



ST. WINEFRIDE'S CATHOLIC PRIMARY SCHOOL

A VOLUNTARY ACADEMY

Geography Curriculum 2019

	Year 1	Topic /Trips
Locational Knowledge	-Name, label, locate and identify of the characteristics of the 4 countries and capital cities of the UK. <i>Oddizzi – Teachers – Topic Planning – United Kingdom</i>	Geography week (Summer 1) Yorkshire Wildlife Park
Place Knowledge	-Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK <i>Oddizzi – Teachers – Topic Planning – United Kingdom and Local Area</i>	God's World (Autumn 1) Ponderosa
Human & Physical Geography	-Recall seasonal and daily weather patterns in the UK. <i>Oddizzi – Teachers – Topic Planning – Weather and Seasons</i>	Winter (Spring 1)
Geographical skills & Enquiry	-Use simple fieldwork and observational skills to study the geography of their school and it's grounds and talk about the key human and physical features of its surrounding environment e.g. note taking, videoing, data collection, sketches, observations. <i>Oddizzi – Teachers – Topic Planning – Local Area</i>	All about me (Autumn 1)
Assessment	<p style="text-align: center;"><u>Working towards</u></p> <ul style="list-style-type: none"> -Name, locate and identify some of the characteristics of the 4 countries and capital cities of the UK. -Understand some of the geographical similarities and differences... -Identify the human and physical features of the one locality studied. Identify some seasonal and daily weather patterns in the UK. 	<p style="text-align: center;"><u>Working at</u></p> <p style="text-align: center;">Full objectives achieved.</p>

	-Use some simple fieldwork and observational skills to study the geography of their school and it's grounds.	
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	Year 2	Topic /Trips
Locational Knowledge	-Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea' <i>Oddizzi – Teachers – Topic Planning – Continents and Oceans</i>	Geography Week.
Place Knowledge	-Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. <i>Oddizzi – Teachers – Topic Planning – Constrasting Locality (Zambia Case Study)</i>	Our Local Area, Wibsey. Wibsey Walk
Human & Physical Geography	-Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. -Identify the human and physical features of the two locations. <i>Oddizzi – Teachers – Topic Planning – Hot and Cold Places</i>	Animals
Geographical skills & Enquiry	-Fieldwork to develop knowledge and understanding of the school and local area. -Use 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 and how it compares to others in different locations within the UK. - Fieldwork in the local area/close proximity to the school. <i>Oddizzi – Teachers – Topic Planning – Local Area</i>	Our Local Area, Wibsey.
Assessment	<u>Working towards</u>	<u>Working at</u>

	<ul style="list-style-type: none"> -Can name some of the 7 continents and 5 seas. -Can identify some of the geographical similarities and differences of the UK and a non european country. -Can identify the location of hot and cold areas on a map with support. -With support can show simple fieldwork and observational skills. 	Full objectives achieved.
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	Year 3	Topic /Trips
Locational Knowledge	<ul style="list-style-type: none"> - Locate the worlds countries, demonstrating an understanding, using maps focusing on Europe (including Russia), concentrating on their environment, regions, key physical and human characteristics, countries and major cities. - Name the countries and capital cities of the UK and choose an identifying landmark. <p>Oddizzi – Teachers – Topic Planning – United Kingdom Oddizzi – Teachers – Topic Planning – Europe</p>	Geography Week - Europe
Place Knowledge	<ul style="list-style-type: none"> - Understand & interpret geographical similarities and differences through the study of human and physical geography of a region of the UK and Europe <p>Oddizzi – Teachers – Topic Planning – United Kingdom</p> <ul style="list-style-type: none"> - Oddizzi – Teachers – Topic Planning – Europe 	Europe
Human & Physical Geography	<ul style="list-style-type: none"> - Study & give reasons how human geography has changed over time - Saltaire / Wibsey comparison/make links - Stone age - Skara Brae <p>Oddizzi – Teachers – Topic Planning – Local Area</p>	<p>Saltaire</p> <p>Stone Age</p>

Geographical skills & Enquiry	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital mapping to locate/interpret countries and describe features studied. - Use a variety of sources to observe, measure and record (calculate) the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies (Google Earth) 	Europe Europe
Assessment	<p style="text-align: center;"><u>Working towards</u></p> <ul style="list-style-type: none"> ● Name a capital city in Europe ● Name a landmark in Europe ● Name a difference between Wibsey & Saltaire 	<p style="text-align: center;"><u>Working at</u></p> <p style="text-align: center;">All objectives achieved</p>

	Year 4	Topic /Trips
Locational Knowledge	<ul style="list-style-type: none"> - Identify worlds countries, using maps focusing on North and South America, concentrating on their environment, regions, key physical and human characteristics, countries and major cities. - Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic, the Prime/Greenwich Meridian and time zones (including day and night) <p style="color: red;">Oddizzi – Teachers – Topic Planning – North and South America</p> <ul style="list-style-type: none"> - Oddizzi – Teachers – Topic Planning – Map Skills (PowerPoint on Lines of Significance) 	Living things and USA Sealife Centre - Manchester
Place Knowledge	<ul style="list-style-type: none"> - Examine geographical similarities and differences through the study of human and physical geography of a region within North or South America <p style="color: red;">Oddizzi – Teachers – Topic Planning – North and South America</p>	Living Things and USA

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Human & Physical Geography	<ul style="list-style-type: none"> - Explain and understand key aspects of physical geography including volcanoes, earthquakes and the water cycle. - Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Oddizzi – Teachers – Topic Planning – Volcanoes, Earthquakes and Rivers</p>	<p>Romans Portals to the Past visit school</p> <p>States of Matter BASF</p> <p>Romans Nell Bank</p>
Geographical skills & Enquiry	<ul style="list-style-type: none"> - To use the eight points of a compass, four and six figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the wider world <p>Oddizzi – Teachers – Topic Planning – Map Skills (PowerPoint on compass points)</p>	<p>Maths Nell Bank</p>
Assessment	<p style="text-align: center;"><u>Working towards</u></p> <ul style="list-style-type: none"> - Label the position Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic. - Be able to name the features of a volcano and name some of the most famous - Know 4 of the 8 points of a compass 	<p style="text-align: center;"><u>Working at</u></p> <p style="text-align: center;">All objectives achieved</p>

	Year 5	Topic /Trips
Locational Knowledge	<p>Identify the position and significance of latitude, longitude, Equator and the tropics - Africa</p> <p>Identify the position and significance of the Northern</p>	<p>Earth and Space Africa Trips to space centre</p>

	<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle - to understand weather systems and environmental issues such as global warming</p> <p>To study Prime/Greenwich Meridian to understand time zones</p> <p>Oddizzi – Teachers – Topic Planning – Map Skills (PowerPoint on Lines of Significance)</p> <p>Oddizzi – Teachers – Topic Planning – Climate Zones</p>	
Place Knowledge	<p>Classify geographical similarities and differences through the study of human and physical Geography of Kent (United Kingdom) Norway (Scandinavia) and North America (Canada)</p> <p>Oddizzi – Teachers – Topic Planning – Countries</p>	Vikings and Anglo Saxons Kent- Norway - North America
Human & Physical Geography	<p>To study human geography, including types of settlements and land use, economic activity including trade links</p> <p>Understand the distribution of natural resources including energy, food, minerals and water.</p> <p>Figure where food comes from</p> <p>Oddizzi – Teachers – Topic Planning – Food and Farming</p>	Vikings and Anglo Saxons Properties of matter Life cycle Africa
Geographical skills & Enquiry	<p>Use maps to identify countries through the knowledge of coordinates, latitudes and longitudes and physical geography.</p> <p>Use maps and atlases, globes and digital/computer to compare similarities and differences of physical geography of chosen countries and their weather systems.</p> <p>Using data handling software, analyse data and report the results by organising it in the form of graphs and draw logical conclusions.</p> <p>Oddizzi – Teachers – Topic Planning – Map Skills (PowerPoint on Lines of Significance)</p>	Earth and Space, Africa Vikings and Anglo Saxons Visit by Viking role play
Assessment	<u>Working towards</u>	<u>Working at</u>

	<p>Label the line of latitude and longitude on the world map. Label countries that are situated in high latitudes Label countries that are situated in low latitudes Where is prime meridian situated? What is global warming? List the name of major cities in Norway List the names of national parks in Canada. Map lines latitudes and longitudes Create a flier that promotes sale of ethically sound trade</p>	<p>What might be the temperature in high latitudes and low latitudes Label the coordinates given to you on the map of Africa and name the countries Explain how global warming affects the weather systems. Explain why prime meridian is situated in England Compare settlements in Kent Norway and Newfoundland during the Viking times and the modern times Identify trade links around the world based on a few chosen items. Discuss and debate fair trade</p>
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	Year 6	Topic /Trips
Locational Knowledge	<ul style="list-style-type: none"> - Produce a 6 figure grid reference - Name and locate key topographical features (including hills, mountains) and figure out understand how some of these aspects have changed over time. 	Ingleborough
Place Knowledge	<ul style="list-style-type: none"> - On a world map locate the main countries in the 7 continents. - Identify their main physical and human characteristics, 	Ancient Egypt

	<p>environmental regions (oceans) and major cities (capitals)</p> <ul style="list-style-type: none"> - Understand the significance of longitude and latitude <p>Oddizzi – Teachers – Topic Planning – Continents and Oceans – Countries and Explore the World for independent research</p> <p>Oddizzi – Teachers – Topic Planning Egypt</p> <p>-</p>	
Human & Physical Geography	<ul style="list-style-type: none"> - Study of modern land and settlements pre and post war compared to modern day; compare and reflect. - Draw conclusions and develop informed reasons for the changes. (Ingleborough) 	Ingleborough
Geographical skills & Enquiry	<ul style="list-style-type: none"> - Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers children, senior citizens & businesses. - Collate data collected and record it using data handling software to produce graphs and charts of the results. - Compose geographical questions e.g. how is traffic controlled? What are the main problems? - Undertake a street/noise survey of the local road/high street. - Formulate and carry out a general survey of the local road/high street. - Formulate and develop opinions e.g. do the pupils like/ dislike the road/street? - Compare road with another busier/ quieter street/ road. - Make suggestions and reflect on own beliefs. Which street/road do the pupils prefer? What changes/improvements would they make to either environment? - With the children's help, design and carry out a survey of the 	Ingleborough/ Wibsey

	<p>view of people in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic.</p> <ul style="list-style-type: none"> - Use local maps to find other routes traffic might take. - Report on the effects of the environmental change on themselves and others. - Select methods for collecting, presenting and analysing data. - Analyse evidence and draw conclusions. - Be aware of own responsibility in the world. <p>Oddizzi – Teachers – Topic Planning – Local Area</p> <p>-</p>	
Assessment	<p style="text-align: center;"><u>Working towards</u></p> <ul style="list-style-type: none"> - With support use 6 figure grid references (Ingleborough) - Name and locate some key topographical features (including hills, mountains) and begin to understand how some of these aspects have changed over time. - On a world map locate the main countries in Africa, Asia and Australasia/Oceania. - Identify their main environmental regions (oceans) and major cities (capitals) - Understand the significance of longitude and latitude - Study of modern land and settlements pre and post war compared to modern day. - Begin to develop informed reasons for the changes of the settlements. - Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers children, senior 	<p style="text-align: center;"><u>Working at</u></p> <p>All objectives achieved being able to verbally explain when questioned in a confident manner</p>

	<p>citizens & businesses.</p> <ul style="list-style-type: none"> - As a group, collate data collected and record it using data handling software to produce graphs and charts of the results. - Answer simple geographical questions e.g. how is traffic controlled? What are the main problems? - Begin to form and develop opinions e.g. if the pupils like/ dislike the road/street? - Compare road with another busier/ quieter street/ road. - Begin to make suggestions based on own opinion. Which street/road do the pupils prefer? What changes/improvements would they make to either environment? - With the children's help, design and carry out a survey of the view of people in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. - With support use local maps to find other routes traffic might take. - Begin to recognise the effects of the environmental change on themselves and others. - Use methods given to collect, present and begin to analyse data. - Understand evidence and how it can inform a conclusion. - Become more aware of own responsibility in the world. 	
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