

Oakdene Primary School



Geography at Oakdene

Subject Leader: Mrs. C Heskett

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 History 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 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.

Year group	Autumn	Spring	Summer
Reception	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 South 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 compare 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 is a natural resource 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	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 showing links between 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
<p><i>To build an understanding of location and place knowledge</i></p>	<p>I can talk about the features of my own immediate environment and how environments might vary from one another.</p> <p>I can name the 4 countries of the UK.</p>	<p>I can ask and answer geographical questions (such as What is the place like? What or who will I see in this place? What do people do in this place?).</p> <p>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>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>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>I can use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>I can name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p>	<p>I can ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>I can examine my own views about locations-giving reasons.</p> <p>I can use maps, atlases and globes and digital/computer mapping to locate countries and describe features.</p> <p>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>I can use a range of resources to identify the key physical and human features of a location.</p> <p>I can name and locate counties and cities of the UK and the geographical regions- identifying human and physical characteristics, including hills, mountains, cities, rivers key topographical features and land use; and understand how some</p>	<p>I can collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>I can identify and describe how the physical features affect the human activity within a location.</p> <p>I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>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>I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps- as in London's tube map).</p> <p>I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including</p>

		I can name and locate the world's continents and oceans.	of these aspects have changed over time. I can name and locate countries of Europe and identify their main human and physical characteristics.	hills, mountains, rivers key topographical features and land use patterns; and understand how some of these aspects have changed over time. I can name and locate countries of N + S America and identify their main human and physical characteristics.
<i>To investigate similarities and differences, within and between places, and investigate patterns.</i>	I know about similarities and differences in relation to places, objects, materials and living things. I can make observations of the environment and explain why some things occur, and talk about changes.	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. I can identify seasonal and daily weather patterns in the UK. I can locate hot and cold areas of the world in relation to Equator and the North and South Poles. I can identify land use around the school.	I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date time zones. I can describe some of the characteristics of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. I can describe geographical similarities and differences between countries. I can describe how the locality of the school has changed over time.	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). I can understand some of the reasons for geographical similarities and differences between countries. I can describe how locations around the world are changing and explain some of the reasons for change. I can describe geographical diversity across the world. I can describe how countries and geographical regions are interconnected and interdependent.
<i>To communicate Geographically</i>	I can make observations of the environment and explain why some things occur, and talk	I can use basic geographical vocabulary to refer to: Key physical features , including: beach, coast, forest, hill,	I can describe key aspects of: Physical geography , including: rivers, mountains, volcanoes,	I can describe key aspects of: Physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains,

	<p>about changes. (physical)</p> <p>I know about similarities and differences between myself and others, and among families, communities and traditions. (human)</p> <p>I can use/draw a simple map.</p>	<p>mountain, ocean, river, soil, vegetation and weather.</p> <p>Key human features, including: City, town, village, factory, farm, house, office and shop.</p> <p>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>I can use aerial images to recognise landmarks and basic physical features.</p> <p>I can devise a simple map; and use and construct basic symbols on a key.</p> <p>I can use simple grid references (A1 C1)</p>	<p>and earthquakes and the water cycle.</p> <p>Human geography, including: settlements and land use.</p> <p>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>volcanoes, and earthquakes and the water cycle.</p> <p>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>I can use the 8 points of a compass, 4 figure grid references, symbols and a key (that uses standard OS symbols) to communicate knowledge of the UK and the world.</p> <p>I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>
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