

Castle View Primary School Geography Curriculum

Year 1 – Where do I live? Runcorn!

Key questions:

- Where do we live? What type of place is it?
- What is a community?
- Who is in our school community?
- What is a physical feature? Can you name some?
- What is a human feature? Can you name some?
- What is the difference between something that is close and something that is far away?
- What is the weather like where we live?

National Curriculum objectives:

- Develop knowledge about the world, the United Kingdom and their locality.
- Understand basic subject-specific vocabulary.
- To use first hand observations to enhance their locational awareness.
- Identify seasonal and daily weather patterns in the United Kingdom.
- To use basic directional language.
- To use aerial photographs and plan perspectives to recognise landmarks.
- To use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of it's surrounding environment.

Prior learning: The types of homes we live in and the name of our town, Runcorn.

Knowing who is part of our school community

Learning what a map is and knowing that parts are land and parts are water.

Articulating how they get to school and naming different modes of transport.

The four seasons.

Key vocabulary: village, town, city, community, Runcorn, Liverpool, street, address, post code, community, house, shop, office, classroom names, street, road, Halton Brook, beach, cliff, forest, hill, mountain, sea, ocean, river, soil, river Mersey, aerial, port, farm, harbour, near, far, travel, transport, train, car, bike, right, left, Spring, Summer, Autumn, Winter, season, change, weather



Castle View Primary School Geography Curriculum

Year 1 – Where is Runcorn? The United Kingdom!

Key questions:

Which countries are in the United Kingdom? Where is Runcorn in the United Kingdom?

What are the capital cities of each country in the UK?

What is the difference between a city and a town?

What are the seas surrounding the UK?

What are the different seasons that we experience in the UK? What weather happens in each season?

What are the characteristics of England? Scotland?

Wales? Ireland?

What do we know about the United Kingdom?

Prior learning: Discussing and recognising familiar features in their local area.

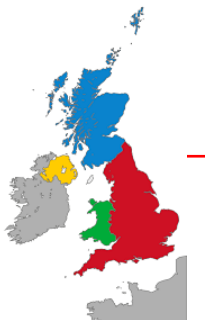
National Curriculum objectives:

Develop knowledge about the world, the United Kingdom and their locality.

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify the location

Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and 5 oceans.

Key vocabulary: England, Scotland, Wales, Northern Ireland, Republic of Ireland, Great Britain, The United Kingdom, Runcorn, Cardiff, London, Edinburgh, Belfast, Dublin, capital city, city, town, village, Liverpool, Manchester, coast, Irish Sea, North Sea, English Channel, country, spring, summer, autumn, winter, season, weather, hot, cold, warmer, colder/cooler, Lake District, Peak District, Cornwall, warm, cold, farmlands, mountains, coast, valley



Castle View Primary School Geography Curriculum

Year 2 – Pole to pole

Key questions:

What are the seven continents and five oceans?
What are the four compass points and what do they mean? Where is England?
How would we get from England to each of the continents? Which direction would you go?
Are places by the equator hotter or cooler? Are places by the north and south poles hotter or cooler?
What is vegetation?
Which countries are in the United Kingdom? Where is Runcorn in the United Kingdom?

National Curriculum objectives:

To understand basic subject-specific vocabulary relating to human and physical geography.
To begin to use geographical skills to enhance the locational awareness.
Name and locate the world's seven continents and five oceans.
Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and 5 oceans.
Use simple compass directions to describe the location of features and routes on a map.

Prior learning:

A globe is a small model of the world.
Street names, towns, villages and cities.
Travel around the British Isles.
Four seasons and daily weather patterns.
A local area walk.
A map construction of the school grounds.

Key vocabulary: North, South, East, West, continent, ocean, pole, North Pole, South Pole, direction, sea, Europe, Africa, Asia, North America, South America, Australia, Antarctica, Pacific, Atlantic, Indian, Southern, Arctic, North, South, East, West, travel, plane, train, boat, N,E,S,W, Continents(s), ocean(s), countries, equator, North Pole, South Pole, weather, vegetation, near, far, rainforest, desert, soil, map, left, right, near, far, features, key, symbol, map, school, shop, park, roads, church.



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Year 2 – My home vs your home. Merseyside vs Jaipur

Key questions:

Where is Jaipur? What features would you find there?

Where is Merseyside? What features would you find there?

What are the differences between Jaipur and Merseyside?

What are the similarities between Jaipur and Merseyside?

What is the culture like in Jaipur? What is the culture of Merseyside?

What is it like in Merseyside compared to Jaipur?

National Curriculum objectives:

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.

Prior learning: continents and oceans.

Recognising places based on their human and physical features.

Key vocabulary: features, continent, country, region, India, Asia, Jaipur, equator, area, Merseyside, Liverpool, River Mersey, compare, features, population, coast, difference, city, road, park, mountain, buildings, features, compare, similar, culture, belief, diversity, Hinduism, religion, similarity.



Castle View Primary School Geography Curriculum

Year 3 – What does the UK look like?

Key questions:

What are the 8 compass points? What are the regions of England?
What are the 5 countries of the North West?
What are the physical characteristics of the UK?
What are the human characteristics of the areas closest to where we live?
Why are symbols used on a map?
What do different symbols show?
How might we use symbols to help us travel?

National Curriculum objectives:

Locate the world's countries and major cities, using maps to focus on Europe.
Use the 8 points of a compass.
Use maps, atlases. Globes and digital/computer mapping to locate counties and describe features studied.

Prior learning:

The 4 compass points.
The difference between a town and a city.
Features and characteristics of the UK.
Vocabulary referring to physical and human features.
Travel to different continents.
Basic map construction using a key

Key vocabulary: region, North, South, East, West, North East, South east, South West, North West, population, town, city, country, Cheshire, Merseyside,, Lancashire, Greater Manchester, Cumbria, coast, land, harbour, port, village, mountain, hill, lake river, district, physical, human, tourism, Ben Nevis, Grampian mountain range, land use, settle, road, motorway, main road, secondary road, railway line, path, key, symbol, map, community, weather



Castle View Primary School Geography Curriculum

Year 3 – What does the world look like?

Key questions:

Which countries and capital cities can you locate in Europe?

Which countries and capital cities can you locate in North and South America?

Which countries and capital cities can you locate in Africa and Asia?

What are the significant physical features on Earth?

What are the significant human features on Earth?

Which countries and capital cities can you locate on our planet and what continent are they on?

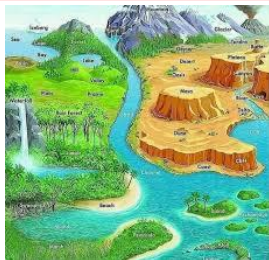
National Curriculum objectives:

Locate some of the world's countries and major cities, using maps to focus on Europe (including the location of Russia) and North and South America. Use maps, atlases. Globes and digital/computer mapping to locate countries and describe features studied.

Prior learning:

Continents and oceans

Key vocabulary: Europe, continent, country, capital city, France, Spain, Germany, Paris, Madrid, Berlin, North America, South America, state, Mexico, United States, Canada, Brazil, Washington DC, Ottawa, Africa, Asia, India, China, Delhi, Beijing, Mount Everest, Sahara Desert, Amazon Rainforest, River Nile, Mount Vesuvius, North and South Pole, physical features, pyramids, Burj Khalifa, Colosseum, Eiffel Tower, Great Wall of China.



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Year 4 – How did that get there? Is the world human or physical?

Key questions:

What are the parts of a mountain? How are rivers formed?
What are the parts of a volcano and why do they erupt?
How do earthquakes happen?
Why is vegetation different in different biomes and climates?
How is land used in the countryside compared to the city and why?
What is trade and why is it important for some countries?
What elements are traded and why?
What makes our world human? What makes our world physical?

National Curriculum objectives:

Study countries' environmental regions and key physical and human characteristics.
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and Earthquakes.
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.

Prior learning:

Significant human and physical features of the world.
Continents and countries.
The weather
All about different human structures.

Key vocabulary: high ground, rain, water, snow, melt, mouth, meander, collide, land, volcano, magma, lava, main vent, side vent, crust, mantle, earthquake, richter scale, magnitude, climate zone, weather, vegetation, vegetation belt, plants, animals, biome(s), settlement, land use, city, countryside, import, export, trade links, natural resource, energy, food, minerals, water.



Castle View Primary School Geography Curriculum

Year 4 – Is where we live different or the same?

Key questions:

What are the most famous physical and human features in Central Canada?

What are the main physical and human features of South East England?

What are the main physical and human features of Veneto?

What are the physical differences and similarities between Central Canada, South East England and Veneto?

What are the human differences and similarities between Central Canada, South East England and Veneto?

How are Central Canada, South East England and Veneto similar and different?

National Curriculum objectives:

Study countries' environmental regions and key physical and human characteristics.

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 and South America.

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and Earthquakes.

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.

Use maps, atlases. Globes and digital/computer mapping to locate countries and describe features studied.

Prior learning:

The regions of England.

Significant human and physical features of the world.

Continents and counties.

Key vocabulary: Canada, central Canada, North America, Niagra Falls, region, South East, region, Buckingham Palace, Windsor Castle, Veneto, Italy, region, Venice, Venetian canals, vegetation belt, biome, climate, land use, settlement, volcano, earthquake, mountain, river, trade.



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Year 5 – How is the climate of the world changing?

Key questions:

What is the water cycle?

How is climate change impacting our planet?

How is deforestation impacting our planet?

How has life for plants and animals changed over time? What has impacted this?

How have human features of the world changed over time?

How have physical features of the world changed over time?

Prior learning:

Mountains, rivers and oceans are physical features.

Climate zones, biomes and vegetation belts

Key vocabulary: evaporation, condensation, surface runoff, precipitation, ocean, lake, atmosphere, global warming, carbon, land use, temperature, rainfall, flooding, land mass, déforestation, rainforest, oxygen, carbon dioxide, habitats, extinction, agriculture, biomes, vegetation belt, climate zone, extinction, species, adapt, physical, human, impact, urbanisation, cities,

National Curriculum objectives:

Describe and understand key aspects of physical geography including the water cycle.



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Year 5 – Navigating our local area using human and physical features

Key questions:

What are map symbols used? How are they helpful for people planning a journey?

Can you talk about some map symbols and what they mean?

Why is it important for roads, footpaths and railways to be clear on a map?

Using an OS map, can you identify where X is?

Can you look at xx,xx and say what you would find there?

Where in the UK is 'X' city? (using 8 points of a compass)

National Curriculum objectives:

Use 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.

Prior learning:

Knowledge of basic map symbols and how to follow a simple map.

Planning a journey across the UK.

Basic map construction.

The 8 compass points.

Regions and counties of the UK.

Key vocabulary: Map, symbol, key, transport, travel, transport, footpath, road, broad, motorway, railway, four figure grid reference, six figure grid reference, North, South, East, West, North East, North West, South East, South West.



Castle View Primary School Geography Curriculum

Year 6 – The Earth: Our home

Key questions:

Where are the northern and southern hemispheres?

Which countries are found in each? What are their climates like?

What are lines of latitude?

Where are the Tropics of Cancer and Capricorn?

Why are they significant?

What are the differences and similarities of The Arctic and The Antarctic Circles?

What is the Prime Meridian? How do lines of longitude relate to time zones?

How do we determine where places are on the globe?

How do we determine what is happening at any given time in two different places?

National Curriculum objectives:

Identify the position and the 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).

Prior learning:

The equator is an imaginary line around the middle of the Earth and that places nearer the equator are warmer and those further away are cooler.

Biomes and vegetation belts.

Key vocabulary: Equator, Northern Hemisphere, Southern Hemisphere, climate zones, latitude, horizontal, nautical map, satellite, navigation, Tropic of Cancer, Tropic of Capricorn, biomes, vegetation belt, climate, Arctic Circle, Antarctic Circle, North Pole, South Pole, time zones, longitude, Prime/Greenwich, Meridian.

