



**St Thomas More Primary School
Geography Whole School Overview**



Substantive Knowledge

Disciplinary Knowledge



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Year 1 Personalised Curriculum		
Flashback		
	<p>Previous Topic-Names of the seven continents. Name the countries and capital cities of the UK. Describe Where you live.</p>	<p>Previous Topic -Can you show Europe on a map? Can you locate (name of continent on a map) Describe some features of (name of continent)</p>
Autumn-Where do I live?	Spring-Around the World	Summer-The Four Seasons
<p>By the end of the unit, children will know:</p> <ul style="list-style-type: none"> the names of the seven continents of the world and locate the UK on a world map how to identify the countries and capital cities of the UK. some features and characteristics of the countries of the UK (<i>hills, mountains, Giant's Causeway, National flowers</i>) the features of Belmont. How to describe where we live. 	<p>By the end of the unit, children will know:</p> <ul style="list-style-type: none"> how to locate Europe on a world map and some of its countries (France) and some of its features (<i>landmarks, currency, food, close-by countries, flag, language</i>) How to locate Asia on a world map and some of the features and characteristics of China (<i>landmarks, currency, food, close-by countries, flag, language</i>). how to locate Australia on a world map and some of its features and characteristics (<i>landmarks, currency, food, close-by countries, flag, language</i>) how to locate Africa on a world map and some of the features and characteristics of Kenya (<i>landmarks, currency, food, close-by countries, flag, language</i>) how to identify North America on a world map and some of the characteristics and features of the USA (<i>landmarks, currency, food, close-by countries, flag, language</i>) how to locate South America on a world map and some of the features and characteristics of Brazil (<i>landmarks, currency, food, close-by countries, flag, language</i>) How to locate Antarctica on a world map and some of its features and characteristics (climate, animals, inhabitants) 	<p>By the end of the unit, children will know:</p> <ul style="list-style-type: none"> how the seasons are linked with the months of the year (<i>Spring, Summer, Autumn, Winter-links to months</i>) what the weather is like in spring (<i>early sunrise, late sun fall, animals being born, growth of flowers</i>) what the weather is like in summer (<i>hot, sunny, activities to do: beach, BBQs, picnics.</i>) what the weather is like in autumn (<i>mild and dry or wet and windy, leaves falling from trees. Lower temperatures, animals preparing for hibernating</i>) what the weather is like in winter (<i>cold, freezes, snow, rain, wind, fog, gloomy, winter clothes, winter activities.</i>) how to compare the four seasons (weather, animals, plants/trees)
Mastery Questioning		
<ul style="list-style-type: none"> Where is Belmont? What can you tell me about your Belmont? Can you describe physical features of England? Can you describe human features of England? 	<ul style="list-style-type: none"> Can you name the continents and oceans of the world? Which areas of the world are hot/ cold? How is (name of country) different to England? 	<ul style="list-style-type: none"> Can you describe how the seasons are similar and different to each other? How to the different seasons affect plants/animals?

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Year 2 Personalised Curriculum		
Flashback		
Previous Year-Names of seven continents, countries and capital cities of UK, location of continents on a map, features of continents.		
<p>Previous Topic-What is the weather like (in this season),</p>	<p>Previous Topic- What is a farm? Why is it important? What are the features of a farm? How do the seasons affect life on a farm? What is one difference between a farm and a town?</p>	<p>Previous Topic-Where is Africa/Kenya on this map? What is the climate of Kenya? Name an animal that lives in Kenya. Show me how you would use a compass. What is the landscape of Kenya?</p>
Autumn-At the Farm	Spring-Let's Go on a Safari	Summer- My World and Me
<p>By the end of the unit, children will know:</p> <ul style="list-style-type: none"> • what farms are and know why they are important. • the features of a farm (<i>fields, barns, house, farm shop, orchard, pig sty</i>) • how to use a map and symbols to navigate around a farm. • how the seasons, affect life on a farm. • how compare the differences between life on a farm and life in a town 	<p>By the end of the unit, children will know:</p> <ul style="list-style-type: none"> • how locate Africa on a world map and identify the country of Kenya. • the climate and weather of Kenya (<i>hot and dry-cool in evening and morning</i>) • Some of the animals of Kenya (<i>lions, giraffes, elephants, zebras, hippo, rhino, gazelle, buffalo, cheetah, leopard, flamingo.</i>) • Know how to use compass points to navigate around a map (<i>4-points of compass</i>) • To know about the landscapes of Kenya (<i>savannahs, mountains, volcanos, cities, town, villages, beaches, seas</i>) • To know about about the people and culture of Kenya (<i>tribes, farmers, cities</i>) • To compare similarities and differences between Kenya and the UK (<i>country sides, villages, beaches, school life, farming.</i>) 	<p>By the end of the unit, children will know:</p> <ul style="list-style-type: none"> • where the UK, the equator and the poles are on a world map. • To know the land features and climate of the UK and Ecuador and compare them. • To compare the capital cities of the UK and Ecuador (<i>climate, seasons, coasts, rainforests, mountains, islands</i>) • To know where different animals live in the world (<i>penguins, anaconda, polar bears, orang-utans, arctic fox</i>) • To identify physical and human features in aerial photos (<i>beach, cliffs, rivers, coasts, forests, lake, seas/oceans, vegetation, piers, bridges, buildings, roads.</i>) <ul style="list-style-type: none"> • To create a map with a key.
Mastery Questions		
<ul style="list-style-type: none"> • Can you describe the similarities and differences between a town and farm? • Why is it important to have symbols on a map? • What is a key? Why do we need a key to read a map? 	<p>What physical and human features would you see in Kenya?</p> <p>What would be the most common and most important jobs in Kenya? Why?</p> <p>How are these features different to the features of Belmont?</p>	<p>What physical and human features would you see in Ecuador?</p> <p>Can you compare the features of Ecuador and the UK?</p> <p>Can you explain why different animals are better suited to living in different places in the world.</p>

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Can you show me how you would use a compass?		
Year 3 Personalised Curriculum		
Flashback		
<p>Previous Year-Features/importance of farms and differences between farms and towns, location of Africa/Kenya, features of Kenya (climate, animals, landscape. Locations of poles, equator and UK. Features of UK and Ecuador. Physical and Human features of UK and Ecuador.</p>		
<p>Previous Topic-Location of the UK, Equator and Poles, land features and climate of UK and Ecuador, capital cities of UK and Ecuador, where animals live in the world, physical and human features of land.</p>	<p>Previous Topic- Identify continents of the world, locate countries on a map, facts about mountains in each continent, major capital cities, human and physical features, compare countries.</p>	<p>Previous Topic- How land grows food in different climate zones, how trade links work, where different food comes from.</p>
Autumn-Countries of the World	Spring -Where does our food come from?	Summer- In the Desert
<ul style="list-style-type: none"> • To be able to identify the continents of the world. • To be able to locate countries on a world map (<i>Canada, USA, Mexico, Brazil, Argentina, Egypt, Algeria, South Africa, England, France, Spain, Germany, Russia, China, Japan, India, Australia, New Zealand-use letter/number coordinates/ places at more than one scale</i>) • To find out about some of the key geographical features of each continent. (<i>mountains</i>) • To be able to locate major capital cities of the world. (<i>Ottawa, Washington DC, Mexico City, Brasilia, Buenos Aires, Cairo, Algiers, Cape Town, London, Paris, Madrid, Berlin, Moscow, Beijing, Tokyo, New Delhi, Canberra, Wellington</i>) • To be able to use a variety of sources to identify human and physical features in a particular country (<i>books, video clips, atlases, posters, information sheets</i>) • To be able to find similarities and differences between different countries (<i>location, size, populations, flag, language, religion, currency, physical features, climate</i>) 	<ul style="list-style-type: none"> • To understand that the food we eat comes from many different places around the world. • To know how land in temperate climate zones is used to produce food (crop production) • To know how land in tropical climate zones is used to produce food (fruit) • To know how land in tropical biomes is being changed to enable more food to be produced (rice fields) • To explore how food is produced in Mediterranean climate zones (livestock, farming and crop production) • To know how land is used to produce food in the United Kingdom (arable farming) and to be able to explain it. • To understand trade links that enable food from around the world to be sold in the United Kingdom and be able to describe them. 	<ul style="list-style-type: none"> • To know what deserts are and where in the world they are located (<i>USA, Africa, Australia</i>) • To know the weather and climate of desert (hot and dry) • To know desert formations (<i>natural pillars, rock bridges and salt basins</i>) • To know how deserts are used by humans (<i>camel caravans, film making, sand surfing</i>) • To know about people who live in deserts (challenges of living in a desert (<i>USA, Dubai, Kuwait and Lima</i>)) • To find know about the causes and effects of desertification (<i>intensive farming-loss of vegetation and barren ground</i>)
Mastery Questions		
<ul style="list-style-type: none"> • Use an atlas' index to find some countries and cities that you have never heard of. • Why does the Amazon River flow eastwards when its source is so close to the west coast? • It looks like the Nile River flows uphill – does it really? 	<ul style="list-style-type: none"> • How can the climate zone effect how different foods are grown? • Why are trade links important? • Can you compare the differences and similarities between different types of farming? 	<ul style="list-style-type: none"> • How is living in deserts challenging? • What are the causes and effects of desertification?

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<ul style="list-style-type: none"> How is the climate in the Antarctic different to the climate in the Amazon? 		
Year 4 Personalised Curriculum		
Flashback		
<p>Previous Year-Continents of world and key features, location of major capital cities, how food is grown in different climates and trade links, locations, weather, climate desert formations, how deserts are used, what is desertification and what is its effect.</p>		
<p>Where are deserts located in the world? What is the climate of deserts? What are desert formations? How are deserts used by humans? What are the causes and effects of desertification?</p>	<p>Europe on a map, different features, locations of countries, capital city quizzes.</p>	<p>Why villages are important, meanings of names of places, quizzes on map symbols.</p>
Autumn-Our European Neighbours	Spring -Village Settlers	Summer -Earning a living
<ul style="list-style-type: none"> To be able to locate Europe on a world map and know 3 of its features (<i>population size, number of countries, oceans and seas surrounding Europe, EU</i>) To be able to identify and locate countries in Europe (<i>Iceland, Ireland, UK, Norway, Sweden, Finland, Denmark, Estonia, Latvia, Lithuania, Belarus, Ukraine, Moldova, Poland, Germany, Netherlands, Belgium, France, Spain, Portugal, Italy, Switzerland, Austria, Czech Republic, Slovakia, Hungary, Slovenia, Croatia, Serbia, Montenegro, Albania, Greece, Macedonia, (8 points of compass, map scale/ 4-figure grid reference- no commas or brackets)</i>) To be able to identify European countries according to their features (<i>language, currency, Royal Family, flags</i>) To be able to identify the major capital cities of Europe <i>Simple scale drawing</i> To be able to compare two European capital cities (<i>London and Paris compared on population, currency, language, area, rivers, landmarks, interesting facts</i>) To know the human and physical features of a European country (<i>Country of choice- features focussed on: size, population, currency, location, language, capital city, government, bordering countries, mountains, rivers, coasts, foods</i>) 	<ul style="list-style-type: none"> To know about the needs of early settlers (water, shelter, land to grow) and the origins of place names. To be able to identify settlements and reasons for their original siting (<i>-don, -chester, -bury, -wick, -ham, -den, -caster, -borough, -mere, -ing, -ton, -ly</i>) To be able to identify and use a range of mapping symbols and know their meanings (<i>camping site, historical interest, country park, cycle trail, fishing, caravan site, castle or fort, gardens, golf course, cathedral</i>) To understand and describe how settlements are connected (<i>footpaths, motorways and roads</i>) To be able to design a village settlement influenced by physical features and personal choice (<i>water sources, physical features, houses, shops, schools, roads</i>) 	<ul style="list-style-type: none"> To know why jobs are important are important (<i>survival, provide skills, economic growth of countries</i>) To be able to group jobs into sectors (<i>finance, emergency services, arts, manufacturing and engineering, agriculture and environment, media and publishing, retail, transport, education, healthcare</i>) To know the industries of the UK (<i>transport, steel manufacturing, coal and gas, banking and finance, tourism</i>) To know how people earn a living in other parts of the world (<i>farmers, safari rangers and market traders</i>) To know about unemployment and its effects (<i>downsizing, jobseekers allowance, retraining and re-employment</i>) I know about children around the world who help earn a living for their families (<i>brick factories</i>)
<p>What is the difference between a country and a continent? France is a popular holiday destination. Choose 2 physical features and describe why they attract tourists. Compare the climate of the UK with the climate in France. How is it similar/different?</p>	<ul style="list-style-type: none"> Describe the needs of the early settlers and why they chose to live where they did. 	<ul style="list-style-type: none"> Describe the importance of jobs in the UK How is having a range of industries in a country important?

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Year 5 Personalised Curriculum		
Flashback		
<p>Previous Year-Locate Europe on a map, countries and capitals, importance of villages, name meanings, quizzes of map symbols, importance of jobs, types of industry, sectors, unemployment effects.</p>		
<p>Previous Topic-Types of sectors/industries, why jobs are important, how children work around the world, effects of unemployment.</p>	<p>Previous Topic-Features of UK, towns and cities on a map, hills and mountains, rivers.</p>	<p>Previous Topic-Water cycle labelling, erosion, river pollution</p>
Autumn-The United Kingdom	Spring -Investigating Rivers	Summer -South America
<ul style="list-style-type: none"> • To know and be able to describe key geographical features of the United Kingdom (population, area, % of population in different living areas, language, life expectancy, religion, type of government, monarchy) • To be able to identify and describe key geographical features of the United Kingdom (Counties)-OS Maps-6 figure grid references • To be able to locate and identify towns and cities in the UK (Aberdeen, Dundee, Edinburgh, Glasgow, Cardiff, Newport, Swansea, Armagh, Belfast, Lisburn, Birmingham, Cambridge, Coventry, Derby, Durham, Exeter, Leeds, Leicester, Liverpool, London, Manchester, Newcastle, Norwich, Oxford, Southampton, Sunderland, York) • To know about the hills and mountains of the UK (Scafell Pike, Ben Nevis, Snowdon, Slieve Donard, Helvellyn, Ben Macdui, Skiddaw, Carnedd Llewelyn, Braeriach, Slieve Commedagh-larger scale on map) • To know out about the seas and coasts of the UK (cliffs, rock pools, bays, caves) • To be able to identify and explore the major rivers of the UK (Severn, Thames, Trent, Great Ouse, Wye, Ure, Tay, Spey, Clyde, Nene, Tyne, Tees, Wear) 	<ul style="list-style-type: none"> • To understand and explain the water cycle (Evaporation, condensation, precipitation, infiltration, transpiration, transportation) • To find out about rivers and how they erode, transport and deposit materials (streams, tributaries, meanders, estuaries) • To find out why rivers are important (sources of water, transport, leisure, habitat, energy, farming) • To find out about the causes of river pollution and the effect it has on the environment (Human, industrial and natural pollution) • To investigate a river in detail including the effects on the environment and landscape (River Nile- plants, animals, humans and activity) • To be able to conduct a geographical enquire (Nile, Mississippi, Danube, Ganges, Yangtze, Indus) 	<ul style="list-style-type: none"> • To find the location and countries of South America (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela) • To find out about the climate in South America (hot, tropical, cold and snowy) • To find out about the major mountain ranges of South America (Andes) • To find out about the human geography of South America (buildings, life expectancy, languages and why, capital cities, religions, population, employment) • To find out about trade and industry in South America (trade, agriculture and farming-fair trade of coffee) • To be able to carry out an in depth study of a South American country (Argentina, Columbia, Paraguay, Chile) • To compare an area of South America with the UK (Compare Brazil and UK in terms of population, language, exports and industry, size, rivers, seas, oceans, mountains)
Mastery Questions		
<ul style="list-style-type: none"> • Describe the key geographical features of the UK. 	<ul style="list-style-type: none"> • Describe the different types of human activities most often found in the lower course of a river basin. • Describe the different ways rivers are polluted. • Why do you think flooding occurs? Give three ways that it can be prevented 	<ul style="list-style-type: none"> • Contrast the climate of northern Brazil with a country with the UK. • How does the weather affect tourism in Brazil?

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Year 6 Personalised Curriculum		
Flashback		
<p>Previous Year-Features of UK, locations of cities and towns, hills and mountains, water cycle, rivers and erosion, importance of river, locations of South America and its countries, climate in South America, and compare South America to UK.</p>		
<p>Previous Topic- Location of South America and Countries, climate in South America, features, trade, comparisons with UK.</p>	<p>Previous Topic- climate and places of extreme temperature, water cycle linked to drought, extreme weather, tsunamis, volcanoes.</p>	<p>Previous Topic-Services, land use, settlements, climate, rivers and hills in Belmont.</p>
Autumn -Extreme Earth	Spring-Our Local Area	Summer- North America
<ul style="list-style-type: none"> To know about the Earth's climate and areas of extreme temperatures (<i>places near the equator, places near the poles and temperature variation</i>) To know about the water cycle and the distribution of water across the world (<i>water distribution linking to drought</i>) To know about extreme weather conditions across the world (<i>lightning, typhoons, hurricanes and cyclones, blizzards, hail, floods</i>) To know about earthquakes and what causes them (<i>layers of the earth and tectonic plates</i>) To find out about tsunamis and how they are caused (<i>where/when they have taken place, how countries are affected, epicentres, effect on people</i>) To find out what volcanoes are and how they are formed (<i>making volcanoes</i>) 	<ul style="list-style-type: none"> To know about economic activity as part of a local area study (<i>low-order services, high-order services, imported products, and types of imports</i>) To know about land use as part of a local area study (<i>retail, industry, education open spaces, residential buildings, commercial buildings</i>) To know settlements as part of a local area study (<i>type of settlement, population, function of settlement, services within settlement, leisure services, free to use services</i>) To explore climate zones as part of a local area study (<i>max temperature, min temperature, rainfall</i>) To explore rivers as part of a local area study (<i>River Wear</i>) To explore mountains and hills as part of a local area study (<i>use of topographic maps</i>) 	<ul style="list-style-type: none"> To identify the countries of North America (<i>Antigua and Barbuda, Bahamas, Barbados, Belize, Canada, Costa Rica, Cuba, Dominica, Dominican Republic, El Salvador, Grenada, Guatemala, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, St Kitts & Nevis, St Lucia, St Vincent & the Grenadines, Trinidad & Tobago, USA.</i>) To investigate and compare climates in North America (<i>hot, tropical, cold and snowy</i>) To know the geographical features of North America (<i>buildings, life expectancy, languages and why, capital cities, religions, population, employment</i>) To identify the capital cities of North America (<i>St John's, Nassau, Bridgetown, Belmopan, Ottawa, San Jose, Havana, Roseau, Santo Domingo, San Salvador, St Georges, Guatemala.</i>) To know the various time zones of North America and how these compare to other time zones around the world (<i>EDT, AST, EST, CDT, CST</i>) To compare the a region in the UK with a region in North America. (<i>Choice of country compared by terrain, climate, water, flora and fauna, religion, employment, leisure, wealth, festivals, buildings</i>) To research the human and physical geography of a particular North American country (<i>country of choice- flag, language, currency, population, capital city, area, mountains and tallest, rivers and longest, climate and weather throughout the year, kinds of food and national dishes, most popular national holiday, tourism.</i>)
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<ul style="list-style-type: none">• Where do volcanoes occur and why do they occur in these places?• Explain why a tsunami is NOT classified as a weather event. Why do they occur? How do volcanic eruptions and earthquakes affect people and places?	<ul style="list-style-type: none">• Describe the aspects of economic activity in Belmont.	<ul style="list-style-type: none">• Contrast the climate of northern Canada with a country in Central America.• How does the weather affect tourism in Florida?• How does the climate of the USA compare to the climate of the U.K.?
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