

# Chad Vale Primary School Curriculum Overview for Geography



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	<p><b>Understanding the World</b></p> <p>Seasons and Colour</p>	<p><b>Understanding the World</b></p> <p>Habitats Local Walk</p>	<p><b>Understanding the World</b></p> <p>Making Maps – Journey to School</p>	<p><b>Understanding the World</b></p> <p>Local Environment Comparing Locations (Houses)</p>	<p><b>Understanding the World</b></p> <p>Farm Trip Recycling</p>	<p><b>Understanding the World</b></p> <p>Local Walk</p>
<b>Learning Objectives:</b>						
<b>Year 1</b>	<p><b>Seasonal &amp; Daily Weather Patterns</b></p>		<p><b>Geography of the UK &amp; Surrounding Areas</b></p>		<p><b>Hot and Cold Areas of the World Including North/South Pole Fieldwork and Observational Skills of the school and its grounds Including Human and Physical Features</b></p>	
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>- I can keep a weather chart and answer questions about the weather.</li> <li>- I can explain how the weather changes throughout the year and name the seasons.</li> </ul>		<ul style="list-style-type: none"> <li>- I can locate the four countries and capitals in the United Kingdom on a map.</li> <li>- I can name the four countries and capitals in the United Kingdom and the surrounding seas.</li> <li>- I can compare the human and physical geography in a small area of the UK.</li> </ul>		<ul style="list-style-type: none"> <li>- I can explain some of the main things that are in hot and cold places.</li> <li>I can explain the clothes that I would wear in hot and cold places.</li> <li>- I can use simple observational skills to study the geography of the school grounds noting human and physical features.</li> </ul>	

Year 2	Compare and Contrast the UK and Brazil (Rainforests)		Continents & Oceans		Use and Create Maps  Use Simple Compass Directions  Human and Physical Features	
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>- I can describe the key features of a place from a picture using words like rainforest, hill, mountain, ocean, valley</li> <li>- I can name the different layers of a rainforest using the correct terminology.</li> <li>- I know what a rainforest is and where in the world they are located.</li> </ul>		<ul style="list-style-type: none"> <li>- I can name the continents of the world and locate them on a map.</li> <li>- I can name the world oceans and locate them on a map.</li> </ul>		<ul style="list-style-type: none"> <li>- I can devise a simple map.</li> <li>- I can use simple compass directions to describe the location of features and routes on a map.</li> <li>- I can explain how an area has been spoilt or improved and give my reasons.</li> <li>- I can explain the facilities that a village, town and city may need and give reasons.</li> </ul>	

<b>Year 3</b>	<b>Locate World Countries</b>  <b>Compare a Region of the UK with a Region in Europe – Links to Water Cycle</b>		<b>Intro to Volcanoes and Earthquakes – Link to Rocks in Science</b>		<b>Fieldwork Using OS Maps, Globes, Computer Mapping and Compasses</b>	
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>- I can name and locate the capital cities of neighbouring European countries, including Russia.</li> <li>- I can locate and name the continents on a World map.</li> <li>- I can compare a region of the UK with a region in Europe e.g. hilly vs flat.</li> <li>- I can locate and name the main countries making up the British Isles, with their capital cities.</li> </ul>		<ul style="list-style-type: none"> <li>- I can describe how volcanoes and earthquakes are created.</li> <li>- I can describe what the water cycle is (excluding transpiration).</li> </ul>		<ul style="list-style-type: none"> <li>- I can use some basic Ordnance Survey map symbols.</li> <li>- I can begin to use four-figure grid references on a map.</li> <li>- I know the eight points of a compass.</li> <li>- I can use an atlas to find particular places.</li> <li>- I can create a sketch map of the school and its grounds using fieldwork.</li> </ul>	
<b>Year 4</b>		<b>Comparison of UK with North America</b>	<b>Mountains (UK &amp; Worldwide)</b>		<b>Geographical Skills &amp; Fieldwork Including Globes and Compass Work</b>	

<p><b>Learning Objectives:</b></p>		<ul style="list-style-type: none"> <li>- I can locate areas of similar environmental regions, either desert or temperate regions relating to North America.</li> <li>- I can compare a region in the UK with a region in North America with significant differences and similarities.</li> </ul>	<ul style="list-style-type: none"> <li>- I understand the main features of mountains.</li> <li>- I can explain how mountains are formed.</li> <li>- I can name some famous mountains around the world and in the UK.</li> </ul>		<ul style="list-style-type: none"> <li>- I can use the eight point of a compass, four figure grid references and symbols and keys (including on OS maps).</li> <li>- I can use fieldwork to observe and record the human and physical features in the local area, including sketch maps, plans and graphs.</li> <li>- I can use maps, atlases, - globes &amp; digital mapping to locate countries.</li> </ul>	
<p><b>Year 5</b></p>		<p><b>Compare and Contrast the UK and South America</b></p>		<p><b>Rivers and the Water Cycle</b></p>		<p><b>Fieldwork Including Maps, Atlases, Computer Mapping and Compass Work</b></p>
<p><b>Learning Objectives:</b></p>		<ul style="list-style-type: none"> <li>- I can compare a region in the UK with a region in South America with significant similarities and differences.</li> <li>- I can locate the main countries in Europe and North or South America and some principle cities.</li> </ul>		<ul style="list-style-type: none"> <li>- I can explain why many cities are situated on or close to rivers.</li> <li>- I can explain the course of a river.</li> <li>- I can explain why people are attracted to live by rivers.</li> <li>- I can describe the water cycle including transpiration.</li> </ul>		<ul style="list-style-type: none"> <li>- I can use maps, atlases, globes and digital maps to locate countries.</li> <li>- I can use the eight points of a compass, four-figure grid references, symbols and keys (including OS maps).</li> </ul>

						- I can use fieldwork to observe, measure and record human and physical features in the local area using sketch maps, plans, graphs and digital technologies.
<b>Year 6</b>		<b>Comparison of the UK and Modern Greece</b>		<b>OS Map Work Using Six-figure Grid References.</b>  <b>Fieldwork Including a Study of the Local Area Including Maps and Digital Technologies</b>		<b>Detailed Study of Earthquakes &amp; Volcanoes Including Plate Tectonics and the Ring of Fire.</b>  <b>Distribution of Natural Resources</b>
<b>Learning Objectives:</b>		- I understand the geographical similarities and differences of the human and physical geography between a region of the UK and a European country.  - I understand some of the reasons for the similarities and differences between two regions.		- I can use Ordnance Survey symbols and 6-figure grid references. - I can explain how land use has changed over time in the local area. - I can use maps, atlases, globes and computer mapping to locate countries and describe features studied. - I can use fieldwork to observe, measure and record human and physical features in the local area using sketch maps, plans, graphs and digital technology.		- I understand and can describe how and why volcanoes and earthquakes happen including plate tectonics. - I understand what the ring of fire is. - I can describe the distribution of some natural resources, focusing on energy.

--	--	--	--	--	--	--

