



**Hoole St Michael C of E Primary School ~ Geography Overview 2019-20**



**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> (for Y1 discovery see below)	<p>EYFS –</p> <ul style="list-style-type: none"> <li>To understand where in the world they come from.</li> <li>To understand where in the world they will find different animals.</li> </ul> <p>Trip to the Zoo</p>	<p>EYFS –</p> <ul style="list-style-type: none"> <li>To look at similarities, differences, patterns and change (outdoor exploration)</li> </ul>	<p>EYFS –</p> <ul style="list-style-type: none"> <li>To talk about the features of their own immediate environment and how environments might vary from one another. (walk of their local area)</li> </ul>
<b>Atlantis</b>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>Zoo trip- locate where different animals originate from (which country and continent)</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify continents and oceans.</li> <li>use aerial photographs</li> </ul>	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>hunt around the school grounds</li> <li>understand geographical similarities and differences through studying the human and physical geography small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: physical features, including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>Trip to the beach</li> </ul> <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>Geographical skills and fieldwork</b></p>

	<p>and plan perspectives to recognise landmarks and basic human and physical features</p> <ul style="list-style-type: none"> <li>• A walk around the local area and school grounds</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Find the location of hot and cold areas of the world in relation to the Equator ( focus on the Amazon Rainforest- Link to literacy The Great Kapok Tree)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>
<h2>Enterprise</h2>	<p><u>Our local area –</u></p> <ul style="list-style-type: none"> <li>• Human and physical features</li> <li>• 8 points of compass</li> <li>• Ordinate survey maps</li> <li>• Local area walk</li> <li>• Digi-maps</li> <li>• Locating UK countries, cities and counties</li> </ul>	<p><u>Rivers-</u></p> <ul style="list-style-type: none"> <li>• Water cycle – Go noodle</li> <li>• Parts of the river</li> <li>• Identifying rivers on maps.</li> <li>• Journey of the river Nile</li> <li>• Location of Egypt</li> <li>• Comparing Human and physical features of Egypt to Much Hoole</li> <li>• How do rivers change - Experiment</li> </ul>	<p><u>Hills and mountains and coasts</u></p> <ul style="list-style-type: none"> <li>• Habitat hunt – What habitats does our local landscape provide.</li> <li>• Hills, mountains and coast – what are they? How do I locate them on a map?</li> <li>• Comparing each of these too Much Hoole.</li> <li>• Compare human and physical feature of mountains and the coasts; and how they provide suitable habitats for the wildlife they support.</li> <li>• Children to look at way to sustain our local landscape.</li> </ul>
<h2>Endeavour</h2>	<p><u>Locational Knowledge – Focus on the wider world.</u></p> <ul style="list-style-type: none"> <li>• Extreme Earth – location of volcanoes, earthquakes etc.</li> </ul>	<p><u>Key Locations:</u> <u>The Space Race:</u></p> <ul style="list-style-type: none"> <li>• Curriculum enrichment topic linked to science.</li> <li>• Locations of key countries in the</li> </ul>	<p><u>Key Location:</u> <u>Human and Physical features of South America.</u></p> <ul style="list-style-type: none"> <li>• Rainforest focus – curriculum hook linked to quality text The Explorer.</li> </ul>

- Locating countries, continents, oceans and seas.
- Location using a variety of maps.
- European countries
- G20 Countries
- Biomes and land use in focus areas.
- Focus on islands of the world – Japan link to Kensuke's Kingdom
- Mountains of the world.

Lancashire Kitchen – Food and Food Miles:

- Visit from local lettuce grower – enrichment and curriculum hook to introduce us as the salad bowl of the UK.
- Writing – magazine page all about how lettuce grows.
- Key vocabulary – wider than curriculum to give a depth of knowledge of a local industry.
- Foods famous to the UK – where do they come from and miles.
- Favourite world foods and the miles travelled.
- Text link – India with quality text Cloud Tea

Space Race.

- Locations of spacecraft construction and lift off sites – reasons for this.
- Locations of re-entry and why.
- Locations of countries and reasons behind their struggle for power.
- Working together of key nations in the modern era – INSS.
- Quality Text link – Boom.

- Location of key rainforests of the world – revise the term biome and recall world biomes.
- Charting the Amazon from source to mouth – key vocabulary. Outdoor learning with charting the course of the river.
- Settlements on the river – land use and comparison to other countries studied this year.
- The effects of deforestation – our role in the wider world.
- Olympic legacy? Has having the Olympics benefitted Brazil. Link to previous learning about the benefits of tourism.
- Quality text – The Explorer.

	Monkeys. Focus on tea production and plantations.				
Outdoor Learning	Curriculum Hook	Cultural Capital	Christian Values	British Values	Enrichment Activities/Trips