

Offenham CE First School



Geography Curriculum Overview

GEOGRAPHY AT OFFENHAM SCHOOL WILL:

- Involve ownership of learning, working collaboratively and discussing ideas and findings
- Have clear sequences for learning with rich geographical vocabulary
- Be enquiry based and engaging looking at contrasting environments
- Lead to a knowledge of the features of the world around us and how we affect the world in we live in
- Be practical with children using high quality resources and experiences to discover for themselves

Our vision for geography is to provide children with a curiosity in both their immediate surroundings and in places and environments in the wider world. Our purpose is to instil an interest, fascination and desire to investigate a variety of human and physical characteristics of different places, both local and afar, through purposeful research and careful questioning. To be well rounded citizens, we believe children need to understand the differences between places and their cultures and be able to recognise how these change over time. We provide children with many opportunities to use a range of geographical skills to help them understand, present, analyse and communicate a range of information either collaboratively or as an individual. These skills are put into practice both inside and outside the classroom through local fieldwork and trips.

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| <p>Key Stage 1</p> <p>Year 1 of cycle</p> | <p style="text-align: center;">At the farm</p> <p>Context: Children will find out about the different types of farms, namely arable, livestock and dairy. They will explore what happens on each type of farm and consider why farms are so important. They will identify some of the main buildings in a farm, such as the pig sty, hen house and office, and think about how the land around the farm is used for pasture and crops. Children will identify what the four points on a compass mean and learn how to use them to navigate around a map of a farm. They will describe where places are in relation to each other and find out how keys and symbols are used on maps to make them easier to read. Children will identify the four seasons of the year and identify their features. They will explore and describe what typically happens on a farm during each of the four season in terms of animal and crop care. Children will identify the difference between urban and rural areas they will think about ways in which towns and farms are different to each other in terms of both their human and physical features.</p> <p>NC Link:</p> <ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the United Kingdom To 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 To 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 <p>Vocabulary: farm, town, village, rural, pasture, crops, compass, directions, keys, symbols, maps, urban</p> | <p style="text-align: center;">Let's explore London</p> <p>Context: Children will learn to locate London on a world map and a map of the UK. They will identify London as the capital city of England and the UK, as well as identifying the other countries and capitals of the other three countries in the UK. They will also start to identify some features of London. They will learn some facts and history relating to famous landmark in London, and describe what they think of them. They will locate the landmarks on a map and then learn how to use directional language to navigate between landmarks on a map, including using compass directions. They will find out about some of London's key physical features, including hills, rivers, lakes, forests and parks. Children will consider what London is like in each season and how weather patterns affect human activity.</p> <p>NC Link:</p> <ul style="list-style-type: none"> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas To identify seasonal and daily weather patterns in the United Kingdom To 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 <p>Vocabulary: compass, north, south, east, west, capital, hills, rivers, lakes, forest, parks,</p> | <p style="text-align: center;">Let's go on Safari Africa</p> <p>Context: Children will identify the seven continents and five oceans of the world on a world map. They will also identify the location of the UK and Kenya. They will be introduced to the idea of a safari and think about what they might see on a Kenyan safari. They will look at how different places around the world have different climates based on the location of the poles and the equator. They will learn about Kenya's wet and dry seasons and compare Kenya's climate to the UK climate. They will identify the features of the animals in Kenya and find out facts about them, including where some of the geographical features the animals need, such bodies of water or trees for shade. Children will use photos to identify some different land features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features. They will compare large cities and small villages. They will compare people who live in large cities with those who live in more rural areas. They will also find out about the Maasai tribe and start to consider the differences between Maasai life and like in the UK. They will identify ways in which Kenya is similar to or different from the UK. They will compare areas such as landscapes, towns, villages, food, clothing and lifestyles.</p> <p>NC Link:</p> <ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans To 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 To 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 <p>Vocabulary: continents, location, pole, equator, season, climate, forest, hill, mountain, sea, ocean, river, valley, vegetation, weather</p> |
| <p>Geographical enquiry</p> | <ul style="list-style-type: none"> Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Make appropriate observations about why things happen. Make simple comparisons between features of different places. | | |

| <p>Key Stage 2</p> <p>Year 1 of cycle</p> | <p style="text-align: center;">Oceans</p> <p>Context: Pupils will be able to name and locate the UK's surrounding seas and major marine features and landmarks, with opportunities to develop map skills. Pupils will learn about the five major marine habitats around the UK and the different conditions in each one. They will explore the diversity, features and adaptations of marine life around the UK. The sea is worth over £18.5 billion to the UK economy. In this lesson, students will investigate the main uses of the sea, before analysing data demonstrating the worth of the major marine industries to the UK economy. They will learn about the names and locations of the world's oceans, looking at some of the major marine features. Students will investigate the relationship between latitude and climate, describing the major climate zones.</p> <p>NC Link:</p> <ul style="list-style-type: none"> Name and locate the UK's surrounding seas. Use basic geographical vocabulary to refer to key physical and human features, e.g. beach, cliff, coast, sea, ocean, river, port, harbour. Understand geographical similarities and differences through studying the human geography of a small area of the UK. 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. Develop contextual knowledge of the location of globally significant marine places including their defining physical and human characteristics. Describe and understand key aspects of the water cycle. Identify the position and significance of latitude including the Equator, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles. <p>Vocabulary: port, cliff, river, harbour, beach, coast, sea, ocean, landmark, environment, Deep ocean, Open ocean, Sea floor, Shallow sea, Shelf, Shore, Slope, tide, evaporation, condensation, precipitation.</p> | <p style="text-align: center;">Extreme Earth</p> <p>Context: The pupils will be able to name the layers that make up the Earth. They will learn about the key parts of a volcano and show where most volcanoes are found. They will learn about earthquakes and explain how to keep safe during an earthquake. They will describe a tsunami and describe the damage caused by a tsunami; The children will explain how tornadoes form and describe how scientists collect data about storms.</p> <p>NC Link:</p> <ul style="list-style-type: none"> To describe and understand key aspects of physical geography, volcanoes and earthquakes To name and locate counties geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time <p>Vocabulary: volcano, earthquake, tornado, tsunami, Tectonic, Weather, Extreme, Epicentre, Shockwave, Magnitude, Natural disaster</p> | <p style="text-align: center;">Local Area / Europe</p> <p>Context: The pupils will be able to locate Europe on a world map and find out about its features. To be able to identify European countries according to their features. To be able to identify the major capital cities of Europe. To be able to compare two European capital cities. To find out about the human and physical features of a European country.</p> <p>NC Link:</p> <ul style="list-style-type: none"> Pupils should be taught to the world's countries, using maps to focus on Europe (including the location of Russia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied human geography, including: types of settlement and land use, economic activity including trade links, <p>Vocabulary: Europe, capital city, atlas, globe, physical feature, human feature, transport, border</p> |
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Geographical enquiry

- Investigate places and themes at more than one scale
- Use NF books, stories, atlases, pictures/photos and internet as sources of information, extend to satellite images, aerial photographs
- Begin to collect and record evidence
- Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.
- Ask and respond to questions and offer their own ideas.

Key Stage 1 Year 2 of cycle

Where do I live?

Context: Children will learn about the seven continents and five oceans of the world and identify each one on a world map. They will locate the UK on a world map and identify it as being a country within Europe. Children will find out how the UK is split into four countries and that each country has its own capital city. They will learn about some of the human and physical features of each country and identify the national flowers and flags. Children will identify the difference between villages, towns and cities, and learn what the terms ‘urban’ and ‘rural’ mean. They will then locate their local area on a map and think about what kind of settlement they live in. They will then use different sources to explore their local area, using appropriate vocabulary to describe what it is like.

NC Link:

- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- To 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.

Vocabulary: continent, Europe, United Kingdom, England, Scotland, Wales, Northern Ireland, village, town, city, urban, rural, settlement

Map makers

Context: Children will find out what maps are and some of the different ways they are used. They will learn about the four compass points and use these to navigate around maps. Children will explore what aerial views are and identify some different locations based on an aerial photograph. They will then be introduced to plan perspectives and be challenged to draw a plan perspective of their classroom or another familiar room. Children will look at some maps of towns and cities, describing what they can see and finding out why symbols and keys are useful when using maps. Children will think about some of the human and physical features that are found in a town. They will also consider the importance of the placement of different features when town planning before using what they have learnt to design a town of their own on a map.

NC Link:

- To 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
- To 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

Vocabulary: compass, north, south, east, west, left, right, aerial photograph, plan, map, town, city, key

Seas and Coasts

Context: Children will name and locate the five oceans and seven continents on a world map. They will also have the opportunity to locate some seas and countries. The children will be challenged to match the locations characters have visited to their place on a map and find out about each place. They will then talk about pictured British beaches, naming and locating human and physical features they can see. Children will discuss what an island is and think about what being an island means for the UK. They will use a compass rose to locate the seas around the UK. Children will compare British and non-British beaches. They will identify and discuss the different human and physical features of each beach.

NC Link:

- To name and locate the world’s seven continents and five oceans
- To 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
- To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Vocabulary: coast, sea, ocean, beach, cliff, port, harbour, pier, shingle, tide

Geographical enquiry

- Use information books/pictures as sources of information.
- Investigate their surroundings
- Make observations about where things are e.g. within school or local area.
- Children encouraged to ask simple geographical questions; Where is it? What's it like?

- Use NF books, stories, maps, pictures/photos and internet as sources of information.
- Make appropriate observations about why things happen.
- Make simple comparisons between features of different places

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| <p>Key Stage 2</p> <p>Year 2</p> <p>of</p> <p>cycle</p> | <p>Mountains, Rivers and Coasts</p> <p>Context: Children will learn about how a river is formed and follow the journey of a river and the features found along the way. The children will learn about the different stages of the river journey from source to mouth. Children will understand what happens to a river as it reaches the coast including the formation of deltas, mudflats and salt marshes. They will become familiar with at least 10 major world rivers and the continents they flow through. The children will use an atlas, locate the highest peaks in each of the 7 continents, identify to which mountain ranges they belong and in which countries the ranges are. They will discover how mountain ranges are formed and begin to understand the composition of the earth. The children will learn about the key features of the coast.</p> <p>NC Link:</p> <ul style="list-style-type: none"> • To understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle • To use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied. • To extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics. <p>Vocabulary: source, mouth, ox-bow lake, delta, mud flats, estuaries, mountain, coast, base, foot, peak, summit</p> | <p>South America</p> <p>Context: Children will identify South America as a continent and start to identify some of its features. They will identify the twelve countries and two territories that comprise South America and locate them on a map. They will use climate zone maps to explore climate zones around the world before taking a closer look at the various climate zones in South America. They will learn about different climates, such as temperate, arid and subtropical, and describe the features of these climates. Children will identify the Andes of South America as the largest mountain range in the world. They will also identify some facts about this mountain range and explore how it is used by the people who live on or near the mountains. They will use facts to find out about the human geography of various countries and use what they have found out to compare and contrast countries.</p> <p>NC Link:</p> <ul style="list-style-type: none"> • To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • To learn about human geography, including: types of settlement and land use, economic activity including trade links, and the | <p>Environmental Study</p> <p>Water, Pollution and Climate Change</p> <p>Context: The children will be introduced to and understand key aspects of the water cycle. They will develop an understanding of clouds and the rain. The children will look at how water is cleaned for drinking and compare this to other countries where this is not the case. They will be introduced to the human and physical geography linked to the causes and effects of flooding, They will learn about pollution its causes and effects and learn how to reduce water pollution. Children will look at climate change and the effects it has on our planet.</p> <p>NC Link:</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>Vocabulary: Water cycle, evaporation, condensation, precipitation, groundwater, runoff, closed cycle, filter, flood, pollution, climate change</p> |
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| | | <p>distribution of natural resources including energy, food, minerals and water</p> <p>Vocabulary: biomes, climate, continent, country, equator, flora, fauna, longitude, latitude,</p> | |
| <p>Geographical enquiry</p> | <ul style="list-style-type: none"> • Investigate places and themes at more than one scale • Use NF books, stories, atlases, pictures/photos and internet as sources of information, extend to satellite images, aerial photographs • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. • Ask and respond to questions and offer their own ideas. | | |
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| <p>Key Stage 1 Year 3 of cycle</p> | <p style="text-align: center;">Who lives here?</p> <p>Context: Children will find out who lives on the largest island in the world, Greenland. They will explore both the traditional and modern way of life for Inuits. Children will find out about the way of life of the Yanomami people in South America. They will explore their homes, the differing roles of men and women, the food they eat, and how they celebrate. Children will learn about a nomadic way of life by exploring the lifestyle of those who live on the Mongolian grasslands. They will find out why they need to keep moving from place to place, and what their portable homes are like. Children will learn about the traditional way of life of the Maasai people in Kenya. They will explore what their villages are like, why their animals are so important to them, and other aspects of the Maasai culture. Children will explore the underground cave homes created by the Berber people in Tunisia. They will learn how they were built, and why people choose to live there.</p> <p>NC Link:</p> <ul style="list-style-type: none"> • To name and locate the world’s seven continents and five oceans • To 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 • To understand geographical similarities and differences through studying the human and physical geography <p>Vocabulary: continent, village, settlement, vegetation, Inuits, Yanomami, Maasai, grassland, cave</p> | <p style="text-align: center;">Animals around the world</p> <p>Context: Children will be introduced to the continents through the identification of where different animals are found all over the world. Children investigate the differences between an ocean and a sea as they take a closer look at some of the vocabulary and environments around the coast. Children will discover and discuss the imaginary line around the centre of the world: the equator. They will look at the temperature of different locations which various animals live in based on their distance from the equator. They discuss how animal behaviours change during the seasons and learn about seasonal behaviours triggered by the shortening days and cold weather, such as hibernation, migration and winter coats. Children learn about animals native to the UK, including the differences between wild animals, livestock and pets. They investigate their local area or school grounds to see which animals they can spot and record their observations in different ways</p> <p>NC Link:</p> <ul style="list-style-type: none"> • To name and locate the world’s seven continents and five oceans • To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • To 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. | <p style="text-align: center;">Weather patterns</p> <p>Context: Children will consider differences between seasonal weather and daily weather in the UK. They will learn some ways in which weather differs between inland and coastal areas. They will also think about how weather forecasts help us. They may then either add weather symbols to a map or prepare and perform a weather forecast. Children will study images and descriptions of an equatorial and a polar region and compare them to UK weather. They will learn basic differences between UK, polar and equatorial climates. Focusing on Singapore, children will learn more about weather in equatorial regions, including that they may be not only hotter than the UK, but wetter, too. Focusing on Tromsø, Norway, children will learn more about weather in polar regions, including that they experience periods of constant darkness/ daylight.</p> <p>NC Link:</p> <ul style="list-style-type: none"> • To 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 <p>Vocabulary: forecast, weather, equator, polar, temperature, season</p> |

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| | | <ul style="list-style-type: none"> To 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. <p>Vocabulary: ocean, sea, equator, temperature, season, hibernation, migration, native,</p> | |
| <h2>Geographical enquiry</h2> | <ul style="list-style-type: none"> Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Make appropriate observations about why things happen. <p>Make simple comparisons between features of different places</p> | | |
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| <p>Key Stage 2</p> <p>Year 3 of cycle</p> | <p style="text-align: center;">Africa</p> <p>Context: Children will locate Africa on a world map and recognise that the African continent is made up of 54 countries. They will use compass-direction clues to identify and locate each country. Children will learn that Africa can be split into five different regions and identify which region various African countries are in. They will then identify Nigeria as being a country in western Africa, before finding out about the human and physical features of Nigeria. Children will identify the seven countries of northern Africa on a map, before exploring some general features of this area. Children will identify the nine countries of central Africa and features common to this region, including the equatorial climate. Children will identify the 18 countries of eastern Africa before looking at some photos of Tanzania to explore what this country is like. Children will identify the five countries of southern Africa before looking in more detail at South Africa, including a brief overview of apartheid.</p> <p>NC Link:</p> <ul style="list-style-type: none"> To locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. To 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 style="text-align: center;">Marvellous Maps</p> <p>Context: Marvellous Maps allows children to further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time. The children will be able to find a location on a page by using simple co-ordinates. They will be able to identify physical features on a map, use a key to find out what a symbol means and give four-figure co-ordinates for a location.</p> <p>NC Link:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 <p>Vocabulary: atlas, compass, digital map, easting, grid references, National grid, northing, Ordnance survey maps, symbols</p> | <p style="text-align: center;">Our local area</p> <p>Context: Children will locate the UK on a world map before looking at a map of the UK to identify different regions. They will use Ordnance Survey maps to identify how the UK is split into a grid, identifying different towns and counties within each square. They will use the eight compass points to navigate around a map and use a map of their local area to explore features. They will explore their local area and identify areas that are residential, commercial, agricultural or industrial, as well as human and physical features. They will identify a variety of different services in their local area.</p> <p>NC Link:</p> <ul style="list-style-type: none"> To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and understand how some of these aspects have changed over time To 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 To 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 To use fieldwork to observe, measure, record and present the human and physical features in the local |

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| | <ul style="list-style-type: none"> To 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>Vocabulary: biomes, climate, continent, country, equator, flora, fauna, longitude, latitude,</p> | | <p>area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Vocabulary: compass, Ordnance survey, settlement, rural, urban, grid reference, navigate</p> |
| <p>Geographical enquiry</p> | <ul style="list-style-type: none"> Investigate places and themes at more than one scale Use NF books, stories, atlases, pictures/photos and internet as sources of information, extend to satellite images, aerial photographs Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. Ask and respond to questions and offer their own ideas. | | |
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