

Our Lady and St Joseph Primary School
Geography Curriculum Breakdown List 2022-23

Key Stage	Year	Unit Name	Enquiry Question	Curriculum Focus	Big Finish
Key Stage 1	Year 1	Seasons	What are the Seasons?	<ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the UK • develop locational and place knowledge about their locality, and the UK as a whole • understand basic subject-specific vocabulary relating to physical geography • begin to use geographical skills, including first-hand observation, to enhance their locational awareness • use simple fieldwork and observational skills in their school, its grounds and surroundings • use simple compass directions (North, South, East and West) 	role play a weather forecast and create paintings inspired by seasonal changes orally labeling your masterpiece
		People and their Communities	Where in the World do these people live?	<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • use world maps, atlases, globes and images to identify continents and oceans • learn about the human and physical geography of a small area in several non-European countries • use basic vocabulary to refer to physical and human features 	Make 3D models of places learned and label them.
		Animals and their Habitats	Where do our favourite animals live?	<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify continents and oceans • identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use simple compass directions and locational and directional language to describe features and routes on a map. • use simple fieldwork and observational skills. 	Create a 'home in a box' diorama
	Year 2	Our Local Area	What's it like where we live?	<ul style="list-style-type: none"> • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. • use maps, atlases and globes to identify the UK and its countries. • using aerial photographs and plan perspectives, identify the significant landmarks and basic human and physical features • compare journeys and landscapes and understand near/far, often/ rarely • devise a simple map; and use and construct basic symbols in a key • 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 • use simple compass directions and locational and directional language to describe features and routes on a map. 	create a map of our local area. and make 3D models of your local area
		Our Wonderful World	What are the seven wonders of our world?	<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify continents and oceans • use aerial photographs to recognise landmarks and basic human and physical features • devise a simple map; and use and construct basic symbols in a key. • identify the locations of hot and cold areas around the world in relation to the equator and the North and the South Pole. • understand geographical similarities and differences when studying both human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • use basic vocabulary to refer to physical and human features • develop knowledge about the world. 	make 3D models the seven 'wonders of the world' and create a museum of the world, roleplaying and telling facts.
		Journeys: Food	Where does our food come from?	<ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • use world maps, atlases and globes to identify continents and oceans • use simple compass directions (North, South, East and West) • use locational and directional language (e.g. near and far) to describe the location of features and routes on a map • understand geographical similarities and differences through studying the human geography of their local shops and trade links, and physical geography through studying nearby food growing or production • use basic geographical vocabulary to refer to human and physical features 	Create a Great British Food Map and go on a Great British Picnic

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Lower Key Stage 2	Year 3	Our World	Where on Earth are we?	<ul style="list-style-type: none"> locate the world's countries and locate the countries and cities in the United Kingdom using maps and compass skills identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use the 8 points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied 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. 	Invent a locational map game, quiz or puzzle
		Climate and Weather	Why is climate important?	<ul style="list-style-type: none"> locate some of the world's climate zones on a globe or map, name examples and have some understanding of them describe and understand key aspects of physical Geography including Climate Zones, Biomes and vegetation belts identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied identify the world's hottest, coldest, wettest and driest locations. use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations 	Produce a 'Big Finish' climate report
		Coasts	Do we like to be beside the seaside?	<ul style="list-style-type: none"> extend their knowledge and understanding beyond the local area to include more of the UK name and locate (some) counties and cities of the UK name and locate geographical regions of the United Kingdom, and their identifying human and physical characteristics, key topographical features (hills, coasts), and understand how some of these have changed over time understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) describe key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety consider tourism, as both an economic and a pleasurable activity think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having. 	Create a television advert or presentation to promote a coastal area
	Year 4	Earthquakes and Volcanoes	How does the Earth shake, rattle and roll?	<ul style="list-style-type: none"> Locate the world's countries, focusing on Europe and North and South America. describe and understand key aspects of physical geography, including volcanoes and earthquakes Understand that the distribution of earthquakes and volcanoes follows a pattern Learn key knowledge including the 'Pacific Ring of Fire' and plate tectonics Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	Make a real-life 'erupting' volcano
		The Americas	Can you come on a Great American Road Trip?	<ul style="list-style-type: none"> locate the world's countries using maps, including North and South America understand geographical similarities and differences of regions in North and South America concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities begin to associate weather/climate with landscape and environment describe and understand key aspects of human geography including types of and size of settlements and land use (village/city, urban areas/ rural areas) and the associated vocabulary. use maps, atlases, globes and digital/computer mapping (e.g. Google Earth) to locate countries and describe features studied identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	Create a song or rap about America
		Rivers and the Water Cycle	How does water go round and round?	<ul style="list-style-type: none"> describe and understand key aspects of physical geography, including rivers and the water cycle use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies name and locate some of the UK's and the world's most significant rivers and mountain environments learn about the features of a named river (the River Thames) in the UK, from source to mouth learn how rivers and mountains are formed and identify some of the processes associated with rivers understand where rivers and mountains fit into the water cycle. 	Design and make a model river

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Upper Key Stage 2	Year 5	Changes in Our Local Environment	How is our country changing?	<ul style="list-style-type: none"> name and locate counties and cities of the UK, and identify their human and physical characteristics, their key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of the UK use maps, atlases, globes and digital/computer mapping to locate countries and describe features use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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 	Create and label pieces of art that represent your local area past and present
		South America: The Amazon	What is life like in the Amazon?	<ul style="list-style-type: none"> name and 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. understand similarities and differences through the study of human and physical geography of a region of the UK, a region of Europe and a region within South America identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts, rivers and the water cycle describe and understand key aspects of human geography, including: types of settlement, land use & the distribution of natural resources use maps, atlases, globes and digital/computing mapping (Google Earth) to locate countries and describe features studied. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world deepen an understanding of the interaction between physical and human processes. 	Produce an exciting stop-motion animation
		Our World in the Future	What will our world look like in the future?	<ul style="list-style-type: none"> name and locate counties and cities of the UK, 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 describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water deepen an understanding of the interaction between physical and human processes use a range of methods including sketch maps, plans and graphs, and digital technologies use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	Create your own plan for the future of your local area
	Year 6	Protecting the Environment	Are we damaging our world?	<ul style="list-style-type: none"> describe and understand aspects of human geography, including settlement, land use patterns the distribution of natural resources including energy, minerals and water. and understand how some of these aspects have changed over time describe and understand key aspects of physical Geography including Biomes deepen an understanding of the interaction between physical and human processes use maps, atlases and globes to locate countries and describe features studied use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world 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 	Develop a campaign to help protect the planet
		Journeys: Trade	Where does all our stuff come from?	<ul style="list-style-type: none"> use maps, atlases and digital mapping to locate countries and describe features describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, understanding that food production is influenced by climate. describe and understand key aspects of human geography including economic activity such as trade links and the distribution of natural resources including energy, food, minerals and water use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	Write an adventure story about the journey of your chosen product
		Europe: A study of the Alpine Region	Where should we go on holiday?	<ul style="list-style-type: none"> understand similarities and differences through the study of human and physical geography of a region of the UK, a region of Europe and a region within South America Locate the world's countries, using maps to focus on Europe 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, Arctic and Antarctic Circle, the Prime/Greenwich Meridian describe and understand key aspects of physical geography, including mountains deepen an understanding of the interaction between physical and human processes Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	Design your very own mobile app about the Alpine region