



St Mary's Catholic Primary School

Geography Curriculum Overview



Whole School Curriculum Map

	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorn	A	Knowing Me, Knowing You People who help us People & homes Christmas	Diwali, night and day	Chinese New Year Under the Sea Looking after our planet	Climates	Jurassic World Aliens Pirates	
	B	Where am I?		Would you prefer to live in a cold or hot place?		What is it like to live in Shanghai?	
Blossom	A	What is it like here?		What is the weather like in the UK?		What can you see at the coast?	
	B	Why do people live near volcanoes?		Why does population change?		What are rivers and how are they used?	
	C	Who lives in Antarctica?			What are the features of the UK?	Why are rainforests important to us?	
	D	Would you like to live in the desert?			Where does our food come from?	How are Lancashire and the South Agean similar?	
Oak	A	What is Europe like?			Are all settlements the same?	Where does our Energy come from?	
	B		Who lives in Antarctica?				
	C		Would you like to live in the desert?				
	D						



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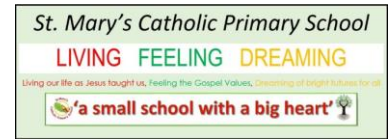
National Curriculum Overview

Development Matters / ELG	Cycle A		
	Knowing Me, Knowing You People who help us People & homes Diwali, night and day Christmas	Chinese New Year Under the Sea Looking after our planet Climates	Jurassic World Aliens Pirates Plants and life cycles
Begin to make sense of their own life-story and family's history.	✓		
Show interest in different occupations.	✓		
Talk about what they see, using a wide vocabulary.	✓	✓	✓
Recognise some similarities and differences between life in this country and life in other countries.	✓	✓	
Comment on images of familiar situations in the past.	✓	✓	✓
Explore the natural world around them, making observations and drawing pictures of animals and plants	✓	✓	✓
Recognise some environments that are different from the one in which they live.	✓	✓	✓
Describe what they see, hear and feel whilst outside.		✓	✓
Draw information from a simple map		✓	✓
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.			✓
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		✓	✓



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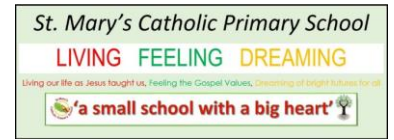
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;		✓	✓
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.		✓	✓

KSI	Cycle A			Cycle B		
	What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a cold or hot	What is it like to live in Shanghai?
Name and locate the world's seven continents and five oceans	✓					
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas						
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country						
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles						
Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather						
Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop						
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage						
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						
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 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						



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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.		✓	✓	✓	✓			✓			✓	✓