


St. Joseph's R.C. Primary School

'Through love and service, with Jesus in our hearts and heads, we can achieve anything.'



	Foundation Stage		Key Stage One		Key Stage Two			
	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension		Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.			
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term								
	Topic	What makes me special? Bringing nursery rhymes to life!	Toys - how have toys changed over time?	To Infinity and Beyond - how has space travel changed in living memory?	Let's Rock! - how did people live in the Stone, Bronze and Iron Ages?	Meet the Greeks - why should we thank the Ancient Greeks?	That's Settled - who were the Anglo-Saxons?	Vicious Vikings - why did the Vikings invade Britain and how successful were they?
	Geographical Skills and Concepts Progression:	In this unit, the children will: Explore the natural world around them.	In this unit, the children will: Name and locate the world's seven continents Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation the equator and the north and south poles Use world maps, atlases and globes to identify the continents Use Geographical language to describe locations: world, earth, globe, map, continent, country, Equator, North , South, pole			In this unit, the children will: 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 Use maps, atlases and globes– digital and computer mapping to locate countries and describe features studied. Understand similarities and differences through human and physical geography of a region in UK and Greece.	In this unit, the children will: 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 locate the world's countries, using maps to focus on Europe describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	
	Topic	What are our seasons and celebrations?	A Trip Around Town - how has our town of Heywood changed over time?	Adventure is out there! - how has transport changed over	Healthy Me - how does my body work?	Lighting it up!	Mapping it out!	Gadgets Galore - how did electricity change the world?
	Geographical Skills and Concepts Progression:	In this unit, the children will: Explore the natural world around them.	In this unit, the children will: Use geographical vocabulary to describe the town: Heywood, map, local, park.			In this unit, the children will: Investigate countries where light is often absent and their position at the poles.	In this unit, the children will: use maps, atlases, globes and digital/computer mapping to locate countries	In this unit, the children will: Locate the world's countries, using maps to focus on Europe (including

		<p>Understand that some places are special to members of their community.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Devise a simple map.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its environment.</p> <p>Use world maps, atlases and globes to identify the UK</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - Manchester</p>			<p>Study how the lack of light / or the reverse and lots of light impacts on the physical landscape. *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Describe and understand climate zones, rivers and mountains</p> <p>Describe and understand the types of settlement (human geography)</p> <p>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>	<p>and describe features studied</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>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.</p>	<p>the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
Spring Term	Topic	What could be in this egg?	Houses and Homes - how is my home different to my grandparents when they were children?	Fire, Fire! How did the Great Fire of London change our capital forever?	Ancient Civilisations - where did the first civilisations appear?	Rotten Romans? - why were the Romans so successful and were they all rotten?	Marvellous Mayans - why do we remember the Maya?	World War II and the Home front - what was life like during WWII?
	Geographical Skills and Concepts Progression:	<p>In this unit, the children will:</p> <p>Draw information from a simple map</p>		<p>In this unit, the children will:</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>Devise a simple map;</p> <p>Use and construct basic symbols in a key</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - London</p>	<p>In this unit, the children will:</p> <p>Locate world's countries using maps to focus on Ancient Civilisation countries.</p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains</p> <p>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>	<p>In this unit, the children will:</p> <p>Geographical skills and fieldwork *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>*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> <p>Locational knowledge *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</p>	<p>In this unit, the children will:</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> <p>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> <p>Understand similarities and differences through human and physical geography of a region in UK and European country.</p>	<p>In this unit, the children will:</p> <p>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</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
	Topic	Which is the smallest minibeast?	Comparison Study Go Wild! Christopher Columbus and	Let it grow - how do living things grow and change over time?	Rainforests - what's so special about the rainforests?	Water Worlds - how did water travel change the world?	Our changing world - why should I care about deforestation?	WWII - why was winning the Battle of Britain so important?

			Robert Falcon Scott - how have voyages of discovery changed over time?					
	Geographical Skills and Concepts Progression:	<p>In this unit, the children will:</p> <p>Use new vocabulary in different contexts.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>In this unit, the children will:</p> <p>Name and locate the world's five oceans</p> <p>Use world maps, atlases and globes to identify the oceans</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South poles</p> <p>Use geographical vocabulary to describe the oceans: ocean, Pacific, Atlantic, Arctic, Southern, Indian</p>	<p>In this unit, the children will:</p> <p>· name and locate the world's seven continents and five oceans</p> <p>· name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use basic geographical vocabulary to refer to:</p> <p>· key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>· key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>In this unit, the children will:</p> <p>Locate world's countries using maps to focus on South America.</p> <p>Environmental regions- key human and physical characteristics countries and major cities.</p> <p>Compare and contrast a region of the UK (forest region) and a region S America.</p> <p>Identify Latitude, Longitude, Equator and S hemispheres, tropics of cancer and Capricorn</p> <p>Physical Geography - Amazon River study</p> <p>Use geographical language to describe feature or location: Amazon Rainforest, tropical, equator, hemisphere, Climate, humid, biomes, indigenous people</p>	<p>In this unit, the children will:</p> <p>Describe and understand key aspects of physical geography- focus on rivers and water cycle.</p> <p>Name and locate counties and cities within UK.</p> <p>Geographical regions— identifying physical and human characteristics. (including hills, mountains, and coasts and rivers.)</p>		<p>In this unit, the children will:</p> <p>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 locate the world's countries, using maps to focus on Europe</p> <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>(Biome study linked to WW2)</p>
Summer Term	Topic	Is everyone good in the land of fairy tales?	Food glorious food - healthy diet, healthy mind, means healthy me.	Forest Fun - why are plants important to us all?	Ancient Egypt - how much did the Ancient Egyptians achieve?	Angry Earth - what links mountains, volcanoes and earthquakes?	Change in Monarchy - how did the ruling Monarchs influence change in Britain?	Crime and Punishment - how has this aspect of social history changed over time?
	Geographical Skills and Concepts Progression:	<p>In this unit, the children will:</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>In this unit, the children will:</p> <p>Use atlases to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use and construct basic symbols in a key</p> <p>Identify daily weather patterns in the UK</p>	<p>In this unit, the children will:</p> <p>Use simple field sketches and diagrams</p> <p>Use a camera</p> <p>4 point compass skills – use North, East, South, West language</p> <p>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.</p> <p>Use a simple key to note features.</p> <p>Make simple maps and plans that explore the local area.</p>		<p>In this unit, the children will:</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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> <p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed</p>		

						over time		
	Topic	How can we keep ourselves healthy?	Meet the Victorians - what was life like for children in England during the Victorian period?	At the seaside - how have British holidays changed over time?	Brazil - an in depth country study	Remarkable Railways - how did the railways transform Rochdale, Heywood and beyond?	Changing Britain - how has life changed in Modern Britain?	Moving on - when and why do we experience transition in our lives?
	Geographical Skills and Concepts Progression:	<p>In this unit, the children will:</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>		<p>In this unit, the children will:</p> <p>Use basic geographical vocabulary to refer key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>In this unit, the children will:</p> <p>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</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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</p> <p>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>	<p>In this unit, the children will:</p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics , key topographical features—linked to positioning of the railway and how some of these aspects have changed over time because of the railway. Maps of the local area.</p>	<p>In this unit, the children will:</p> <p>Empire country study</p> <p>Locational knowledge 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</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>In this unit, the children will:</p>