



St. Mary's R.C. Primary School

Learn and Grow Together in Christ

Geography Curriculum Overview					
Rational	<p>At St Mary's, we believe that Geography helps to provoke and answer questions about the natural and human world, encouraging children to develop a greater understanding of their world and their place and responsibilities within it. Geography helps children to develop a range of investigation and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills and feeds a child's natural curiosity. We seek to inspire in children curiosity and fascination about the world in which they live, and its people, which will remain with them for the rest of their lives; to promote children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We aim to ensure children are aware of topical geographical issues, the importance of sustainability and human action upon our world and armed with this knowledge debate and make decisions about how they choose to live.</p>				
Approach	<ul style="list-style-type: none"> - Ensuring a balance of gaining knowledge, understanding and developing skills for robust enquiry approaches to learning about the world. - Maximising the use of first-hand experiences and technology to ensure the context of place is relevant. - Providing a progressive, systematic building of vocabulary, knowledge and concepts linking learning over time. 				
SEND	<p>Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Meetings; elements of which may be recommended by external agencies. It is also important to recognise that children identified as having SEND may not always be the least able in geography and could excel in the subject. Pupil's attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers</p>				
Values	Kindness	Tolerance	Friendship	Aiming High	Positivity
Concepts	Geographical Knowledge		Mapping and Fieldwork Skills		Enquiry Skills and Critical Thinking
<p>Our curriculum documents for EYFS are planned and sequenced in line with Development Matters and the National Curriculum subjects. Please see Early Years planning.</p>					



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EYFS Reception	Autumn	Spring	Summer
<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Our New School and Homes</p> <p><i>Topsy and Tim Starting School</i> <i>Alfie Starts School</i> <i>What would we do without Mrs Mac</i> <i>Three Little Pigs</i></p> <p><i>During this topic child will...</i></p> <ul style="list-style-type: none"> • Visit the different parts of the classroom and outdoor area. • Will look at a simple map of the classroom • Visit at different parts of the school buildings. • talk about different functions of school class, library, school hall, dinner hall • visit all of the school's outdoor areas. • meet different staff in the school and talk about their role in school 	<p>Africa</p> <p><i>Handa's Surprise</i> <i>Story Link Handa's Surprise</i> <i>Handa's Eggs</i> <i>Non-fiction Africa</i></p> <p><i>During this topic children will...</i></p> <ul style="list-style-type: none"> • Look at world map and show UK and Africa. • talk about weather in UK and Weather in Africa. • understand that different fruit grows in different countries • children will taste and sort fruit from the UK and from Africa • draw simple map from story of Handa's surprise • will look at and comment on difference between home in the UK and traditional African homes, 	<p>Town and Country</p> <p><i>Story Link – The Town and the Country</i> <i>Mouse</i> <i>Old MacDonald</i> <i>Non-fiction farm</i></p> <p>Visit to contrasting location- outdoor adventure</p> <p><i>During this topic children will...</i></p> <ul style="list-style-type: none"> • look at different maps- World- UK and Burnley. • look at images of and talk about important buildings in Burnley • draw own simple map. • talk about things we find in a town. • visit rural area and talk about things you find in the countryside.



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	<ul style="list-style-type: none"> • know that our school is in Burnley • talk about street names- that our school is on Holcombe Drive • talk about the buildings close to our school and look at them from school grounds- tennis, Blessed Trinity, Turf Moor • look at map of school and point out key buildings • Look at Pictures of homes in Burnley • Talk about features of houses name of own street 		<ul style="list-style-type: none"> • talk about things that are the same and things that are different in Burnley and in the countryside.
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Year 1 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	Continents and Oceans On completion of this unit, pupils will know... <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans. 	The United Kingdom On completion of this unit, pupils will know... <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	Weather and Climate (Fieldwork) On completion of this unit, pupils will know... <ul style="list-style-type: none"> • order the months of the year and recognise seasons. • identify the difference between the seasons. • identify which season we are in.



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	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries. • 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. • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> • 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 basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> • identify the type of clothing suitable for different weather. • identify the different types of weather we have in the United Kingdom. • record the daily weather in our area. • identify daily and seasonal weather patterns in the United Kingdom. -
<p>Lesson Sequence</p>	<p>L1 – Can I understand where I am in the world? L2 –Can I locate on a map the seven continents?</p>	<p>L1 – Can I locate the four countries of the United Kingdom?</p>	<p>L1 – Can I order how the months of the year and recognise seasons? L2 – Can I say what weather is?</p>



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	<p>L3 – Can I locate on a map the oceans that link the continents? L4 – Can I describe where different continents are located? L5 – Can I spot the physical and human features of a continent?</p>	<p>L2 – Can I identify the four capital cities and surrounding seas of the United Kingdom? L3 – Can I explain the differences between physical and human features? L4 – Can I describe the human and physical features of one of the UK's capital cities?</p>	<p>L3 – Can I say how the weather affects us? L4 – Can I talk about how the weather affect people's work? L5 – Can I talk about how the weather is forecast? L6 – Can I say how the weather can be dangerous?</p>
Knowledge Capture Task	Continents and Oceans assessment paper.	United Kingdom assessment paper	Weather and Seasons assessment paper
NC Geography Links	Please see the document attached showing National Curriculum links across the Geography topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links	<p>English – Write a descriptive text about a continent. Talk about a particular continent you are interested in and persuade people to visit.</p>	English – Write a postcard.	<p>Art - Draw what you can see out of the window. Science – Make a rain gauge, seasonal change. Maths – Time – seasons, months</p>
Trip and Visitors	Someone to share their experiences of travelling around a particular continent.		



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Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.
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Year 2 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	<p>Local Area (Fieldwork)</p> <p>On completion of this unit, pupils will know...</p> <ul style="list-style-type: none"> • 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 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 • Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, 	<p>Hot and Cold Places</p> <p>On completion of this unit, pupils will know...</p> <ul style="list-style-type: none"> • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage 	<p>Mugumareno Village</p> <p>On completion of this unit, pupils will know...</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country • Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage



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	<p>soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> • 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 		
Lesson Sequence	<p>L1 – Can I spot the difference between rural and urban areas and know what settlement I live in? L2 –Can I use fieldwork to identify and record the main features of the school grounds? L3 – Can I use fieldwork to identify and record the main features of the local area? L4 – Can I recount the journey through my local area? L5 –Can I recognise symbols on an Ordnance Survey map? L6 – Can I create a map of our local area, showing key features?</p>	<p>L1- Can I identify hot and cold places and locate them on a map? L2 – Can I recognise the features of a hot and cold place? L3 – Can I explore a hot or cold place? L4 – Can I identify the animals that live in hot or cold places and recognise how they adapt? L5 – Can I compare a pack list for a trip to a hot place with a list for a cold place? L6 – Can I describe what I would see in a hot or cold place?</p>	<p>L1 –Can I locate Zambia on a map and explain the physical and human features? L2 – Can I locate the village of Mugurameno? L3 – Can I compare how the people of Mugurameno use the River Zambezi with the ways in which we use rivers near us? L4 - Can I find out about food in Mugurameno and how it is prepared? L5 – Can I explain how the people of Mugurameno protect themselves and their homes from wild animals – and how they make use of animals in their everyday lives?</p>



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			L6 – Can I compare our life with that of the villagers?
Knowledge Capture Task	Local Area description assessment.	Hot and Cold assessment paper.	Assesemnet – Talk or write - A day in the life.....Mugurameno village.
NC Geography Links	Please see the document attached showing National Curriculum links across the Geography topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links		English – Speaking, writing a postcard about a hot/cold place. Art – animals Science- animals - habitats	
Trip and Visitors		A visitor speaking about a place they have been in the world hot or cold, features and animals.	
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

Year 3 Curriculum	Autumn	Spring	Summer
Topic Title and Knowledge Outcomes	Climate Zones On completion of this unit, pupils will know...	Mountains On completion of this unit, pupils will know...	Rio and South-East Brazil On completion of this unit, pupils will know...



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	<ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones - identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: mountains Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals Use maps, atlases, globes and digital/computer mapping to locate countries and describe feature studied Name and locate key topographical features of the UK (including mountains) Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Identify the position and significance of the Equator
Lesson Sequence	L1 – Can I identify the different lines of latitude and explain how latitude is linked to climate?	L1 – Can I describe what a mountain is and locate the world's 'Seven Summits' on a map?	L1 – Can I locate South America on a world map and say what it is like?



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	<p>L2 – Can I locate different climate zones and explore the differences between the Northern and Southern Hemispheres? L3 – Can I compare temperate and tropical climates? L4 – Can I explore weather patterns within a climate zone? L5 – Can I write a weather forecast for a typical day for a climate zone? L6- Can I identify the characteristics of each climate zone?</p>	<p>L2 – Can I describe the key features of mountains and how they are formed? L3 – Can I describe the climate of the mountains and explore mountain life? L4 – Can I explore and locate the UK's highest mountains? L5 – Can I recognise the importance of the Himalayas for people living in the region?</p>	<p>L2 – Can I locate the countries and capital cities of South America and compare the time difference? L3 – Can I compare key facts about Brazil with our country? L4 – Can I use photographs and information texts to imagine what daily life in Rio de Janeiro might be like? L5 –Can I investigate trade links with south east Brazil? L6 – Can I identify the pros and cons of Brazil hosting the Olympic Games in 2016?</p>
Knowledge Capture Task	Climate zones assessment paper.	Mountains assessment paper.	Create a poster, using words and images, to persuade people either to attend the 2016 Olympic Games or not to visit Rio for them.
NC Geography Links	Please see the document attached showing National Curriculum links across the Geography topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links	Maths - Interpret and present data using bar charts and tables. Time	Science – rocks and soils	PE Olympic Games
Trip and Visitors			



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Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.
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Year 4 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	<p>Rivers (Fieldwork)</p> <p>On completion of this unit, pupils will know...</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: rivers and the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied describe and understand key aspects of 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. Name and locate key topographical features of the 	<p>North America</p> <p>On completion of this unit, pupils will know...</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. Identify the position and significance of latitude, longitude, and time zones (including day and night) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, 	<p>Greece/Athens – Region in a European Country.</p> <p>On completion of this unit, pupils will know...</p> <ul style="list-style-type: none"> Locate Europe and its key human and physical characteristics. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Identify and locate Europe's major cities. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts; human geography, including land use and economic activity. Understand geographical similarities and differences through the study of



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	UK (including rivers) and land-use patterns.	<p>mountains, volcanoes and earthquakes, and the water cycle.</p> <ul style="list-style-type: none"> 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. 	human and physical geography of a region in a European country.
Lesson Sequence	<p>L1 – Can I describe the water cycle, explain what a river is and locate the world's longest rivers on a map?</p> <p>L2 – Can I describe how rivers are used around the world?</p> <p>L3 – Can I identify the stages and features of a river from source to mouth?</p> <p>L4 – Can I recognise and explain how human activity affects rivers?</p> <p>L5 – Can I recognise and explain how flooding affects communities?</p> <p>L6 - Can I identify the key characteristics of one of the world's longest rivers?</p>	<p>L1 – Can I locate North America on a world map, including through using latitude and longitude?</p> <p>L2 – Can I locate the United States of America and explain its name?</p> <p>L3 – Can I understand the human and physical geography of the Rockies?</p> <p>L4 – Can I describe the volcanic eruptions at Mount St Helens and the impact they have had on the surrounding area?</p> <p>L5 – Can I investigate and evaluate the key features of a US state?</p> <p>L6 – Can I compare and contrast New York with where I live?</p>	<p>L1 – Can I locate Europe and investigate key information about its principal countries?</p> <p>L2 – Can I explain tourism in the Mediterranean region?</p> <p>L3 – Can I understand some of the factors affecting migration into Europe through Greece?</p> <p>L4 – Can I investigate the landscape of Greece, its features and how it is used?</p> <p>L5 – Can I investigate some of the main features of Athens?</p> <p>L6 – Can I compare everyday life for a child in Athens with that in other places?</p>
Knowledge Capture Task	Rivers assessment paper.	Sketch out a story learned about the USA, its states, the Rockies and New	Magazine script on Greece/Athens.



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		York. -board for a short tourist information film about North America.	
NC Geography Links	Please see the document attached showing National Curriculum links across the Geography topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links	History – The Egyptians River Nile Maths	English	History - Ancient Greeks
Trip and Visitors			
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

Year 5 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	Local Area and Region (Fieldwork) On completion of this unit, pupils will know... <ul style="list-style-type: none"> Interpret a range of maps of the local region and apply this information to their understanding of it; Use fieldwork to collect and critically evaluate data from a 	Rainforests On completion of this unit, pupils will know... <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Identify the position and significance of lines of latitude, the 	South America-The Amazon On completion of this unit, pupils will know... <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities.



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	<p>range of viewpoints about the local region, how it meets people's needs, and how it might change;</p> <ul style="list-style-type: none"> • Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region; • Use appropriate vocabulary when describing key information about the local region to external audiences. 	<p>Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <ul style="list-style-type: none"> • Describe and understand key aspects of 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 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Identify the position and significance of the Equator. • Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) • Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.
Lesson Sequence	<p>L1 – Can I explain how my local area and my region fits into the wider world?</p> <p>L2 – Can I identify and locate the main features of my region?</p> <p>L3 – Can I say how our region meets people's needs?</p> <p>L4 – Can I collect evidence to show if this place is fit for people? (Fieldwork)</p> <p>L5 – Can I create a needs map of the place I have visited?</p>	<p>L1 – Can I recognise what a rainforest is and locate the world's rainforests on a map?</p> <p>L2 – Can I recognise the different layers of life in a rainforest?</p> <p>L3 – Can I recognise the features that make up a rainforest?</p> <p>L4 – Can I describe the key characteristics of the Congo?</p> <p>L5 – Can I describe and explain the impact of the deforestation of the rainforests?</p>	<p>L1 – Can I locate the Amazon on a world map and consider the significance of its location?</p> <p>L2 – Can I describe the importance of the Amazon Basin and Rainforest?</p> <p>L3 – Can I understand some of the threats to the Amazon and why they matter?</p> <p>L4 – Can I understand some of the main human and physical features of Manaus?</p>



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		L6 – Can I explain the importance of the Amazon rainforest?	L5 – Can I compare the Amazon Basin with South-East Brazil and our home area?
Knowledge Capture Task	Local Area assessment. Can I explain how our region meet people's needs? A regional newspaper.	Rainforests assessment paper.	Share knowledge and understanding of the Amazon Basin.
NC Geography Links	Please see the document attached showing National Curriculum links across the Geography topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links	English	English - Letter	Science -
Trip and Visitors	Fieldwork local river to gather evidence.		
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.		

Year 6 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	United Kingdom (Fieldwork) On completion of this unit, pupils will know...	Volcanoes On completion of this unit, pupils will know...	Earthquakes On completion of this unit, pupils will know...



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	<ul style="list-style-type: none"> 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of: 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. 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
<p>Lesson Sequence</p>	<p>L1 – Can I identify where I live in the UK and locate the UK's major cities?</p>	<p>L1 – Can I find out about the structure of the Earth and label a diagram? L2 – Can I describe what happens at the boundaries between the Earth's plates?</p>	<p>L1 – Can I explain why earthquakes occur?</p>



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	<p>L2 – Can I identify geographical regions and human and physical characteristics of the United Kingdom? L3 – Can I name and locate the different counties of the UK? L4 – Can I understand how people have affected the United Kingdom's landscape? L5 – Can I describe and explain the sorts of industries in which people in the United Kingdom work? L6 – Can I understand the different types of energy sources used in the United Kingdom?</p>	<p>L3 – Can I describe and explain the key features of a volcano? L4 – Can I locate a range of famous volcanoes and find out some key facts? L5 – Can I report on the effects of a volcanic eruption? L6 – Can I evaluate the advantages and disadvantages of living near a volcano?</p>	<p>L2 – Can I locate where famous earthquakes have occurred and find out some key facts? L3 – Can I write a report about a famous earthquake? L4 – Can I identify the effect of earthquakes on land and people? L5 – Can I identify the help people need after an earthquake? L6 - Can I identify how to prepare for an earthquake?</p>
Knowledge Capture Task	The United Kingdom assessment paper.	Volcanoes assessment paper.	Earthquakes Assessment paper.
NC Geography Links	Please see the document attached showing National Curriculum links across the Geography topics.		
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.		
Cross Curricular Links		Science – English - report	English – Instructions Science -
Trip and Visitors			



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Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.
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