

Oakdene Primary School



Geography at Oakdene

Subject Leader: Miss A-M. Scott

Mission Statement

Oakdene – Growing and Learning Together

The above statement is our Mission Statement which is what we are all aiming to achieve at Oakdene.

We will try to achieve this through our aims in everything we do at Oakdene.

The Geography curriculum is underpinned by the whole school Intent, Implementation, and Impact statement.

(See separate Curriculum Statement document)

Geography at Oakdene

“Our Geography curriculum was designed primarily with the objectives from the National Curriculum. We then considered our school values and our children’s needs. Our children enter Oakdene with a range of knowledge and skills about the wider world. However, their knowledge of the UK is not as extensive. So, within geography we include fieldwork of the local area around Rainhill as well as Liverpool. We have arranged topics so that EYFS examine the geography of the local area, KS1 examine the local area and areas within UK, KS2 examine the wider world whilst comparing to the UK. As St Helens has its own canal that was vital for the transport of coal and Liverpool’s River Mersey important for travel and trade, we study both waterways within KS2. Our Geography curriculum aims to promote the children’s interest and understanding of the world and its people and equip children with a knowledge of the world around them, so they know more, understand more, and remember more. Geography is taught as a discrete subject every term and relevant links are constantly being made to other subjects, as well as our school and British values. We have made links to our History curriculum where possible.”

Curriculum and Coverage

The Geography National Curriculum 2014 is followed at Oakdene Primary School. The History National Curriculum 2014 is followed at Oakdene Primary School. We have an enquiry approach to teaching and each topic has an enquiry question to explore. We aim to cover 8/9 hours per term in each subject, with some lessons covered in English lessons when possible. We try and include trips or visits to enhance our learning, although this is dependent on financial constraints. We aim to produce at least 4 pieces of quality work per topic either in books or on our online platform Seesaw. We are members of the Geographical Association and use the resources to aid our planning.

Curriculum Map Geography

Year group	Autumn	Spring	Summer
YR	Seasons My family/Where I live.	Seasons Around school	Seasons My local area
Y1	Weather- build on seasons YR Local area-What is it like living where I do? UK- 4 countries+ capital cities + seas	Weather- build on seasons YR Rainhill- How do people get around in Rainhill? - Fieldwork of the local area	Weather- build on seasons YR Hot and cold places- why don't meerkats live in the S Pole? -
Y2	Coastal towns/rural areas- compare to Rainhill. - Why is it good to holiday in Southport or the Lake District? Recap UK-build on Y1.	UK cities incl London- build on Y1 What is it like to live in a City? Recap on capital cities-build on Y1 esp. Liverpool.	Continents of world including study of Africa compared to UK. Where in the world is Africa?
Y3	UK -Counties, physical, human What is it like to live in UK? Recap on UK countries and cities-build on ks1 teach counties. 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	The World (Oceans, Continents, Equator, Compass, Location Esp. Asia) Where in the world is UK? Recap on continents-incl which continent is UK in- and oceans-build on KS1 -recap on equator, N+S poles- build on KS1 then teach tropic of cancer /Capricorn	Land use, River Nile, Settlements Is Egypt the same as UK?
Y4	Europe especially S Europe including Greece What is it like to live in Greece? Recap on continents and UK in Europe -build on Y3	Natural Disasters (inc World Locational Knowledge) How do natural disasters occur? Use northern southern hemisphere, equator, tropic of cancer/Capricorn- build on Y3	Water Cycle /Canals /Natural Resources What are natural resources and how do we use them?
Y5	Settlements/Land use including London Study Why do we live where we do? Recap on UK countries, counties, cities, towns, villages- build on Y3 Look at London- how and why did this grow as it did? - build on KS1	S America inc Climate, Vegetation & Biomes What is it like in S America?	World locational knowledge-link to explorers What is our world like?
Y6	Trade/OS Maps What is trade and how did it affect the area near me?	North America and Time zones What is it like in N America?	Coastal features + revision of all world geography

Geography Vocabulary

General Vocabulary for EYFS/KS1-

United Kingdom, England, Ireland, Scotland, Wales, Capital city, coast, country, town, city, landmarks, locality, local area, region, equator, North, South, East, West, compass, atlas, map, near, far, left right, next to (map work) beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (key physical features) city, town, village, factory, farm, house, office, port, harbour and shop (key human features)

YR	House, near, far away, School, compass NSEW, Rainhill, house, shop, park, road, busy, quiet
Y1	House, flat, bungalow, close by, postcode, urban, Capital City-London, Cardiff, Edinburgh, Belfast, Atlantic Ocean, North Sea, English Channel and the Irish Sea, Locality, Rainhill, buildings, shops, quiet, busy, road, street, motorway, path, railway, station, travel, transport, N. Pole S. Pole Antarctica Sahara, desert, N + S Hemisphere, Africa
Y2	rural, coast, cliff, tide, resort, lighthouse, rocks forest, hill, river, mountain, tourism, Ocean, sea, harbour, farm, maps-birds eye view, satellite view, street view, London, Cardiff, Edinburgh, Belfast, Liverpool, Manchester, Birmingham, Preston, landmarks, capital city, busy, office, shops etc Europe, N America, S America, Australasia, Africa, Asia, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, World map, compass, N S E W

General Vocabulary for KS2-

Revisit all KS1 vocab then- longitude, latitude, equator, northern hemisphere, southern hemisphere, tropic of cancer, Capricorn, Arctic Circle, Antarctic Circle, Prime Meridian, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (physical geography) types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water (human geography)

Y3	Recap Y2 Vocab. Stonehenge, counties of UK, human, physical, grid reference. Tropic of Cancer, Tropic of Capricorn, Equator, globe, world map Settlements, land use, rivers, River Nile, Egypt, River Thames, London, compass, N S E W NE NW SE SW
Y4	Recap Y3 Vocab. S Europe, Greece, natural resources including energy, food, minerals & water, globe, maps-aerial and street. Eruption, aftershock, dormant, tsunami, fault, tectonic plates, magma, magnitude, landslide, N Hemisphere, S Hemisphere. St Helens, St Helens canal, River Mersey, natural resources-coal, wind, crops, water cycle, estuary, mouth,
Y5	Recap Y3 Autumn vocab. settlements, land use, trade, countries, counties, village, town, city, London, Rainhill Recap on continents. South America. - Brazil and Argentina, human /physical features (including biomes, climate, vegetation belts, rivers, mountains etc) Map, atlas, globe, digital map. Recap on continents, countries, counties, equator tropic of cancer/Capricorn. Latitude, longitude, time zones, UK mountain names, UK river names
Y6	Recap on all world geography. Trade, compass N S E W NE NW SE SW, maps six-figure grid references, symbols and key, Ordnance Survey, N. America, environmental regions, physical/human characteristics, Niagara Falls, Great Lakes, maps, atlases, globes & digital/computer maps, Settlement, land use, economic activity, trade natural resources (including energy, food, minerals, and water) Coast, sea, erosion, dunes, beach,

Curriculum map for History and Geography

<p><u>YR AUTUMN</u> HISTORY – MY HISTORY GEOGRAPHY – MY FAMILY/WHERE I LIVE</p>	<p><u>YR SPRING</u> HISTORY – TOYS GEOGRAPHY – AROUND MY SCHOOL</p>	<p><u>YR SUMMER</u> HISTORY – CLOTHES FOR DIFFERENT WEATHER GEOGRAPHY – MY LOCAL AREA</p>
<p><u>Y1 AUTUMN</u> HISTORY – HOUSES GEOGRAPHY – THE LOCAL AREA/UK AND 4 COUNTRIES+CITIES</p>	<p><u>Y1 SPRING</u> HISTORY – RAINHILL TRIALS GEOGRAPHY – HOW DO YOU GET AROUND IN RAINHILL AND HOW HAS IT CHANGED SINCE TRIALS</p>	<p><u>Y1 SUMMER</u> HISTORY – NEIL ARMSTRONG GEOGRAPHY – HOT AND COLD PLACES/ NORTHERN+ SOUTHERN HEMISPHERE, N+S POLES, EQUATOR</p>
<p><u>Y2 AUTUMN</u> HISTORY – HOLIDAYS GEOGRAPHY – COASTAL TOWNS+RURAL AREAS-UK</p>	<p><u>Y2 SPRING</u> HISTORY – GREAT FIRE OF LONDON GEOGRAPHY – UK CITIES- FOCUS LONDON</p>	<p><u>Y2 SUMMER</u> HISTORY – CHRISTOPHER COLUMBUS GEOGRAPHY – CONTINENTS AND OCEANS-STUDY OF AFRICA</p>
<p><u>Y3 AUTUMN</u> HISTORY – STONE AGE GEOGRAPHY – THE UK (COUNTIES, PHYSICAL, HUMAN)</p>	<p><u>Y3 SPRING</u> HISTORY – EARLIEST CIVILISATIONS GEOGRAPHY – THE WORLD (OCEANS, CONTINENTS, EQUATOR, COMPASS, LOCATION NOW Esp. ASIA)</p>	<p><u>Y3 SUMMER</u> ANCIENT EGYPT GEOGRAPHY – LAND USE, RIVER NILE, SETTLEMENTS</p>
<p><u>Y4 AUTUMN</u> HISTORY – ANCIENT GREECE GEOGRAPHY – EUROPE (esp. THE MED)</p>	<p><u>Y4 SPRING</u> HISTORY – THE ROMANS GEOGRAPHY – NATURAL DISASTERS (inc WORLD LOCATIONAL KNOWLEDGE)</p>	<p><u>Y4 SUMMER</u> HISTORY – ST HELENS GEOGRAPHY – WATER CYCLE/CANALS/NATURAL RESOURCES</p>
<p><u>Y5 AUTUMN</u> HISTORY – ANGLO-SAXONS/VIKINGS GEOGRAPHY – SETTLEMENTS/LAND USE INCLUDING LONDON STUDY</p>	<p><u>Y5 SPRING</u> HISTORY – MAYANS GEOGRAPHY – SOUTH AMERICA inc CLIMATE, VEGETATION & BIOMES</p>	<p><u>Y5 SUMMER</u> HISTORY – EXPLORERS GEOGRAPHY – WORLD LOCATIONAL KNOWLEDGE, MAPS, ARCTIC/ANTARCTIC</p>
<p><u>Y6 AUTUMN</u> HISTORY – LIVERPOOL GEOGRAPHY – TRADE/ORDNANCE SURVEY MAPS</p>	<p><u>Y6 SPRING</u> HISTORY – CHANGING ROLE OF WOMEN GEOGRAPHY – NORTH AMERICA & TIME ZONES</p>	<p><u>Y6 SUMMER</u> HISTORY – HOW DO WE COMMUNICATE HISTORICALLY/REVISION GEOGRAPHY – COASTAL FEATURES & REVISION OF WORLD GEOGRAPHY</p>

Oakdene Milestone Progression for Geography

Key Learning Concepts	Foundation Stage	Year 1 and 2	Year 3 and 4	Year 5 and 6
<i>To build an understanding of location and place knowledge</i>	<p>M1 I know there are different countries in the world.</p> <p>M2 I can name places in my day-to-day life that I visit.</p> <p>M3 I can name the 4 countries of the UK.</p>	<p>M1 I can name and locate the world's continents and oceans.</p> <p>M2 I can locate hot and cold areas of the world in relation to Equator and the North and South Poles.</p> <p>M3 I can name, locate, and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p> <p>M4 I can identify the key features of a location in order to say if it's a city, town, village, coastal or rural area.</p>	<p>M1 I can name and locate counties and cities of the UK and the geographical regions – identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>M2 I can name, describe, and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, and Antarctic Circles.</p> <p>M3 I can name and locate countries of Europe and identify their main human and physical characteristics</p> <p>M4 I can ask and answer geographical questions about the physical and human characteristics of a location.</p>	<p>M1 I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>M2 I can identify and describe the geographical significance of latitude, longitude. Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, arctic and Antarctic Circles and time zones (including day and night).</p> <p>M3 I can name and locate countries of N + S America and identify their main human and physical characteristics.</p> <p>M4 I can identify and describe how the physical features affect the human activity within a location.</p>
<i>To investigate similarities and differences between locations and places (referring to human and physical features)</i>	<p>M4 I can describe my environment using knowledge from observation, discussion, texts, and maps (physical)</p> <p>M5 I can recognise some similarities and differences between life in Rainhill/England and life in other countries (human)</p>	<p>M5 I can use basic geographical vocabulary to refer to: Key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, vegetation, and weather. Key human features, including: City, town, village, factory, farm, house, office, and shop.</p>	<p>M5 I can describe key aspects of: Physical geography, including rivers, mountains, volcanoes, and earthquakes and the water cycle. Human geography, including settlements and land use.</p>	<p>M5 I can describe key aspects of: Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, and earthquakes and the water cycle. Human geography, including settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p>

	<p>M6 I can recognise that some environments or countries are different to the one in which I live.</p> <p>M7 I can understand changes in the natural world around them including seasons.</p>	<p>M6 I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.</p> <p>M7 I can identify seasonal and daily weather patterns in the UK.</p>	<p>M6 I can describe geographical similarities and differences between countries.</p> <p>M7 I can examine my own views about locations and can describe how the locality of the school has changed over time.</p>	<p>M6 I can understand some of the reasons for geographical similarities and differences between countries.</p> <p>M7 I can describe how locations around the world are changing and explain some of the reasons for change and geographical diversity across the world.</p> <p>M8 I can describe how countries and geographical regions are interconnected and interdependent.</p>
<i>To use geographical skills and fieldwork</i>	<p>M8 I can get information from a simple map.</p> <p>M9 I can describe routes and locations using behind, in front etc</p>	<p>M8 I can use simple fieldwork and observational skills to study geography of the school and the key human and physical features of its surrounding area.</p> <p>M9 I can use world maps, atlases, and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.</p> <p>M10 I can use compass directions (N S E W) and locational language (e.g., near, and far) to describe the location of features and routes on a map.</p> <p>M11 I can devise a simple map; and use and construct basic symbols on a key.</p> <p>M12 I can identify land use around the school.</p>	<p>M8 I can use fieldwork to observe and record 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>M9 I can use maps, atlases and globes and digital/computer mapping to locate countries and describe features.</p> <p>M10 I can use the 8 points of a compass, 4-figure grid references, symbols, and keys to communicate knowledge of the UK and the wider world.</p>	<p>M9 I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area and record the results in a range of ways.</p> <p>M10 I can use a range of geographical resources, including statistics, to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>M11 I can use the 8 points of a compass, 6-figure grid references, symbols, and a key (that uses standard OS symbols) to communicate knowledge of the UK and the world.</p> <p>M12 I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>