questions about their area/country.</li> <li>understand geographical similarities and differences through studying the human and physical geography small area in a contrasting non-</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>A walk through Hoole- ask children to bring in photographs from grandparents who may have grown up in the local area and try to find</li> </ul>

localities in the past and in the present and ask 'How has it changed?'

- **Draw pictures** to show how places are different and write comparatively to show the difference.
- **Express own views** about a place, people and environment. **Give detailed reasons** to support own likes, dislikes and preferences.

#### Geographical skills and fieldwork

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- **Link to The Iron man and Tin Forest.**
- **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**

#### Human and physical geography

- **Children look at how we can look after and care**

#### European country

- **Draw pictures** to show how places are different and write comparatively to show the difference.
- **Express own views** about a place, people and environment. **Give detailed reasons** to support own likes, dislikes and preferences.

#### Human and physical geography

- use basic geographical vocabulary to refer to: physical features, including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Find the location of hot and cold areas of the world in relation to the Equator.

#### Enquiry and Investigation

- **Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'**

#### old areas using old maps.

#### Human and Physical Geography

Use basic geographical vocabulary to refer to:

- key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation.
- **key human features**, including: city, town, village, factory, farm, house, office, port, harbour and shop.

#### Mapping

- Use a range of maps and globes (including picture maps) at different scales. Use vocabulary such as bigger/smaller, near/far. Know that maps give information about places in the world (where/what?). Locate land and sea on maps. Recognise simple features on maps e.g. buildings, roads and fields. Recognise landmarks and basic human features on aerial photos. Know that symbols mean something on maps.

#### Fieldwork

- Use simple compass directions (NSEW).

	<p><b>for our environment.</b></p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>		<p><b>Enquiry and Investigation</b></p> <ul style="list-style-type: none"> <li>▪ Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> <li>▪ Notice and describe patterns.</li> <li>▪ Use maps and other images to talk about everyday life e.g. where we live etc.</li> </ul>
<p><b>Enterprise</b></p>	<p>Autumn 1 – recovery</p> <ul style="list-style-type: none"> <li>• Human and physical features</li> <li>• Oceans</li> <li>• Continents</li> <li>• Uk countries and capital cities</li> <li>• 4 and 8 point compass</li> </ul> <p>Autumn 2 – History focus – European countries involved in WW2.</p>	<p>Spring 1 – Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> <li>▪ Describe and understand key aspects of: <ul style="list-style-type: none"> <li>- physical geography including volcanoes and earthquakes.</li> <li>- human geography including types of settlement and land use.</li> <li>- Children to have a stone age day.</li> </ul> </li> <li>Types of rocks and soil</li> <li>Geology day –</li> <li>Earths crust and tectonic plates</li> <li>- Crust sundae</li> <li>-</li> </ul>	<p>Summer – UK counties and cities</p> <ul style="list-style-type: none"> <li>▪ Name and locate counties and cities of the United Kingdom.</li> <li>- UK regional study: Lake district</li> <li>- Investigate national parks</li> <li>- Look at challenges facing national parks and who is helping national parks.</li> </ul> <p>Spring 2 – European countries – France and Paris.</p> <ul style="list-style-type: none"> <li>▪ Locate the world’s countries, using maps to focus on Europe (including the location of Russia).</li> <li>▪ Identify the position of latitude, longitude, Equator, Northern Hemisphere.</li> <li>▪ A region in a European country.</li> <li>▪ Children to have a French day applying their knowledge of Paris and the region</li> </ul>

			<p>surrounding Paris with their language.</p> <ul style="list-style-type: none"> <li>- Similarities and differences between France and the lake district.</li> </ul>
<h1>Endeavour</h1>	<p>History focus in half term 1:</p> <ul style="list-style-type: none"> <li>- Look at modern social history and Black History Month.</li> <li>- History of medical advances with health hero topic.</li> </ul>	<p><u>Key Locations:</u></p> <p><u>The Geography of the United Kingdom</u></p> <ul style="list-style-type: none"> <li>• Beowulf – hook from English with Anglo Saxon links.</li> <li>• Identify key locations in the United Kingdom</li> <li>• Link to Anglo Saxons and why our place names are as they are.</li> <li>• Meanings of key place names and links to their geographical features.</li> <li>• Anglo Saxon themed day</li> <li>• Settlements and changes in settlements over time.</li> <li>• Explore significance of settlements on rivers.</li> <li>• Physical and human features of the United Kingdom.</li> <li>• Link Anglo Saxon values and explore our British values</li> <li>• Exploring Anglo Saxon houses</li> </ul> <p><u>1066 The Race to the Throne:</u></p> <ul style="list-style-type: none"> <li>- Using knowledge of settlements from first unit to chart the journey of Harold Godwinson.</li> <li>- Hook in with Anglo Saxon Boy</li> <li>- Focus on strategic value of sites and how this has influenced us around the country.</li> </ul>	<p><u>Key Location:</u></p> <p><u>Local Geography focus town – Preston</u></p> <ul style="list-style-type: none"> <li>• Land patterns and changes over time to Preston physically and human features.</li> <li>• Link to history of the town.</li> <li>• Enrichment and link with visit to Harris Museum</li> <li>• Focus on the River Ribble for source to mouth and its use as key to settlement.</li> <li>• Start of the Football League</li> <li>• Preston as a central point with railway and roads. Development</li> </ul> <p><u>Key Location: Blackpool and the Fylde Coast</u></p> <ul style="list-style-type: none"> <li>• Physical geography of the coast</li> <li>• Land pattern changes over time</li> <li>• Fertile coastal land and crops</li> <li>• Human features – link to history and the rise of the railway.</li> <li>• Location of key seaside towns across the United Kingdom</li> <li>• Change in human features over time. The impact of the last 10 years on places like Blackpool.</li> <li>• Link to maths and make key landmarks linked to Blackpool – our own golden mile. Scale work.</li> </ul>

		- Real life Battle of Hastings -			
Outdoor Learning	Curriculum Hook	Cultural Capital	Christian Values	British Values	Enrichment Activities/Trips