



FEDERATION CURRICULUM OVERVIEW - GEOGRAPHY

Focus	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Intent	<p>To build on EYFS skills and knowledge with a particular focus on knowing the names of the countries in the UK, naming seasons and weather</p>	<p>To build on previous skills and knowledge. Focus in Year 2 is on naming the capital cities in the 4 countries, studying geographical features of Crewe , Delamere and a non-European town</p>	<p>To build on previous skills and knowledge. Focus in Year 3 is on naming and locating the seven continents, 5 oceans, 2 hemispheres and the equator on a map. Volcanoes and earthquakes are key topics</p>	<p>To build on previous skills and knowledge. Focus in Year 4 is on locating continents, countries and name capital cities from both the Northern and Southern hemisphere on a globe and in an atlas. Topics include Egypt, Chester and Crewe (linked to history)</p>	<p>To build on previous skills and knowledge. Focus is on locating and naming the Tropics of Cancer, Capricorn, the Arctic and Antarctic circles Topics include UK rivers, South America and Rainforests.</p>	<p>To build on previous skills and knowledge. Focus is on locating and naming major countries within Russia and North America. Topics include significant mountains, deserts and Mexico.</p>

<p>Geographical Knowledge</p>	<p>I know the term ocean. I can identify an ocean on a map and globe.</p>	<ul style="list-style-type: none"> • I can name the seven continents of the world and locate them in an atlas. <p>I can name the oceans of the world and find them in an atlas.</p>	<p>I can confidently label the continents on map and identify them on a globe.</p> <p>I can name and locate neighbouring European countries and name their surrounding seas</p> <p>I can name and locate the capital cities of neighbouring European countries.</p> <p>I can identify the Northern and Southern hemisphere.</p> <p>I can name and locate continents and countries in the Northern Hemisphere.</p> <p>I can name and locate continents and countries in the Southern Hemisphere.</p> <p>I can they locate the Mediterranean and explain why it is a popular holiday destination?</p>	<p>Locate continents, countries and name capital cities from both the Northern and Southern hemisphere on a globe and in an atlas?</p> <p>I know the difference between the British Isles, Great Britain and UK?</p>	<p>I can locate and name the main countries in South America on a world map and atlas.</p> <p>I can they locate and name South America on a world map and atlas.</p> <p>I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles</p>	<p>I can locate and name major countries within Russia and North America. (ready for KS3 <i>-extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities)</i></p> <p>I can geographical language to describe the location of the USA and Canada on a map and globe</p>
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<p>Mapping skills</p>	<p>I can point to the equator, North Pole and South pole on a globe and atlas.</p> <p>Match simple key symbols to their objects-</p>	<p>Can they point out the North, South, East and West associated with maps and compass?</p> <p>Read a simple key on a map of Crewe it's features.</p> <p>Use simple co-ordinates</p>	<p>I can recognise 8 points of a compass, N, NW, S, SW, SE, E, NE.</p> <p>I can create a simple map using a key</p>	<p>Label the same features on an aerial photograph as on a map using ordnance survey key symbols?</p> <p>Use the main symbols to represent different physical features on a map?</p> <p>I have begun to use a 4 figure grid reference.</p>	<p>I can recognise and explain key symbols used on ordnance survey maps.</p> <p>I can confidently and accurately use a 4 figure grid reference</p>	<p>I can create a physical map using key symbols used on ordnance survey maps</p> <p>I can use an ordnance survey map and use 6 figure references.</p>
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Physical Geography	<p>*I can keep a weather chart. *I can ask relevant questions about the weather chart *I can answer questions from a weather chart Using pictures, fieldwork and talking to people, can I explain how weather changes within seasons?</p> <p>I can say what I like/don't like about each season.</p> <p>Using pictures, I can identify the significant features of a town and a city.</p>	<p>From simple research and pictures, Can I describe the weather in a non-European country and explain how it impacts on the people who live there.</p> <p>Using pictures and a simple map, I can explain how Crewe is different to Delamere</p>	<p>I can describe weather in different parts of the world, especially Europe.</p> <p>I can identify similarities and differences between the weather in different European countries.</p> <p>I can explain how volcanoes are created.</p> <p>I can locate famous volcanoes on the world map. I can talk about volcanoes.</p> <p>I can explain how earthquakes are created.</p> <p>I can talk about a recent Earthquake.</p>	<p>I can accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</p> <p>Using a map, I can describe the main features of Chester? Rome and Egypt</p>	<p>Using Climate maps and research, I can describe the climate within the Amazon Jungle Amazon biome.</p> <p>•I can explain how the water cycle works.</p> <p>I can explain the course of a river.</p> <p>I can name and locate many of the world's major rivers on maps.</p>	<p>I can use weather reports to compare the climate in 2 countries -(Autumn 1 Mexico and England).</p> <p>I can investigate the cause and consequences of a tornado.</p> <p>I can create a detailed report explaining how tornadoes are formed and their impact on the environment.</p>
Features	<p>Identify the coastal features of an island (beach ,cliff, ocean)</p>	<p>I can describe the physical features of a non- European place.</p>	<p>I can use maps and atlases appropriately by using contents and indices.</p> <p>I can identify key features of a contrasting location by using a map.</p>	<p>Using a map, children can describe the main features of a village?</p> <p>Using a map, children can compare and contrast the main physical differences between cities and villages.</p>	<p>•I can explain why water is such a valuable commodity.</p>	<p>•I can name, locate the and describe the geographical conditions of largest desert in the world.</p> <p>I can name and locate many of the world's most famous mountain regions on maps.</p> <p>I can describe the geographical features of Mexico and the UK</p> <p>I can compare and contrast the geographical features of (terrain, climate-natural resources Mexico and Uk. Linked to history - Mayans,</p>

Human Geography	<p>I can explain why people wear different clothes during different seasons.</p> <p>I can tell something about people and animals that live in hot and cold places.</p> <p>I can explain what people might wear in hot and cold places.</p> <p>I can explain why people go on holiday to hot places.</p>	<p>I can explain how Crewe is similar and different to Delamere facilities</p> <p>I can explain the facilities a village and town needs.</p> <p>Can I explain how people impact on the area and describe how they spoil/enhance it.</p>		<p>I can explain why people are attracted to live in cities.</p> <p>I can explain why people may choose to live in a village rather than a city.</p> <p>I can find different views about an environmental issue? What is their view?</p> <p>I can suggest different ways that a locality could be changed and improved.</p>	<p>I can explain why people are attracted to live by rivers.</p>	<p>I can describe the human features of Mexico.</p> <p>I can compare and contrast the human features of two places - Mexico and North America (ready for KS3 - understand geographical similarities, differences and links between places through the study of human and physical geography of a region)</p>
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<p>Locality</p>	<p>I can write my address. I can ask a few relevant questions about what Crewe is like.</p> <p>Using pictures, I can name key features associated with Crewe (Using basic geographical terms, town, church, shops, houses, school, railway, factory)</p> <p>I can name some of the different jobs people do in Crewe</p> <p>I can say what I like and don't like about Crewe</p>	<p>Using a map, I can locate where I live. I understand that Crewe is part of the county Cheshire.</p> <p>Using a range of sources and evidence, I can describe some popular physical and human features in Crewe and establish why they make Crewe special. (Using geographical terms, town, church, shops, houses, school, railway, factory, park, universities, industrial parks, cenotaph)</p> <p>I can name some of the different jobs people do in Crewe.</p> <p>I can explain how jobs in Crewe differ to jobs in different parts of the world. (Turkey)</p> <p>I can find out about Crewe by asking relevant questions to people.</p>	<p>I can confidently describe physical features in a locality and compare them with Crewe.</p> <p>I can confidently describe human features in a locality and compare them with England.</p> <p>I can explain why a locality has certain human features and compare them with England.</p> <p>I can explain how the lives of people living in the Mediterranean would be different from their own.</p>	<p>I can explain Crewe has changed over time with reference to human features.</p> <p>I can carry out a survey to discover features Chester and a local town - Crewe</p> <p>I can plan a journey to a place in England.</p>	<p>I can collect information Liverpool and use it in a report?</p> <p>I can compare two UK cities- - human and physical geography Chester and Liverpool?</p> <p>I can explain the importance of ports and the role they play in distributing goods around the world.</p> <p>•I can explain how Liverpool fits into its wider geographical location; with reference to human and economical features.</p> <p>•I can explain what a place might be like in the future, taking account of issues impacting on human features.</p> <p>I can plan a journey to a place in another part of the world, taking account of distance and time.</p>	<p>I can compare and contrast the human and physical features of two countries? - Mexico and UK?</p> <p>I can accurately plan a detailed journey from the UK to another part of the world, taking account of distance and time. Mexico</p>
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