

## Our Lady Star of the Sea Geography Schema

This schema organises geographical learning/knowledge into meaningful topics/tasks. This allows connections within the subject to be made. This schema includes the following:

- Breadth of study— The topics. These topics hold the geographical knowledge through which the children make sense of our interconnected world. It is the knowledge of: Place, Physical Features, Human Features, Diversity, Physical Processes, Human Processes and Techniques (map skills)
- The key geographical “threshold concepts” - these are the big ideas in Geography they include the investigation of:  
PLACE, PATTERN, ENVIRONMENT and COMMUNICATING GEOGRAPHICALLY

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Where I Live	Around the World	Investigating our local area	Earning a living	North America	The United Kingdom (counties)
Four Seasons Weather Patterns	My World and Me	Italy today	Volcanoes	Natural resources (sustainability)	South America (the rainforest)
At the Farm	Seas and Coasts	Antarctica (Arctic and Antarctic circles)	Plants of the world (Biomes and vegetation belts)	Rivers (topographical features)	Coasts (topographical features)
Exploring: maps and plans-positional play.	Exploring: map of the school ground, aerial photographs, atlas and globe. 4 points of the compass.	Exploring maps of the British Isles. Introduction of the 8 point compass.	Exploring: OS maps of the British Isles the local area. Evaluate maps—which are the most useful?	Exploring: Land height. Grid references. Longitude and latitude: Tropics, hemispheres and time zones.	Exploring maps using eight point compass and 6 figure grid references.

The schema creates continual opportunities for the “threshold concepts” to be revisited (spaced learning). Different aspects of geographical knowledge are also covered within each topic and year group allow for interleaving to occur. This aids long term memory as knowledge and concepts are interconnected and revisited throughout the child's journey through school.

	Place
	Human and Physical
	Map/fieldwork

# EYFS — Geography

## Understanding of the World



Building our understanding of the world on solid foundations

People and Community

The World

Children talk about past and present events in their own lives and in the lives of family members

Children know about similarities and differences in relation to PLACE, OBJECTS MATERIALS and LIVING THINGS

Children know that other children don't always enjoy the same things, and they are sensitive to this

They talk about the features of their own immediate environment and how environments might vary from one another

Explore the classroom space the outside space,. The wider school environment including the school grounds. Travel to places beyond the school– library and café. Travel beyond the town (where the learning leads)

The children know about similarities and differences between themselves and others, and among families and communities

They make observations of animals and plants and explain why some things occur and talk about changes

## Our Lady Star of the Sea Geography Year 1 overview

Year 1	Location Knowledge and Place Knowledge	Human and Physical geography	Geographical skills Enquiry and investigation	Geographical skills Interpreting a range of data	Geographical skills Communicating geographical	Geographical skills Fieldwork	Exploring: maps and plans positional play.
Four Seasons and daily weather patterns		Use vocabulary related to seasons and the weather Seasons are linked to months of the year.	Find out what the weather is like in each season in turn. Weather vocabulary.	Explore extreme weather event.	Compare and contrast the weather in the four seasons. GD-Is a drought is less damaging than a flood – agree or disagree?	Satellite maps and OS maps or globe- which is best for weather.	Use symbols related to the weather.
			Investigate the difference between seasonal and daily weather.	Exploring daily weather data and collecting daily weather data over a month/s.	Communicating- weather forecasting and why it is important.		
At the farm		Use vocabulary related to physical and human features of a farm.	What is a farm and why are they so important? Enquiry: what is the difference between a farm and a town?		Seasons– communicating what happens on a farm in the different seasons . Farm vocabulary	Visit to a farm	Farm map and symbols
Where do I live?	Able to name and locate some places in their locality– the UK, countries and some wider world linked to study.	Describe places using basic geographic vocab (beach, hill, road, river etc) Express views– likes and dislikes.	Investigate – oceans, continents and countries. Investigate and name the UK countries and capital cities. Always true, never, true, sometimes true: Cities have houses the countryside has rivers. Is Great Britain an island– true or False? Devise investigate / enquiry our town .		Communicate our address and send letters to our friends at their addresses.	Visit to St. Annes – enquiry set by children.	What is a globe? Map? Atlas? Satellite image? Label compass NSEW LABEL NP SP equator N hemisphere and S hemisphere

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## Our Lady Star of the Sea Geography Year 2 overview

Year 2	Location Knowledge and Place Knowledge	Human and Physical Geography	Geographical skills Enquiry and investigation	Geographical skills Interpreting a range of data	Geographical skills Communicating geographical	Geographical skills Fieldwork	Exploring: maps and plans-positional play.
<p>My World and Me</p> 	<p>Name some of the places animals live around the world and how this is linked to climate.</p>	<p>Identify physical and human features of UK and compare to another country- Ecuador (cultural difference)</p>	<p>Investigate and compare Ecuador and the UK: climate, land features + cities</p> <p>Investigate where animals live around the world.</p>	<p>Organise animals to biomes around the world.</p>	<p>Naming physical and human features from aerial photographs.</p> <p>Explore given <b>descriptions</b> that <b>best describe</b> the biome zones.</p>		<p>Locate UK, equator and the poles.</p> <p>Interpreting aerial photographs.</p> <p>Create map with a key</p>
<p>Sea and coasts</p>	<p>Name the continents and major oceans</p> <p>Revisit and consolidate the countries of the UK and the cities and seas</p>	<p>True or False: Countries would not exist without people, continents would.</p>	<p>Investigate what a continent is and a country .</p> <p>Investigate the countries of the UK and the seas</p> <p>True or False: do continents float?</p>	<p>Collect data on how many children have visited by plane, train or coach.</p> <p>Organise continents and countries by size.</p>	<p>Communicating— presenting/ sharing place you have visited in the UK.</p>	<p>To visit the physical and human features of St. Annes and Blackpool.</p>	<p>Introduced to the compass— map work linked to location</p> <p>School grounds and St. Annes Digi-map</p>
<p>Around the world</p>	<p>Name some countries in each continent— to know continents are large pieces of land divided into countries.</p>	<p>Identify some significant physical features across all the continents.</p>	<p>Investigate each continent in turn. Exploring a significant country in each</p> <p>PHYSICAL features (guest speakers from each continent— diversity)</p>		<p>Where have the children and family members been around the world - collate and communicate on display.</p>		<p>Identify some countries and some physical features in the 5 continents.</p> <p>Use contents page in the atlas</p>

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## Our Lady Star of the Sea Geography Year 3 overview

Year 3	Location Knowledge and Place Knowledge	Human and Physical Geography	Geographical skills Enquiry and investigation	Geographical skills Interpreting a range of data	Geographical skills Communicating geographical	Geographical skills Fieldwork	Exploring: maps and plans positional play.
The Arctic 	Locate Arctic and revisit the continents and the oceans of the world.	Use geographical vocabulary to identify physical features in the artic.	Investigate the <b>countries</b> that make up the Arctic. Physical features. Investigating species that live in the Arctic.  Comparing Arctic to another biomes has that abundant species.	Climate data  What do humans do to influence a change in climate?	Polar Bear enquiry:  Non-chronological report on the Polar bear (extended writing opportunity)		Revisit the continents and oceans
Investigating our local area	Where else have you visited in the UK Locate on a map Name other places in UK Name mountain ranges and some major rivers.	Use geographical vocabulary to describe the Human features of St.Annes– local economy– tourism.  How has St. Annes changed over time? Make observations.	Investigate the physical and human features of our local area. Enquiry into the services provided in the area.  Are there patterns? Location of hotels/shops/industry/leisure	Collect data  Job Questionnaire	What is the best thing about our local area. Create a leaflet for visitors to St. Annes.	Fieldwork– in St. Anne's - collecting data related to a child directed enquiry.  Following a route  Collecting information for the leaflet.	Locating St Anne's on a Map of England /NW. Locating places in St. Anne's on a OS map. Give directions using a map
Italy	Name some cities in Italy  Name the three active Volcanoes in Italy.	Name/labels/identify the physical features of Italy.  Make observations about patterns.	Investigate the physical features of Italy. Investigate Volcanoes and how they erupt and the location of Pompeii. Cities of Italy enquiry. Investigate Italian culture		Create presentations on what we know about Italy and present to the class. Using geographical enquiry headings - children investigate another European country for homework ready to present at school.		Using atlas– locating Italy in the world/ continent



## Our Lady Star of the Sea Geography Year 4 overview

Year 4	Location Knowledge and Place Knowledge	Human and Physical Geography	Geographical skills Enquiry and investigation	Geographical skills Interpreting a range of data	Geographical skills Communicating geographical	Geographical skills Fieldwork	Exploring: maps and plans-positional play.
Plants of the World 	Name the major biomes around the world.	<b>Explain</b> how places change and the link between environment and people.	Find out what biomes are and the major biomes around the world. Investigate how specific plants survive extreme conditions. Create an enquiry linked to plants and agriculture. Investigate how humans use plants.	Link to science curriculum	Set up mega diversity questions– and the children research and present finding on mega diverse countries– present findings.	Science trip on Seed dispersal in the local environment.	Introduced to hemispheres. Using atlases to locate countries and continents for specific plants
Volcanoes and Earthquakes	Name and locate some of the world’s volcanoes.	Understand Plate tectonics and what happens when they move. DEEP: three ways they move	Investigate what happens when a volcanoes erupts. Investigate the physical features of a volcano. To investigate Plate Tectonics and understand there is a ring of fire in the Pacific. Explore life in a volcanic area and compare to a non-volcanic zone.  DEEP : relate knowledge of plate tectonics to mountain ranges		Extended writing opportunity Explanation text on Volcanoes	Fieldwork– linked to Rocks in Science. Investigating rocks in the St. Annes area and where they came from  (granite from the inside of volcanoes on the outside of banks today)	Locating Volcanoes of the world—using atlases and index  Explore satellite images of active volcanoes
Earning a Living	Name places around UK and know some of the industries they serve.	<b>Explain some links</b> between people places	Investigate industries in the UK. Compare UK with jobs from other parts of the world. Explore unemployment and its effects.  Explore how children make a living around the world– why and how?	Creating criteria for jobs and grouping accordingly  <b>Justifying criteria</b>	Writing job advertisements  Writing persuasive letters in relation to child labour		Regional map of the UK

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## Our Lady Star of the Sea Geography Year 5 overview

Year 5	Location Knowledge and Place Knowledge	Human and Physical Geography	Geographical skills Enquiry and investigation	Geographical skills Interpreting a range of data	Geographical skills Communicating geographical	Geographical skills Fieldwork	Exploring: maps and plans-positional play.
North America	Name significantly more places around the world. Locate topical places.	What is a Primate city?  Difference between the terms cosmopolitan and metropolitan	Investigate the countries that make up North America. Compare climates within North America. Investigate major physical and human features (wonders of NA). Investigate capital cities– complete research. Ask why is that happening in that place?	Interpret climate data	Create an independent presentation on one of the States in the USA  Writing opportunity: Write and perform radio adverts for tourist destinations in North America		Revisit the Continents and oceans and seas  Time zones introduced
Rivers	Name some rivers of the UK and the major rivers of the world.	Recognise and explain patterns in physical and human features of a river. Understand some of the processes and changes which influence these patterns, settlement flood and erosion.	Revisit the water cycle (Year 4 science). Investigate how rivers erode, transport and deposit materials. Set enquiry into why rivers are so important - the jobs they do. Investigate pollution. Set up an enquiry for one famous river.  Know some of the physical features of a river-from source to mouth.	DEEP: Agree or disagree: Speed of river flow and deposition are closely linked.	Extended writing opportunities—using pictures of the River Ribble. Write a letter of complaint about pollution.  Deep: Do you agree: Bridges are sometimes more than just a functional construction?	Complete fieldwork on the River Brock - cross sections  Flow speed and levels of pollution.	Locate rivers in UK  Locate major rivers across the world  Grid referencing
Natural Resources		Demonstrate an understanding of resources and how some resources provide energy and how this is changing and why?  Explain export and import	Investigate the natural resources of the UK and how they are used– make the link between NR and energy. Investigate the production of: wood, steel, glass, concrete.  Set up water enquiry – will we run out?	Interpreting data on global impact of energy use.	Pros and Cons of energy production—discussion text  Mind maps of natural resources		Trade routes - atlas work  * in science “Space” and novel “Kensuke’s Kingdom” pupils explore time zones latitude and longitude and the tropics



## Our Lady Star of the Sea Geography Year 6 overview

Year 6	Location Knowledge and Place Knowledge	Human and Physical Geography	Geographical skills Enquiry and investigation	Geographical skills Interpreting a range of data	Geographical skills Communicating geographical	Geographical skills Fieldwork	Exploring: maps and plans-positional play.
<b>South America</b> 	Name <b>extensive</b> range of places from around the world—including <b>topically</b> significant places		Investigate the physical features of South America (mountains rivers and plains). Human features. Set up enquiry into trade in South America	Interpreting climate data for South America.	Independent research and presentation on a South American country.  Mega diversity of plants in this biomes—link to Year 4		Countries of South America
<b>UK</b> 		Locating physical features on maps recognise contours and read OS identifying physical and human	Able to locate cities, towns, counties, rivers, seas, mountains  Link this work to maps	Population data interpret	Read a map directing others		Six figure grid references  Map work related to the regions and counties of the UK
<b>Coasts</b>		Contrast our coast line with another <b>Explain</b> differences	Investigate how waves erode coasts. Identify different types of beaches.  Investigate the physical process of erosion on coasts. Investigate coastal erosion management— link to our town.		Use maps and secondary resources to research and describe a beach location  Change over time	Investigate where dunes come from and complete— fieldwork on our dunes.  Visit Heysham and investigate the erosion at this location.	Apply map skills

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