

St John's Primary School  
Geography Curriculum Overview

Year A	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b>	<p>-Children know about similarities and differences between themselves and others, and among families, communities and traditions,            -Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. -They make observations of animals and plants and explain why some things occur, and talk about changes.            -Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>					
<b>Y1&amp;2</b>	<p><b>NO GEOGRAPHY</b></p>	<p><b>Topic:</b>Ice Explorers (Science/Geo)  <b>NC:</b> -Locate hot and cold areas of the world in relation to the Equator and the North and South Poles (HP1a)             - Skills/Fieldwork (GSF1a, b &amp; c)</p>	<p><b>Topic:</b> Interesting India (Geo)  <b>NC:</b> - Understand geographical similarities of a small area of the UK and a contrasting non-European country (PK1a)             -Use geographical vocabulary for physical &amp; human features (HP1b&amp;c)             - Skills/Fieldwork (GSF1a,b &amp; c)            *aerial maps &amp; construct simple maps with key*</p>	<p><b>NO GEOGRAPHY</b></p>	<p><b>Topic:</b> Danger in the Kingdom (Science/Geo)  <b>NC:</b> -Name and locate the world's 7 continents and 5 oceans (LK1a)             - Skills/Fieldwork (GSF1a &amp; b)</p>	<p><b>FIELD WORK FOCUS</b>   <b>Topic:</b> Marvellous Mapping (Redland Park)             -use simple fieldwork and observational skills to study their school and its environment (GSF1d)</p>

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Y3&4	NO GEOGRAPHY	<p><u>Topic: North America</u></p> <p><b>NC:</b> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America (PK2)</p> <p>- physical geography including: climate zones, biomes and vegetation belts, rivers, mountains</p> <p>- human geography, including: types of settlement and land use, the distribution of natural resources including energy, food, minerals and water (HP2a&amp;b)</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p> <p>-use the eight points of a compass, four figure grid</p>		<p><u>FIELD WORK FOCUS</u></p> <p><u>Topic: Local Area Study/Orienteering (The Downs)</u></p> <p>-use simple fieldwork and observational skills to study their school and its environment (GSF1d)</p>	NO GEOGRAPHY	NO GEOGRAPHY

St John's Primary School  
Geography Curriculum Overview

		references, symbols and key (including OS maps) to build their knowledge of the United Kingdom and the wider world (GSF2a&b)				
Y5&6	NO GEOGRAPHY	NO GEOGRAPHY	<p><u>Topic: UK &amp; Europe - Italy</u>  <b>NC:</b> - understand geographical similarities and differences of a region of the UK and a region in a European country (PK2a)          -Physical and human geographical features (volcanoes, earthquakes, land use, settlement, economic activity (HP2a &amp; b)          - Skills/Fieldwork (GSF2a &amp; b)</p>	<p><u>Topic: Our Changing World</u>  <b>NC:</b> -identify and understand land-use patterns and understand how some of these aspects have changed over time (LK2b)</p>	NO GEOGRAPHY	<p><u>FIELD WORK FOCUS</u>  <u>Topic: Local Area Study (Whiteladies Road)</u>          -use simple fieldwork and observational skills to study their school and its environment (GSF1d)</p>

St John's Primary School  
Geography Curriculum Overview

Year B	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>-Children know about similarities and differences between themselves and others, and among families, communities and traditions,            -Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. -They make observations of animals and plants and explain why some things occur, and talk about changes.            -Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>					
Y1&2	NO GEOGRAPHY	NO GEOGRAPHY	<p><b>Topic:</b> <u>Our Country -The Great Staycation</u>  <b>NC:</b> -Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (LK1b)             -Use basic geographical vocabulary to refer to: key</p>	NO GEOGRAPHY	<p><b>Topic:</b> <u>The Secret Garden (Science)</u> including two Geo lessons covering the below:  <b>NC:</b> - identify seasonal and daily weather patterns in the United Kingdom (HP1a)             -Use terms season and weather (HP1b)Y</p>	<p><b>FIELD WORK FOCUS</b>   <b>Topic:</b> <u>Marvellous Mapping (Redland Park)</u>             -use simple fieldwork and observational skills to study their school and its environment (GSF1d)</p>

## St John's Primary School Geography Curriculum Overview

			<p>physical and human features, (HP1b&amp;c)</p> <p>Skills/Fieldwork (GSF1a,b &amp; c)</p> <p>*aerial maps &amp; construct simple maps with key*</p>			
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<b>Year B</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>

St John's Primary School  
Geography Curriculum Overview

<p><b>Y3&amp;4</b></p>	<p><b>Topic: <u>The UK</u></b></p> <p><b>NC:</b> -name and locate counties and cities of the United Kingdom, geographical regions and their human and physical characteristics (LK2b)</p>	<p><b>Topic: <u>Rivers (same term as Water Cycle Science)</u></b></p> <p><b>NC:</b> -geographical regions and their identifying human and physical characteristics including rivers, and land-use patterns (LK2b)</p> <p>To explore: Physical geography including rivers, mountains and water cycle</p> <p>Human geography distribution of natural resources including water (HP2a &amp; b)</p>	<p><b>Topic: <u>Bristol - Now and Then</u></b></p> <p><b>NC</b> - human geography, including: types of settlement and land use, economic activity including trade links (HP2)</p> <p>- 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 (GSF2)</p>	<p><b>NO GEOGRAPHY</b></p>	<p><b>NO GEOGRAPHY</b></p>	<p><b>Clifton College adventure day (orienteering)</b></p> <p><i>NO FIELDWORK FOCUS DUE TO FIELDWORK IN BOTH RIVERS AND BRISTOL</i></p>
<p><b>Y5&amp;6</b></p>	<p><b>NO GEOGRAPHY</b></p>	<p><b>NO GEOGRAPHY</b></p>	<p><b>Topic: <u>Rainforests (South America)</u></b></p> <p><b>NC:</b></p> <p>-understand geographical similarities and differences of a region of the UK and North and South America (PK2a)</p> <p>-Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts (LK2b)</p> <p>-identify the position and significance of key locational terms (LK2c)</p>	<p><b>Topic: <u>Trade &amp; Economics (World)</u></b></p> <p><b>NC:</b> -types of settlement and land use, economic activity including trade links, and the distribution of natural resources (HP2b)</p>	<p><b>NO GEOGRAPHY</b></p>	<p><b><u>FIELD WORK FOCUS</u></b></p> <p><b>Topic: <u>Local Area Study (Waterfront)</u></b></p> <p>-use simple fieldwork and observational skills to study their school and its environment (GSF1d)technologies) (GSF2c)</p> <p><b>Clifton College adventure day (orienteering)</b></p>