



Westleigh Methodist Primary School – Geography Curriculum Overview

With God, all things are possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>The UK</p> <ul style="list-style-type: none"> -Use maps, atlases and globes to locate the UK. -Study the 4 countries and capital cities of the UK, discovering their key human and physical features and characteristics, and its surrounding seas. -Identify seasonal and daily weather patterns of the UK. -Introduce the world's 7 continents and 5 oceans and locate these on a map. <p>Equality Social/ Cultural Democracy</p>	<p>History unit</p>	<p>London</p> <ul style="list-style-type: none"> -Carry out an in-depth study of London, looking at human and physical features and characteristics. -Study maps of the city and use compass directions and location and directional language to describe the location of features and routes on maps. -Study aerial photographs of the city and plan perspectives to recognise landmarks. <p>Equality Social/ Cultural Democracy</p>	<p>History unit being taught, covering the following Geography links:</p> <p>The Great Fire of London</p> <ul style="list-style-type: none"> -Study maps of the city from 1666 to identify human and physical features. -Compare and contrast these features with London today and discuss how the city has developed over time. <p>Equality Social/ Cultural Democracy</p>	<p>History unit being taught, covering the following Geography links:</p> <p>Christopher Columbus</p> <ul style="list-style-type: none"> - Use maps, atlases and globes to identify the route of Christopher Columbus's voyage and the places he visited. <p>Equality/ Teamwork Moral Tolerance/ Individual liberty</p>	<p>Brazil</p> <ul style="list-style-type: none"> -Compare prior learning about the UK with the non-European country of Brazil. -Use maps to identify Brazil and the continent of South America. -Study key human and physical features (including the Amazon Rainforest) and learn about the culture and traditions of Brazil. -Learn about the climate of Brazil and identify the location of the Equator. <p>Equality Social/ Cultural Democracy</p>
Year 2	<p>History unit being taught, covering the following Geography links:</p> <p>Local History Study</p>	<p>History unit being taught, covering the following Geography links:</p> <p>World War One</p>	<p>Continents of the World</p> <ul style="list-style-type: none"> -Learn about the 7 continents and 5 oceans and use maps, atlases and globes to locate them. 	<p>History unit being taught, covering the following Geography links:</p> <p>The Titanic</p>	<p>History unit</p>	<p>Australia</p> <ul style="list-style-type: none"> -Compare and contrast the locality of Leigh with the non-European country of Australia.

	<p>-Study significant places in Leigh and examine maps and aerial photographs of the area from different eras, identifying key features.</p> <p>-Discuss how the town has developed over time.</p> <p>-Conduct a fieldwork study of the local area.</p> <p>-Devise a simple map of Leigh and use and construct basic symbols in a key.</p> <p>Social/ Cultural</p>	<p>-Use maps, atlases and globes to locate and identify the countries involved in WWI.</p> <p>Peace/ Equality/ Teamwork Moral/ Social Democracy/ Tolerance</p>	<p>-Learn about the key features and cultures of the different continents.</p> <p>-Study weather patterns of the different continents and compare these to the UK. Locate hot and cold areas of the world in relation to the Equator and North and South poles.</p> <p>Equality Social/ Cultural Democracy</p>	<p>- Use maps, atlases and globes to track the Titanic’s intended journey from Southampton to New York.</p> <p>-Use compass directions and locational and directional language to describe the Titanic’s route using a map.</p> <p>Equality Cultural Individual liberty</p>		<p>-Use maps to identify the location of Australia and its surrounding oceans.</p> <p>-Study the key human and physical features, weather patterns and the characteristics of Australia and compare these to the UK.</p> <p>Equality Social/ Cultural Democracy</p>
<p>Year 3</p>	<p><u>History unit being taught, covering the following Geography links:</u></p> <p><u>Stone Age to Iron Age</u></p> <p>-Locate the continent of Africa using maps and discuss how the first humans evolved in Africa and then travelled to other parts of the world.</p> <p>-Describe and understand climate zones, types of settlements and land use. Discuss why the Stone Age settlers chose certain areas of the UK to settle in and what useful features they had.</p> <p>-Identify and locate key topographical features (including hills, mountains, coasts and rivers) from settlements and understand how they were useful to the Stone Age/ Bronze Age/ Iron Age people (for farming, building hill forts etc.)</p> <p>-Look at land-use patterns from the Stone Age, Bronze Age and Iron Age and discuss how the use of land developed over time.</p> <p>Teamwork</p>	<p><u>The UK</u></p> <p>-Name and locate counties and cities of the UK, geographical regions and their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and trade links; and understand how some of these aspects have changed over time.</p> <p>-Look at significant rivers and mountains in the UK and be able to describe the features of a river.</p> <p>-Describe and understand the water cycle.</p> <p>-Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK.</p> <p>-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>Equality Social/ Cultural</p>	<p><u>History unit being taught, covering the following Geography links:</u></p> <p><u>Overview of the earliest civilisations</u></p> <p>-Use maps, globes and digital maps to locate the areas the first civilisations appeared (Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty).</p> <p>-Discuss the geographical features of these areas.</p> <p>-Discuss how the land was used in these ancient civilisations.</p> <p><u>Ancient Egypt</u></p> <p>-Use maps, atlases, globes and digital maps to locate different regions of Egypt.</p> <p>-Identify and locate significant human and physical features of Egypt.</p> <p>-Learn about the River Nile and the other African countries it flows through. Discuss how the River Nile supports agriculture and provides vital resources.</p>			

	<p>Social/ Cultural Individual liberty</p>	<p>Democracy</p>	<p>-Discuss how the geography of Egypt has changed over time.</p> <p>Teamwork Spiritual/ Social/ Cultural Democracy</p>
<p>Year 4</p>	<p><u>History unit being taught, covering the following Geography links:</u> <u>Roman Britain</u> -Locate Italy and the continent of Europe using maps. Locate the areas and countries that became part of the Roman Empire. -Identify key human and physical features and key topographical features of Italy. Compare and contrast the geography of Italy with the UK. -Examine maps of Rome from past and present. Discuss how the city has evolved over time and identify features that still exist from the era of the Roman Empire.</p> <p>Justice Social/ Cultural Rule of law</p>	<p><u>Europe</u> -Use maps, atlases, globes and digital maps to locate the countries and cities of Europe. Identify key human and physical features of European countries and their environmental regions. -Look at significant buildings, rivers and mountains in Europe. -Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country. -Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key to build knowledge of Europe.</p> <p>Equality Social/ Cultural Democracy</p>	<p><u>History unit being taught, covering the following Geography links:</u> <u>Ancient Greece</u> -Use maps, atlases, globes and digital maps to locate different regions of Greece. -Identify and locate significant human and physical features of Greece. -Discuss how the geography of Greece has changed over time.</p> <p>Equality Spiritual/ Social/ Cultural Democracy/ Individual liberty</p>
<p>Year 5</p>	<p><u>History unit being taught, covering the following Geography links:</u> <u>Anglo-Saxons and Scots</u> -Use maps to locate the countries in Europe where the Anglo-Saxons and the Vikings originated. -Study key aspects of human geography in relation to the Anglo-Saxons and Scots including types of settlement, land use and trade links. -Look at why the Anglo-Saxons chose to settle in certain areas (linked to farming and land use)</p>	<p><u>Earthquakes, Zones and Volcanoes</u> -Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes. -Learn about significant mountains and volcanoes around the world and use maps, atlases, globes and digital maps to locate them. -Learn about the different types of mountain (plateau, dome, volcanic, fault-block and fold). -Identify and locate different climate zones, biomes and vegetation belts around the world using maps.</p>	<p><u>History unit being taught, covering the following Geography links:</u> <u>Local History Study: Victorian Leigh</u> -Use maps, atlases, globes and digital maps to locate Victorian landmarks. -Look at historic maps of Victorian Leigh and compare them to maps of present day Leigh. -Study and visit Victorian buildings in the local area (Leigh Spinners Mill, Leigh miners). -Complete a fieldwork study of Leigh. -Discuss how the industrial revolution influenced the locality of Leigh.</p>

	<p>and identify the key features of an Anglo-Saxon village.</p> <p>-Investigate the names of the counties of the UK to determine their origin (Anglo-Saxon or Celtic) and meaning.</p> <p><u>History unit being taught, covering the following Geography links:</u></p> <p><u>Vikings</u></p> <p>-Use maps to locate the counties of the UK that the Vikings invaded.</p> <p>-Study key aspects of human geography in relation to the Vikings including types of settlement, land use and trade links.</p> <p>Equality Social/ Cultural Democracy/ Individual liberty</p>	<p>-Describe how earthquakes occur.</p> <p>-Describe and understand aspects of human geography linked to the location of climate zones (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>-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>Teamwork Cultural Mutual respect</p>	<p>Equality Social/ Cultural Individual liberty</p>
<p>Year 6</p>	<p><u>History unit being taught, covering the following Geography links:</u></p> <p><u>The Battle of Britain (World War Two)</u></p> <p>-Use maps to identify and locate the allies and axis powers of WWII.</p> <p>-Study human, physical and topographical features of the UK such as major cities and ports. Discuss the significance of their location in relation to WWII (e.g., how the location of certain cities and ports meant they were more likely to be bombed/ why evacuees were evacuated to the countryside etc.)</p> <p>-Use maps and aerial photographs to identify and locate the areas where the Battle of Britain took place.</p> <p>Peace/ Justice/ Teamwork Moral/ Social/ Cultural Tolerance/ Democracy</p>	<p><u>North America</u></p> <p>-Use maps, atlases, globes and digital maps to locate the countries of North America, environmental regions, key human and physical features and cities.</p> <p>-Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in North America.</p> <p>-Look at significant physical features in North America including mountains, rivers and volcanoes.</p> <p>-Discuss the diverse geography of North America including how they are different climate zones and biomes located in the continent.</p> <p>-Look at significant aspects of human geography in North America including land use, economic activity and the distribution of natural resources.</p> <p>Equality Social/ Cultural Rule of law/ Democracy</p>	<p><u>History unit being taught, covering the following Geography links:</u></p> <p><u>Ancient Maya</u></p> <p>-Use maps, atlases, globes and digital maps to locate different regions of Mexico.</p> <p>-Identify and locate significant human and physical features of Mexico.</p> <p>-Discuss how the geography of Mexico has changed over time.</p> <p>Teamwork/ Equality Spiritual/ Social/ Cultural Rule of law</p>

