



# Cleeve Prior C of E Primary School – Geography Curriculum Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1 Willow	<p><u>Marvellous Me</u> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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><u>Houses and homes</u> 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>	<p><u>Let's explore</u> 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>	<p><u>Food, glorious food</u> identify geographical features e.g. farm / field 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 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>	<p><u>Amazing animals</u> Identify hot and cold areas of the world in relation to habitats</p>	<p><u>I do like to be beside the seaside</u> 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 of seaside towns</p>
Oak	<p><u>Tomb raiders</u> <u>The Nile</u> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle 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><u>Space – the final frontier</u> <u>Mapwork</u> <u>The Earth</u> locate the world's countries key physical and human characteristics, countries, and major cities 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><u>Rule Britannia!</u> <u>Locational knowledge</u> 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>	
Cycle 2 Willow	<p><u>Superheroes</u> 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>	<p><u>Toys</u> Devise a simple map and use/construct symbols in a key</p>	<p><u>Light and dark</u> 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>	<p><u>Farm to fork</u> identify geographical features e.g. farm / field 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 use simple fieldwork and observational skills to</p>	<p><u>Minibeasts</u> Identify hot and cold areas of the world in relation to habitats</p>	<p><u>Our wonderful world</u> name and locate the world's seven continents and five oceans 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>

				study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
Oak	<u>In the trenches</u> locate 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		<u>What have the Romans done for us?</u> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes 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		<u>Rainforests</u> 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 (focus on Manaus in Brazil)	
Cycle 3 Willow	<u>Famous people</u> 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. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;	<u>Lets go on a journey!</u> 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 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	<u>Seasons / wonderful weather</u> 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	<u>Let it grow</u> Identify geographical features e.g. farm / field 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 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.	<u>Dinosaurs</u> Devise a simple map and use/construct symbols in a key	<u>Under the sea</u> use world maps, atlases and globes to identify the oceans. Identify hot and cold areas of the world in relation to equator and poles.
Oak	<u>Save the world</u> <u>Environmental and human geography</u> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water climate change and recycling		<u>Raiders and invaders</u> <u>Mapwork</u> Use the eight points of a compass, four and six-figure grid references, symbols and key (including OS maps) to build their knowledge of the United Kingdom and the wider world		<u>Water water everywhere</u> <u>Physical geography – river study</u> 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.	