



St Antony's Geography Curriculum - Overview

Curious, Loving, Independent, Creative, Knowledgeable



(Curriculum Drivers: Global Goals, Laudato Si', Catholic Social Teaching, Creativity)

Year	Autumn	Curriculum Drivers links	Spring	Curriculum Drivers links	Summer	Curriculum Drivers links
Nursery	All about Me		I) Super-heroes II) All about growing		i) Traditional Tales II) Under the sea	
	Vocabulary Mum/Dad /Brother/Sister Auntie Uncle Cousin Grandad Grandma Grandpa Same Different Waterproof, see through, soft, hard rough , smooth Frozen/freeze, steam, runny, water, melt, wet, dry		Vocabulary Job Teacher Doctor Vet Dentist Police Grow, leaves, flower, plant, seeds, dead, soil ,Spring, Summer, Autumn, Winter		Vocabulary ocean camouflage, rock pool cliff , habitat. Pollution. Characters, setting, story, plot, witch, princess, castle, forest,	
Reception	Ourselves and families		I) Food II) People who help us		I) Animals- Dinosaur II) The Next step - Transport	
	Vocabulary Mum/Dad /Brother/Sister Auntie Uncle Cousin Grandad Grandma Grandpa Same Different Birthday Christmas Easter Bonfire night Belief Christian, difference, country, Eid, Muslim, Diwali, Hindu.		Vocabulary Healthy, unhealthy, vegetables, fruit, potatoes, growing, farmers, supermarket, crops, harvest		Vocabulary Dinosaurs, herbivores, carnivores, habitat, plants, life-cycle, animals, Fur, paws, claws, feathers, skin, tail, scales , home, hot, countries, animals., Transport, map, journey, route, direction, train, plane, boat, car. Bicycle,	



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					road, railway, air, land, water	
Year 1	How do I get to school?		What places are there in the UK?		What is the weather like in the UK?	
	NC Programme of Study: Geographical skills & fieldwork		NC Programme of Study: Locational knowledge Name, locate and identify characteristics of four countries and capital cities of the UK.		NC Programme of Study: Human and physical geography Seasonal and daily weather patterns in the UK	
	Vocabulary: route, aerial view, direction, map . symbol , local area , locate (find), compass, north, east, south, west, travel,		Vocabulary: United Kingdom, England, Wales, Scotland, Northern Ireland, rural, urban, village, town, city, county, country, capital city, , flat. Semi-detached, detached, terraced, caravan, cottage.		Vocabulary: fog, cold, showers, wet, snow, stormy, dry, hot, sleet, thunder, lightening, hail, ice, shine, rainbow, windy, sunny, rain, drizzle, spring, summer, autumn, winter, weather, climate, forecast,	
	Outcomes: Lesson 1: To explore where I live in the local area Lesson 2: To explore what my classroom looks like Lesson 3: To locate my school in the local area Lesson 4 -To describe the features of a map Lesson 5 - To record my observations of my school environment. Lesson 6 - To investigate how children travel to school		Outcomes: Lesson 1 - To describe where I live. Lesson 2 – To understand the difference between towns, cities and villages. Lesson 3 – To name and describe the different countries and capital cities of the UK		Outcomes: Lesson 1 – To identify different types of weather Lesson 2 : To identify and describe seasonal; changes in the weather Lesson 3 -To understand the impact that the weather has on our everyday lives. Lesson 4 – To understand weather forecasts.	



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			Lesson 4- To locate the UK countries and capital cities on a map Lesson 5 –To compare and contrast the UK countries and capital cities.		Lesson 5 - To understand the adverse effects of extreme weather Lesson 6 – To know that differences places experience different weather/climate	
Year 2	What is wonderful about our world?		What is happening in our oceans?		What is it like in Australia?	
	NC Programme of Study: Locational knowledge Name and locate world's seven continents Geographical skills and fieldwork Use maps, atlases & globes		NC Programme of Study: Locational knowledge Name and locate world's oceans Human & physical geography GLOBAL GOALS (Climate action)		NC Programme of Study: Place knowledge Study a contrasting Non-EU country What is it like to live in Australia	
	Vocabulary: Globe, Atlas, Continent, Africa, Antarctica, Asia, Australia, Europe, North America and South America. North Pole, South Pole, Equator, Human and Physical Geography characteristics.		Vocabulary: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Oceans, pollution, bio degradable, plastics, endangered,		Vocabulary: Continents, countries, states, territories, compass, north, south, east ,west, climate, human and physical characteristics,	
	Outcomes: Lesson 1 : To name and locate the world's seven continents		:Outcomes: Lesson 1: To name and locate the world's five major oceans.		Outcomes: Lesson 1: To explore Australia and where it is in the world.	



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	Lesson 2: To use maps to locate some countries within the seven continents. Lesson 3: To understand relationship between weather patterns and distance from the Equator and the North and South Poles Lesson 4: To explore what is meant by human and physical geographical characteristics Lesson 5: To explore two contrasting countries United Kingdom / Kenya Lesson 6: To understand the human and physical geographical similarities of a small area of the United Kingdom and Kenya		Lesson 2: To explore the seas around the United Kingdom. Lesson 3- To find out about the human and physical characteristics of some of Britain's beaches. Lesson 4 – To find out about the threats to our seas and oceans. . Lesson 5- To suggest ways we can protect our oceans.(link to GLOBAL GOALS –14. Life below water)		Lesson 2: To use a compass and explore what north, south, east and west are. Lesson 3: To explore Australia's climate and weather. Lesson 4: To explore what a Christmas is like in Australia compared to the UK Lesson 5: To explore the physical features and landscapes of Australia Lesson 6: To compare rural and urban life in Australia	
Year 3	What is it like to live in a village?		How can we look after our woodlands?		How can people live in the desert?	



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	NC Programme of Study: Human and physical geography Describe and understand key aspects of human geography, including: types of settlement and land use. Locational knowledge : identify Counties, cities, of the IJK		NC Programme of Study: Human and physical features Geographical skills & field work Use maps, compasses, symbols, observe, measure, record and present How is Epping forest managed sustainably? Visit to the Epping Forest visitor centre. GLOBAL GOALS (Climate action)		NC Programme of Study: Physical and human geography Deserts and rivers, Economic activity, population, culture, climate. Trade links and transportation Geographical skills & fieldwork Use maps, atlases, globes, Google Earth, compass, 4 figure grid references. drawing world map	
	<u>Vocabulary</u> Population, settlement, urban, suburban, ordnance survey, leisure, retail, services, leisure, agriculture, industrial, conurbation		<u>Vocabulary</u> Deciduous, sustainable, renewable, non renewable, natural, man-made, human and physical characteristics, species, ecosystem, biome		<u>Vocabulary</u> Desert, arid, dunes, oasis, climate, desertification, irrigation, inhospitable, desert formations	
	Outcomes: Lesson 1: To explain why settlements develop in certain locations Lesson 2: To locate Skara Brae on a map and describe its physical and human characteristics. Lesson 3: To use maps to identify settlements built by invaders		Outcomes: Lesson 1: To use four figure grid references to locate points of interest in Epping Forest Lesson 2: To understand where and why deciduous forest is located Lesson 3: To describe the characteristics of a deciduous forest.		Outcomes: Lesson 1: To find out what deserts are and where in the world they are located. Lesson 2: To investigate the weather and climate of deserts. Lesson 3: To find out about desert formations. Lesson 4: To find out how deserts are used by humans.	



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	Lesson 4: To recognise the features of different types of settlements. Lesson 5 –To know how symbols can show land use on maps. Lesson 6 – To use observational drawings, maps and fieldwork to describe the human and physical characteristics of a village (Theydon Bois):		Lesson 4: To investigate how Epping Forest is managed sustainably Lesson 5: To create an information leaflet for people visiting Epping Forest.		Lesson 5: To find out about people who live in deserts. Lesson 6: To understand the causes and effects of desertification.	
Year 4	What is it like to live in a rainforest?		How does the water go round and round?		I wonder how different Italy is from the UK?	
	NC Programme of Study: Physical geography Deforestation Environmental regions and characteristics; climate zones, biomes vegetation belts GLOBAL GOALS (Climate action)		NC Programme of Study: Physical geography The UK Rivers and mountains		NC Programme of Study: Place knowledge Geographical skills & fieldwork Similarities & differences in human and physical features of region in UK and a European country	
	<u>Vocabulary</u> Equator, northern hemisphere, southern hemisphere, Tropic of Cancer, Tropic of Capricorn, , climate, longitude latitude, axis, abiotic, soil,		<u>Vocabulary</u> River, stream, brook, erosion, sediment, flow, source, mouth, esotery, delta, transportation, deposition, evaporation, condensation, precipitation,		<u>Vocabulary</u> Located, Europe, borders, enclaves, population, landmark, interpretations, peninsula, Mediterranean, climate, picturesque, tourist, terrain, thrive,	



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	precipitation, biodiversity, jungle, deforestation,		collection, water cycle, mountain, hill, mountain range, atlas,.		civilisations, landmark, artificial, trade, economic activity, settlements.	
	Outcomes: Lesson 1 :To identify areas of the world containing rainforests (longitude and latitude) Lesson 2: To use maps and atlases to locate rain forests Lesson 3:: To describe the key aspects of a tropical climate. Lesson 4: To describe and understand the features of the layers of a rain forest. Lesson 5:: To describe the animals and plants living in the rainforest. Lesson 6: To explain the effects humans are having on the rainforest. (link to GLOBAL GOALS –15. Life on Land)		Outcomes: Lesson 1: To locate UK rivers and mountains on a map. Lesson 2: To understand and explain the water cycle Lesson 3: To describe the different parts of a river. . Lesson 4: To find out the causes of water pollution and the effect it has on the environment. (link to GLOBAL GOALS –14. Clean Water and Sanitation) Lesson 6 : I can locate the five main mountain ranges in the world. Lesson 7: I can investigate mountains as tourist destinations and evaluate the positive and negative impact of tourism.		Outcomes: Lesson 1: To know where Italy is in the world. Lesson 2:To compare and contrast the physical attributes of a region of Italy and compare to a region of the UK Lesson 4: To know about the famous cities and landmarks of Italy. Lesson 5: To find out about the cultures of Italy and compare this to the UK, Lesson 6: To share my knowledge and opinion of Italy and contrast with the UK.	
Year 5	How does the earth shake, rattle and roll		Why is our world so different?		Climate change Can we really stop climate change? Global future and the changing landscape	



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					Natural resources and sustainable living GLOBAL GOALS (Climate action)	
	NC Programme of Study: Human and Physical geography geographical skills & fieldwork (Maps, atlases, symbols)		NC Programme of Study: Physical geography geographical skills & fieldwork: Overview of Biomes Observe, measure, record and present		NC Programme of Study: Locational knowledge Geographical skills & fieldwork (Locate countries. Maps, atlases, 8 point compass, 6 grid references)	
	Vocabulary: Volcano, Inner core, outer core, mantle, crust, magma, lava, crater, chimney, ash cloud, fumerole, dormant, active, extinct, tectonic plate, fault line, boundary line, Ring of Fire		Vocabulary biome, climate, climate zones, ecosystem, flora, fauna, longitude, latitude, climate change, adaptations, weather, soil fertility, indigenous.		Vocabulary: Greenhouse gases Impact, Trend, Economic Health, Environment Farming, Megafauna Glacial, Inter-glacial Greenhouse effect Ozone layer, Gases Direct impact, Indirect impact	
	Outcomes: Lesson 1: To describe the structure of the earth. Lesson 2: To explore the structure of volcano and describe its features. Lesson 3 – To locate the world's famous volcanoes including Mount Fuji Lesson 4 - To understand that the Earth's crust is split into tectonic plates.		Outcomes: Lesson 1: To describe and understand climate zones and biomes. Lesson 2: To find out about the indigenous populations of different biomes. Lesson 3: To find out about how different climate impacts vegetation. Lesson 4: To Identify how animals and plants are		Outcomes: Lesson 1: To describe how global climate patterns have changed. Lesson 2: To understand the causes of climate change. Lesson 3: To understand the impact of the Little Ice Age	



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	Lesson 5: To understand what causes an earthquake Lesson 6: To locate the world's biggest earthquakes using latitude and longitude.		adapted to cope with life in their biome Lesson 5: To understand the impact of climate changes on ecosystems and biomes. Lesson 6: To research and suggest ways to look after our world's biomes / global goals.		Lesson 4 : To investigate the UK climate and the effect of air masses Lesson 5: To understand the Greenhouse effect and its consequences. Lesson 6: To describe the effects of climate change in the UK. (link to GLOBAL GOALS –13. Life on Land)	
Year 6	Amazing Americas		Why do people leave their home (Europe (Migration and settlement)		Where do all our things come from? (Global Trades)	
	NC Programme of Study: Locational knowledge (Locate North and South American cities). Human geography Describe and understand key aspects of human geography, including: types of settlement and land use, economic and the distribution of natural resources including energy, food, minerals and water GLOBAL GOALS (reduced inequalities)		NC Programme of Study: Locational knowledge (Locate European countries, cities). Human geography Why do people leave their homes? Refugees GLOBAL GOALS (reduced inequalities)		NC Programme of Study: Locational knowledge Geographical skills & fieldwork (Locate countries cities, Maps, atlases, 8 point compass, 6 grid references, Trade routes)	
	<u>Vocabulary:</u>		<u>Vocabulary</u>		<u>Vocabulary:</u>	



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	North America, United States of America, Mississippi River, State, Pangea, Plateau, altitude, residential, industrial, business, retail, leisure, polar, temperate, sub-tropical, tropical		Migrate, immigrant, disperse, natural disaster, naturalised, indigenous, population pyramid, demographics, refugee, refugee, asylum,		Trade, import, export, goods, global, fair trade, globalisation, global supply chain, multi-national, economy	
	Outcomes: Lesson 1: To identify the countries of North America Lesson 2: To describe the location and characteristics of a range of places across the Americas Lesson 3: To describe the climates and biomes of different regions across the Americas. Lesson 4: To describe the distribution of natural resources including energy across the Americas. (link to GLOBAL GOALS –10. Reduced Inequalities) Lesson 5: To identify physical and human geographical features of the City of London (Fieldwork) Lesson 6: To compare London to a capital city in North / South America.		Outcomes: Lesson 1: To understand the concepts of population and settlements and how they can change. Lesson 2: To understand why people migrate. Lesson 3: To explain why some people seek refuge in other countries.. (link to GLOBAL GOALS - 11. Sustainable Cities and Communities) Lesson 4: To understand what happens to refugees. Lesson 5: To compare the demographics of different European countries.		Outcomes: Lesson 1: To explain the UK's trade links with other countries. Lesson 2: To use maps to show the UK's trade links with other countries. Lesson 3: To explain trade links between El Salvador and the UK. Lesson 4: To explain the importance of fair trade.. (link to GLOBAL GOALS –10. Reduced Inequalities) Lesson 5: To explain the global supply chain. Lesson 6: To explain how trading has changed through history.	