



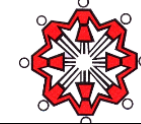
# St. Benedict's Primary School Geography Overview 2022-2023



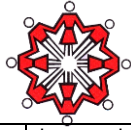
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	<p><b>Enchanted Woodlands</b> Science – plants <b><u>We are travellers</u></b> Draw a simple picture map, (e.g. of an imaginary place from a story e.g. Owl Babies), labelling features. Ge SF 3 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.</p>	<p><b>Bright Lights</b> <b>Big City</b> The UK, London landmarks <b><u>We are tourists in London</u></b> London and its landmarks- research and plan a route from one landmark to another. Draw the landmarks on a map. Identify key features. How do people travel around this big city? Recognise simple human and physical features on an aerial photograph or simple map showing an awareness that objects look different from above. Ge HP 2b Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. Re</p>	<p><b>Superheroes</b> PE Fantasy and real heroes. The senses <b><u>Stand-alone lessons</u></b> Ge SF 4 KS1 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.  Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. Children to take photos of interesting things in the local area and explain what the photos show. On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey. Study aerial photographs of the school and label it with key features e.g. school, church, park and shops. Look at a simple map of the local area and identify the things they know and have seen. Make a simple map. Create an aerial map of the school/local area as a class by using different sized blocks.</p>	<p><b>Beachcombers</b> Science – seashore Geography – <b><u>We are investigators</u></b> 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.  Identify and name the visited coastline's physical features by studying maps, plans, diagrams, photographs and models. Make 3-D models to show its features using sand, shingle, mud, rocks, gravel and other natural materials. Describe what they are making using basic geographical vocabulary. Make a simple sketch map of their model and label the features with a simple key.</p>	<p><b>Paws Claws and Whiskers</b> Art and Design animals and their features <b><u>We are explorers</u></b> Use world maps, atlases, and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Ge HP 2a; Look at big cat habitats around the world, locating them on a world map or globe. Watch footage of big cats in the wild and talk about the kind of places they inhabit. Think about the landscapes, climate and vegetation they like and how these helps them to survive. Children could learn more about the lions and big cats of the African plains, the Bengali tigers of India and Nepal or the Arctic's snow leopards. Draw a simple picture map (e.g. of an imaginary place from a story), labelling features.  Find and name some continents on a world map.</p>	<p><b>Dinosaur Planet</b> History – dinosaurs and fossils <b><u>We are time travellers</u></b> Discuss and research how weather could have affected dinosaurs. Ask questions about the weather and seasons. Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts. Compare UK weather to weather around the world- looking at cold and hot areas.</p>



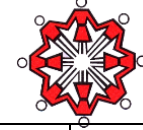
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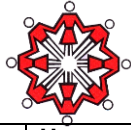
<p><b>Year 2</b></p>	<p><b>Street Detectives</b>  <b>Geography – exploring the local community</b>  <b><u>We are detectives</u></b>            Ge SF 4            Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Choose a street visited during their expedition; draw what they saw and add descriptive captions. Talk about what they liked about that street and describe more about what they saw there.</p> <p>Note: Create a display of photographs and captions entitled, 'Street Detectives: look what we found out on our expedition!'</p> <p>Ge SF 2            Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Using maps of their local community, look closely to see if they can spot any recognisable features and landmarks including parks, roads, streets and churches. Find out how to use a map key and locate some of the symbols on a map. Before looking at the maps, show children a selection of</p>	<p><b>Land Ahoy</b>  <b>Geography Captain Cook, boats and sea rescues</b>  <b><u>We are voyagers</u></b>            Ge LK 2            Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Identify seas of the UK using maps and satellite imaging. Make simple sketch maps to show the UK and the location of each sea. Extend the children's learning further by using world maps and atlases to identify the world's continents and five oceans. Children could use a labelling tool such as Skitch to label satellite images copied from Google Maps.</p> <p>Ge SF 1            Use world maps, atlases, and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Navigate for Captain Cook! Locate on a world map or globe the countries of Hawaii, Australia, New Zealand, Tahiti and the province of Newfoundland. Help Captain Cook to plan his journey by colouring in these places on a world map. Provide him with a simple key too.</p>	<p><b>Scented Gardens</b>            Science – flowers and their parts, growing things  <b>Geography –</b>  <b><u>We are investigators</u></b></p> <p>Ge SF 4            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.</p> <p>Take a walk around the local community, park or meadow to see what plants and flowers are growing there. Capture interesting images using digital photography en route. Make simple maps and plans of the walk, recalling and sequencing what was seen using the digital images as a reference. Point out those plants which are dangerous and shouldn't be touched such as nettles, deadly nightshade and berries. Back in the classroom, display images of common plants and flowers so that children become familiar with their names and features – perhaps roses, lavender, sweet peas, and hydrangeas from the garden and wild flowers such as buttercups, daisies, poppies and foxgloves.</p> <p>Ge PK 1            Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country</p>	<p><b>Towers, Tunnels and Turrets</b>            ILP Focus <b>D&amp;T</b>  <b>Geography</b>  <b><u>We are explorers</u></b></p> <p>Ge HP 2b            Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Look at and describe images of world-famous tunnels. Think about what the tunnels are made from and how they think they are used. Consider why tunnels are needed and suggest reasons why they might have been built. Images to use could include the Channel Tunnel, in Kent; the Thames Tunnel, in London; the Tunnel of Love, in Kleven (Ukraine); the Laerdal Tunnel, in Norway; the amazing tunnels of Virginia's Natural Tunnel State Park, in the USA; the Bund Sightseeing Tunnel, in Shanghai (China); the Cu Chi Tunnels, in Vietnam; and the Guoliang Tunnel Road, in China's Henang Province. In addition, the Large Hadron Collider lies in a 27 km long tunnel about 100 m underground near Geneva, Switzerland.</p> <p>Working in groups, ask the children to think about the bridges in the local area –</p>	<p><b>Muck, Mess and Mixtures</b>            ILP Focus: Science/Art Materials and their properties through art  <b>Geography</b>  <b><u>Stand-alone lesson</u></b>            Ge HP 1            Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Useful website: <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world-north-of-england-north-australia/zirtscw">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world-north-of-england-north-australia/zirtscw</a></p> <p>Ge LK 2            Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Useful website: <a href="https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhw">https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhw</a></p> <p>Ge LK 1            Name and locate the world's seven continents and five oceans. <a href="http://www.myschoolhouse.com/courses/O/1/76.asp">http://www.myschoolhouse.com/courses/O/1/76.asp</a> Quiz game to that you could play: <a href="https://online.seterra.com/en/vgp/3188">https://online.seterra.com/en/vgp/3188</a></p> <p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Locate the continents and oceans on a paper map. Use simple compass directions (North, South, East and West) to describe the location of features on a map. Children learn to say and spell the names of the continents and oceans correctly.</p>	<p><b>Wriggle and Crawl</b>            ILP Focus: Science – minibeasts and their habitats  <b>Geography</b>  <b><u>We are minibeast hunters</u></b></p> <p><b>Ge SF 4</b>            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. <b>Intention</b>-Make a simple sketch map of the area where they carried out their minibeast hunt. Talk about the physical and human features that they saw, using geographical vocabulary. Add a key to indicate features on their sketch maps and plot the route they took around the site.</p>
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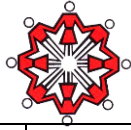
	<p>key symbols and talk about what they represent. You could devise a 'Map challenge', asking children to find ten particular symbols on their map.</p> <p>Ge SF 3 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p><b>Note:</b> Captain Cook also needs to know where other important geographical features are including the Antarctic Circle, the Equator and the Northern and Southern Hemispheres.</p> <p>Ge SF 3 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.</p> <p>Look at real and imaginary treasure maps to identify a range of human and geographical features. Make their own imaginary treasure map, adding lots of exciting features and giving them pirate-themed names. Create a simple key for their map and decide on the best place to hide treasure! Encourage the children to think about the different elements they could include on their map. Features might include forests, sandy beaches, quicksand, a cave, lake, swamp, mountain range... The possibilities are endless!</p> <p><b>Ge SF 2</b> Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>	<p>Find out about plants and flowers that grow in a contrasting location such as the Brazilian rainforest. Use books, video and pictures to gather information about different types of plants and flowers including how the climate affects how and where plants grow. Locate the rainforests on a world map, particularly in relation to the Equator.</p> <p>A typical 10 km square area of rainforest contains 1500 kinds of flowering plants and 750 tree species! Children can learn about the wide variety of foliage that grows there – from the tall canopy trees, shrubs and the young trees of the under layer to the plants and flowers that hug the forest floor including ferns, herbs and seedlings that need less sunlight than their tall relatives.</p>	<p>perhaps canal bridges, motorway bridges or rope bridges. Look at local maps to identify the symbol used to show a bridge on a map and spot several bridges in their area. What are the different bridges for? What are they made from and what shapes are they?</p> <p>Look at pictures of amazing structures from around the world including the Statue of Liberty, the Empire State Building, Stonehenge, the Millau Viaduct in France, the Pyramids of Giza, the Great Wall of China, the Petronas Twin Towers in Kuala Lumpur and the Sydney Opera House. Write a postcard home, imagining they are visiting the structure as part of a holiday trip. Children could locate these amazing structures, marking them on a world map or globe.</p>		
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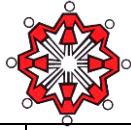
<p><b>Year 3</b></p>	<p><b>Heroes and Villains</b> Music, moral dilemmas <b>Geography</b> <b>Stand-alone lessons</b> <b>Ge PK 1 KS2</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Look at natural features of earth e.g. seas, deserts, weather etc. The study of man-made features of earth can include buildings, towns and industries.</p> <p>Useful website: <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world/z67bmfr">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world/z67bmfr</a></p> <p><a href="https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB">https://www.rgs.org/CMSPages/GetFile.aspx?nodeguid=2513da77-344d-422f-9b43-7791fad45a36&amp;lang=en-GB</a> the above website is from Royal Geographical Society and also gives links to useful websites.</p>	<p><b>Predator</b> Science food chains, fossils and predatory plants <b>Geography</b> <b>We are observers</b> <b>Ge SF 3</b> 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. <b>Intention</b>-Watch footage of the peregrine falcon, finding out its favoured habitat and in which continents and countries it can be found. Consider how it has been able to colonise urban landscapes as well as coastlines. Draw a bird's eye view of a familiar local landscape, imagining what they would see if they were a peregrine flying overhead.</p> <p><b>Ge SF 1</b> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p> <p><b>Intention</b>-Investigate where crocodiles and alligators are found in the wild. Mark their distributions on a digital map of the world and describe how the geography of these places supports their predatory needs.</p>	<p><b>Tremors</b> Geography /History – natural disasters, earthquakes and volcanoes <b>Geography</b> <b>We are geologists</b> <b>Ge HP 1</b> Describe and understand key aspects of physical geography including: volcanoes and earthquakes. <b>Intention</b>-Survey the local area to assess how different types of rock are used. Use models and diagrams to find out about the Earth's layers. Find out what causes a volcano to erupt</p> <p><b>Ge SF 1</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <b>Intention</b>-Use a world map, globe or atlas to identify the locations of volcanoes, including the remarkable 'Ring of Fire'.</p> <p><b>Ge LK 1</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <b>Intention</b>-Use world maps and atlases to locate the province of Naples in Italy and the location of Mount Vesuvius.</p>	<p><b>Mighty Metals</b> Science – materials, forces, magnets and robots <b>Geography</b> <b>Stand-alone lessons</b> <b>Ge SF 2</b> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Pupils use maps, atlases and digital/computer mapping to locate and describe features of UK countries. Pupils use the eight points compass and map keys to build their knowledge of the UK <a href="https://www.toporopa.eu/en/">https://www.toporopa.eu/en/</a> Conduct research on the British Isles. Start to develop a sense of where the school is located within the wider world. Pupils use eight compass points to describe the location of capital cities within the British Isles and develop knowledge of England, Scotland, Wales and Ireland through hands- (or feet-) on activities. Key Questions to remember: How can we use maps to develop our knowledge of the British Isles?</p>	<p><b>Scrumdiddlyumptious!</b> D&amp;T - Food, nutrition and cooking <b>Geography</b> <b>We are travellers</b> <b>Ge SF 1</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <b>Intention</b>-Research the journey taken by a banana (or another non-native fruit or food item of their choice) from its country of origin to the fruit bowl. Use a range of sources to gather information and plot routes on a world map. Use chosen fruit as a main ingredient in making dishes.</p> <p><b>Ge HP 2</b> 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. <b>Intention</b>-Find out about fair trade by interviewing a charity representative or a parent who buys fair trade products. Find out what fair trade goods are and why people buy them rather than non-fair-trade products. Watch the presentation and talk about the factors that make something fair trade.</p>	<p><b>Tribal Tales</b> History- Stone Age, Bronze Age and Iron Age history <b>Geography –</b> <b>We are archaeologists</b> Identify how people both damage and improve the environment.</p> <p><b>Ge SF 3</b> 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. <b>Intention</b>-Observe, measure and record the human and physical features in the local area responding to a range of geographical questions. Use maps, aerial images and go on an exploratory dig.</p> <p><b>Ge HP 1</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <b>Intention</b>-Look at a range of aerial images and consider which of these places an archaeologist would consider worth investigating and why.</p> <p><b>Ge HP 2</b> 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.</p>
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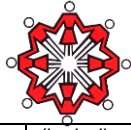
				<p>Which countries make up the British Isles?          What are their capital cities and where are these located?          How can we describe the location of different parts of the British Isles?</p> <p><b>Ge LK 2</b> Name and locate counties and cities of the UK, geographical regions and their identifying 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.</p> <p>Clip showing how Birmingham has changed- Birmingham big city plan: <a href="https://www.youtube.com/watch?v=6fh7JB-LwCQ">https://www.youtube.com/watch?v=6fh7JB-LwCQ</a>          Describe and understand key aspects of the physical geography including climate zones, weather patterns, vegetation belts, rivers and mountains. Describe and understand key aspects of human geography including settlement type, land use, economic activity etc.          Interpret a range of sources of geographical information including aerial photographs.          : Link with 'Britain from the Air' website. 'Exploring the Landscapes of Britain':</p>		<p><b>Intention</b>-Use a range of different source materials, including the web, to find out how and why the Stone Age people evolved from hunter-gatherers to farmers.</p> <p><b>Ge SF 1</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Intention</b>-Look at a range of maps and aerial images to find and observe Iron Age hill forts. Make diagrams and plans of an Iron Age hill fort and describe its features. Imagine they are a local chief deciding where to build a new hill fort. Identify a suitable location on a local map and draw a plan of it.</p>
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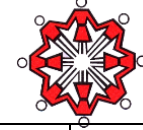
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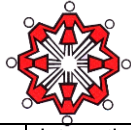
				<p><a href="http://www.rgs.org/Britain+Alr+Education">http://www.rgs.org/Britain+Alr+ Education</a></p>		
<p><b>Year 4</b></p>	<p><b>I Am Warrior</b> The Roman Empire <b>ILP Focus; History Geography:</b> Compare Britain and Italy</p> <p><b><u>We are Geologists</u></b> <b>Ge HP 1 KS2</b> Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <b>Ge HP 2 KS2</b> 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. <b>Ge LK 1 KS2</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <b>Ge LK 2 KS2</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p>	<p><b>Potions</b> Solids, Liquids and Gas <b>ILP Focus; Science Geography:</b></p> <p><b><u>Stand-alone lessons</u></b> <b>Ge SF 3</b> 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><b>Traders and Raiders</b> Here Come the Saxons <b>ILP Focus; History/DT Geography:</b> Map work using symbols and key</p> <p><b><u>We are Traders</u></b> <b>Ge HP 2 KS2</b> 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. <b>Ge LK 1 KS2</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <b>Ge LK 2 KS2</b> 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. <b>Ge SF 1 KS2</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Geographical skills and fieldwork Ge SF 2</p>	<p><b>Burps, Bottoms and Bile</b> Inside your body ILP Focus; Science Geography: Daily dashboard Children to develop Geographical skills and fieldwork. Revisit: Ge SF 1 KS2 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b><u>Daily dashboard activities</u></b> (see below).</p> <p>Discuss articles and current news on Global climate change. Identify locations using maps and globes.</p> <p>Understanding the causes and potential consequences of global climate change on people and the environment are crucial in implementing strategies to reduce the threat of climate change in the future.</p> <p>Useful websites featuring global climate change: <a href="https://newsforkids.net/fastfacts/climate">https://newsforkids.net/fastfacts/climate</a> <a href="https://www.bbc.co.uk/news/topics/cmj34zmwm1zt/climate-changechange">https://www.bbc.co.uk/news/topics/cmj34zmwm1zt/climate-changechange</a></p>	<p><b>Misty Mountain Sierra</b> Mighty Mountains <b>ILP Focus; Geography</b> Using maps, human and physical geography, world mountains <b><u>We are mountaineers</u></b> <b>Ge HP 1</b> Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <b>Ge HP 2</b> 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. <b>Ge PK 1</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <b>Ge SF 1</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <b>Ge SF 2</b> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><b>Blue Abyss</b> The Ocean World <b>ILP Focus; Geography/Science Geography:</b> Seas and oceans of the world, The Great Barrier Reef, Environmental issues <b><u>We are adventurers</u></b> <b>Ge HP 2</b> 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. <b>Ge LK 3</b> 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). <b>Ge SF 1</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Rights Respecting:</b> Global Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p>



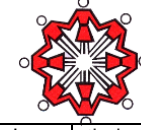
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	<p>(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Ge PK 1 KS2</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p><b>Rights Respecting:</b> Global Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p>		<p>KS2 Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><b>Ge SF 2 KS2</b> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><a href="https://climate.nasa.gov/news/?page=0&amp;per_page=40&amp;order=publish_date+desc%2C+created_at+desc&amp;search=&amp;category=19%2C98">https://climate.nasa.gov/news/?page=0&amp;per_page=40&amp;order=publish_date+desc%2C+created_at+desc&amp;search=&amp;category=19%2C98</a></p> <p><a href="https://www.bbc.com/bitesize/guides/z432pv4/revision/1">https://www.bbc.com/bitesize/guides/z432pv4/revision/1</a></p> <p>Rights Respecting: Global Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss Global Goal 13: Take urgent action to combat climate change and its impact.</p>		
<p><b>Year 5</b></p>	<p><b>Stargazers Space</b> <b>ILP Focus; Science</b> <b>Geography:</b> Geographical features, map and atlas work <b>We are travellers</b> <b>Ge SF 1</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <b>Intention-</b>Use a range of aerial images of the Earth to identify geographical features such as countries, continents, volcanoes, rivers and impact craters. Refer to globes and maps to make their identifications. There are some great photos available from the</p>	<p><b>Off with Her Head</b> The Tudors <b>ILP Focus; History</b> <b>Geography:</b> Compare Tudor and modern-day London <b>We are time travellers</b> <b>Ge HP 2</b> 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. <b>Intention-</b>Compare maps from both Tudor and modern-day London and discover where most Tudor</p>	<p><b>Alchemy Island</b> A fantasy world <b>ILP Focus; Music</b> <b>Geography:</b> <b>We are adventurers</b> <b>Ge HP 1</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <b>Intention-</b>Look carefully at the map of Alchemy Island. Use the key to determine the Island's human and physical features. <b>Ge SF 2</b> Use the eight points of a compass, four and six-</p>	<p><b>Beast Creator</b> Minibeasts <b>ILP Focus; Science</b> <b>Geography:</b> Mapping, minibeast hunt <b>We are entomologists</b> <b>Ge SF 3</b> 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. <b>Intention-</b>Take part in a minibeast hunt in the school grounds, collecting specimens by tree beating, log turning and net sweeping. Make maps</p>	<p><b>Pharaohs</b> Ancient Egypt <b>ILP Focus; History</b> <b>Geography:</b> Where is Egypt? <b>We are traders</b> <b>Ge LK 1</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <b>Ge HP 2</b> 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</p>	<p><b>Allotment</b> <b>Food</b> origins and farming <b>ILP Focus; Geography</b> <b>Geography:</b> Food origins <b>We are farmers</b> <b>Food Origins</b> <b>Intention</b> - Construct or carry out a geographical enquiry by gathering and analysing a range of sources Visit the local supermarket, shop, market or greengrocer to talk about where they source their fruit and vegetables and where they originate. Annotate world maps to show the origins of some fruits and vegetables. Establish which foods are grown in which hemispheres and explain what this means about the conditions that they need for</p>

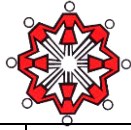


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	<p>International Space Station (ISS). Ask the children to imagine being in the ISS and watching the Earth from space. Write a report to NASA to inform them of their space observations.</p>	<p>people settled. Find out whether any features from Tudor London still remain today.</p> <p><b>Ge LK 2</b> Name and locate counties and cities of the UK, 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.</p> <p><b>Rights Respecting:</b> Global Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p>	<p>figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p> <p><b>Rights Respecting:</b> Global Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p>	<p>and plans to show the route taken, creating a key to show where each minibeast was found.</p> <p><b>Ge SF 1</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Match a range of minibeasts to places they can be found around the world. Use the web and a range of reading materials to find out information, then mark on a map of the world where they can be found.</p> <p><b>Intention-</b>Locate on a world map where the deadliest minibeasts live. Find out how the environment supports the creature's needs and how it has adapted to suit the habitat. Create a shared large-scale world map, pinpointing where these beasts live.</p> <p><b>Rights Respecting:</b> Global Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p>	<p>including energy, food, minerals and water.</p> <p><b>Intention-</b>Watch documentary footage about the River Nile in ancient Egypt. Learn why the Nile was so important to the development of ancient Egyptian society and its wealth. Find out how the Nile flooded to create a rich and fertile land and compare how people used the river then with how it is used today. Sketch a map or 3-D diorama of the Nile, locating towns and cities along its course.</p> <p><b>Rights Respecting:</b> Global Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p>	<p>their growth. Discuss which foods cannot be grown in the UK due to our climate. Collect food labels and display on a wall map to show where our foods originate from.</p> <p><b>GeHP2 KS2</b> Describe and understand key aspects of human geography, including economic activity, trade links, distribution of natural resources including food, minerals and water</p> <p><b>Farming</b> <b>Intention -</b> Describe in detail the different types of agricultural land use in the UK.</p> <p><b>GeHP2 KS2</b> Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, trade links, distribution of natural resources including food, minerals and water</p> <p><b>Case Studies</b> <b>Intention -</b> Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use</p> <p><b>GeHP2 KS2</b> Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, trade links, distribution of natural resources including food, minerals and water</p> <p><b>Suitable Sites</b> <b>Intention</b> Summarise geographical data to draw conclusions</p> <p><b>GESF3 KS2</b> Summarise geographical data to draw conclusions</p>
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# St. Benedict's Primary School Geography Overview 2022-2023



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Year 6	<p><b>A Child's War</b>            World War 2  <b>BIG QUESTION</b>  <b>ILP Focus;</b> History  <b>Geography:</b> Evacuation locations  <b><u>We are all warriors</u></b>            Ge HP 2 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.            Ge LK 2 Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics,</p>	<p><b>Blood Heart</b>            Human circulatory system  <b>BIG QUESTION</b>  <b>ILP Focus;</b> Science  <b>Science:</b> Circulatory System  <b>Geography:</b>  <b>No PoS for Geography</b></p>	<p><b>Frozen Kingdom</b>            Polar Regions  <b>BIG QUESTION</b>  <b>ILP Focus;</b> Geography  <b><u>We are Rulers of the Frozen Kingdom</u></b>            Ge LK 3 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). Ge PK 1 Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a</p>	<p><b>Darwin's Delights</b>            Evolution and Inheritance  <b>BIG QUESTION</b>  <b>ILP Focus;</b> Science  <b>Science:</b> Evolution and Inheritance  <b>Geography:</b> Geographical similarities and differences  <b><u>We are discoverers</u></b>            Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.            Ge PK 1 Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country,</p>	<p><b>Hola Mexico</b>            Mayan Civilisation  <b>BIG QUESTION</b>  <b>ILP Focus;</b> History/music  <b>Science:</b> Light and Shadow  <b>Geography:</b> Human and Physical Geography of Mexico  <b><u>We are adventurers</u></b>            Ge LK 1 Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Ge PK 1 Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a</p>	<p><b>Gallery Rebels</b>            Significant Artists  <b>BIG QUESTION</b>  <b>ILP Focus;</b> Art and Design  <b>Science:</b> Light  <b>Geography:</b> Locational knowledge  <b><u>We are archaeologists</u></b>            Ge LK 1 Locate the world's countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>



# St. Benedict's Primary School Geography Overview 2022-2023



	<p>key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Rights Respecting:</b> Global Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p>		<p>European country, and a region within North or South America. Ge HP 2 Describe and understand 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.</p> <p><b>Rights Respecting:</b> Global Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p>	<p>and a region within North or South America.</p> <p><b>Rights Respecting:</b> Global Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p>	<p>European country, and a region within North or South America. Ge SF 1 Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p> <p><b>Rights Respecting:</b> Global Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p>	<p><b>Rights Respecting:</b> Global Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p>
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