



Palace Fields Primary School
 Whole School Geography Curriculum Overview
 Academic Year 2017 - 2018

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	N/A	Seasonal Change - Where do the leaves go in winter. <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom 	N/A	Seasonal Change - Why can't a bog baby live in the North Pole? <ul style="list-style-type: none"> 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 	Where we live - What would Beegu find exciting about Runcorn? <ul style="list-style-type: none"> 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. 	N/A
Year 2	Continents and oceans <ul style="list-style-type: none"> 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 	Mapping skills & local area - How would Percy find his way home? <ul style="list-style-type: none"> 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 	N/ A	SAT's revision	Contrast and compare - local area to coastal location - Why do we love to be beside the seaside? <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom human and physical features of a small area of the United 	Contrast and compare - local area to coastal location - why do we love to be beside the seaside? <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom human and physical features of a small area of the United

	seas	<p>environment.</p> <ul style="list-style-type: none"> • 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 			Kingdom	Kingdom
Year 3		<p>Local study - mapping skills and compass work</p> <ul style="list-style-type: none"> • 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 		<p>Volcanos, tsunamis and earthquakes -What makes the world the angry?</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 		<p>The Mediterranean - Why do so many people visit this area for holidays?</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European Country

		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.				
Year 4		<p>Mapping skills - physical and human features - where would you choose to build a city?</p> <ul style="list-style-type: none"> describe and understand key aspects of 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>Why is Chester such a cool place?</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 		<p>Rivers - Why is the River Dee so important to Chester?</p> <p>describe and understand key aspects of 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>
Year 5	<p>Industrialisation and city life - Ship canal</p> <p>Location Study and Environmental Features</p> <ul style="list-style-type: none"> understand geographical 	N/A	N/A	<p>The Rain Forest - why should this be important to us all?</p> <p>locate the world's countries, using maps to focus on South America and concentrating on</p>	<p>What is so special about South America?</p> <p>locate the world's countries, using maps to focus on North America and concentrating on</p>	N/A

	similarities and differences through the study of human and physical geography of a region of the United Kingdom			their environmental regions, key physical and human characteristics.	their key physical and human characteristics, countries, and major cities.	
Year 6	N/A	N/A	<p>The Water Cycle - will you ever see the water you drink again?</p> <p>Fact file / Information texts</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	SAT's Revision	N/A	<p>I am a Year 6 - get me out of here!!</p> <p>Visit to London/Liverpool</p> <p>Mapping skills, compass work and orienteering</p> <ul style="list-style-type: none"> • use the eight 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 • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.