

## Clifford All Saints Whole School Curriculum Overview- Geography

Overview of the year and concepts map-

 Subject Overview Geography CLIFFORD

	Autumn	Spring	Summer
<b>Reception</b>			
<b>Understanding the world</b>	<p><b>Three and four year olds (prior learning)</b>                      Understand position through words alone. For example, “The bag is under the table,” – with no pointing.                      Describe a familiar route.                      Discuss routes and locations, using words like ‘in front of’ and ‘behind’.                      Use all their senses in hands-on exploration of natural materials.                      Begin to understand the need to respect and care for the natural environment and all living things.                      Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Reception</b>                      Draw information from a simple map.                      Recognise some similarities and differences between life in this country and life in other countries.                      Explore the natural world around them.                      Recognise some environments that are different to the one in which they live.</p>		
<b>Understanding the world- People culture and communities</b>	<p><b>ELG</b>                      Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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>		
<b>Understanding the world- The natural world</b>	<p><b>ELG</b>                      Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>		
<b>Continuous Provision</b>	<b>Continuous Provision opportunities</b>		

<b>Opportunities</b>	<p>Through all areas of continuous provision there should be opportunities for children to develop their sense of awe and wonder. Children should be encouraged to develop their own sense of spirituality and enjoyment of the environment around them. Recognise similarities and differences between life in this country and life in other countries.</p> <p><b>Reading-</b> variety of texts linked to “around the world” including different countries and cultures and animals and habitats.  <b>Small world-</b> Draw information from a simple map, explore the natural world around them. making observations, exploring contrasting environments, articulating their ideas &amp; exploring the natural world through loose parts.  <b>Home corner-</b> opportunities to act out their own home environment and talk about members of immediate family. Name and describe people who are familiar to them.  <b>Creative-</b> art opportunities through enhanced provision, junk modelling of building and artefacts, etc. include seasonal opportunities e.g. leaves. Draw and label pictures of plants and animals.  <b>Computers-</b> varied opportunities to explore directed tasks. Purple Mash geography topics. Making observations.  <b>Writing area-</b> opportunities to write and draw inspired by books and stories shared and discussions. Opportunities for new vocabulary.  <b>Maths Area</b> - using talk to help work out &amp; explain how things work or why they might happen.  <b>Snack Table</b> - Discussion on healthy eating. Different cultures and customs.</p> <p><b>Outside Area</b> - developing geographical vocabulary, exploring and understanding the natural world, describing what they see, hear and feel while they are outside, planting &amp; nurturing plants, tasting fruit grown, caring for plants, exploring &amp; discussing seasonal change, using equipment for physical exercise, den building (habitats), water (introduce water cycle, puddles, wet clothes ). Bikes/trikes - transport (human geography). Draw information from a simple map.</p>		
<b>Year 1</b>	<b>1.1 Our school (Fieldwork unit)</b>	<b>1.2. Steel City</b>	<b>1.3. The United Kingdom</b>
<b>Year 1</b>	<p><b>NC: The study of the school &amp; it’s ground &amp; the key human and physical features of its surrounding environment.</b></p> <p><b>Substantive Knowledge:</b>  To name and locate some human features of the school and local area (roads, houses, church, shops).</p>	<p><b>NC: The study of the Sheffield city centre &amp; the key human &amp; physical features of Sheffield.</b></p> <p><b>Substantive Knowledge:</b>  To name and locate some human features of the Sheffield (church, cathedral, university, town hall, city hall, peace gardens, Lyceum, shops, library, trams, trains, swimming pools).</p>	<p><b>NC: Name, locate &amp; identify characteristics of the four countries &amp; capital cities of the UK &amp; its surrounding seas</b></p> <p><b>Substantive Knowledge:</b>  To name and locate the four countries in the UK.  To name and locate the capital cities of each of the four countries in the UK.</p>

	<p>To name and locate some physical features of the school and local area (park, fields, river, trees, hills).</p> <p><b>Disciplinary knowledge (Skills and fieldwork):</b>          To locate Clifford School on a map.          To use locational and directional language when referring to places around school and the local area.          To devise a simple map of an area of school or in the local community.          To use and construct basic symbols in a key (using objects/shapes as a representations)          To identify human and physical features of school and the surrounding area on aerial photographs.</p> <p>Complete a fieldwork investigation in the school environment or local area using simple fieldwork and observational skills.</p>	<p>To name and locate some physical features of Sheffield (park, fields, river, trees, hills, valleys, vegetation).          To name and locate some of the key landmarks in Sheffield.          To explore how land can be used Is used in Sheffield. E.g. Farming, factories, housing, leisure.</p> <p><b>Disciplinary knowledge (Skills and fieldwork):</b>          To locate Sheffield on a map of the UK.          To use locational and directional language when referring to key landmarks around Sheffield (city centre).          To devise a simple map of key landmarks in Sheffield (city centre).          To use and construct basic symbols in a key (using objects/shapes as a representations)          To identify human and physical features, and key landmarks of Sheffield on aerial photographs.</p> <p>Complete a fieldwork investigation in the Sheffield City Centre using simple fieldwork and observational skills.</p>	<p>To explore key landmarks of each of the four countries/capital cities.          To explore flag, emblems and what makes these places special (sense of nationality).          To name and locate the seas surrounding the UK.</p> <p><b>Disciplinary knowledge (Skills):</b>          To use maps, atlases and globes to identify the continent of Europe and where the UK is within the world.          To use maps and atlases to identify the four countries and capitals of the UK.          To use maps and atlases to identify the seas surrounding the UK.          To explore aerial photographs of the UK, identify countries and capitals, and key human and physical features.</p>
Year 2	2.1 Our Wonderful World	2.2 Amazing Africa	2.3 Living Local (Endcliffe Park &

		(Focus Kenya)	surrounding area- Fieldwork unit)
Year 2	<p><b>NC: Name and locate seven continents and five oceans.</b></p> <p><b>Substantive Knowledge:</b>            To name and locate the seven continents and five oceans.            To explore key human and physical features of each continent.            To name and locate the equator, south pole, north pole.            To understand the world is split in to two hemisphere – northern and southern.            To understand that some countries are hot and some are cold dependent on their location in the world.            To understand that countries closer to the equator are hotter and those close to the poles are colder.</p> <p><b>Disciplinary knowledge (Skills):</b>            To use maps, atlases and globes to identify the seven continents and five oceans.            To label the equator, poles and hemispheres on a map.            To use maps, atlases and globes to locate countries that would be</p>	<p><b>NC: Understanding geographical similarities and difference through studying human and physical differences in a small area of a non-European country: Kenya</b></p> <p><b>Substantive Knowledge:</b>            To describe the key human and physical features and key landmarks of Kenya.            To describe the key human and physical features of a Kenyan village.            To compare the human and physical features of Kenya and a Kenyan village to those in Sheffield.            To know and understand what life is like for a child in a Kenyan village and compare that to the life of a child in Sheffield. E.g. school day, housing, life style.</p> <p><b>Disciplinary knowledge (Skills):</b>            To use maps, atlases and globes to identify the continent of Africa and the country of Kenya.            To use maps, atlases and globes to identify where the UK is in relation to Africa and Kenya.            To explore aerial photographs of the Kenya, identifying key human and physical features and landmarks.            To recognise simple features on maps: buildings, roads and fields linked to a</p>	<p><b>NC: Understanding geographical similarities and difference through studying human and physical geography of a small area of the United Kingdom - Endcliffe Park to Forge Dam and surrounding area.</b></p> <p><b>Substantive Knowledge:</b>            To name and locate some human features of the Endcliffe Park to Forge Dam and surrounding area (shops, cafes, roads, houses, places of worship, children's play park, tennis club, banks)            To name and locate some physical features of Sheffield (park, fields, river, trees, hills, valleys, vegetation, soil, forest, woods).            To explore why people want to visit Endcliffe Park or choose to live in its surrounding areas, discussing positive and negatives.</p> <p><b>Disciplinary knowledge (Skills and fieldwork):</b>            To locate Endcliffe Park on a map of Sheffield, and within the UK and wider world.            To use locational and directional language when refereeing to key human and physical features of Endcliffe Park and its surrounding areas.            To use simple compass directions (North, South, East and West) to describe the location of features and the routes on a</p>

	<p>hot and cold.</p> <p><b>Core substantive knowledge from previous units to recap:</b></p> <p>1.3: To locate the UK on a map, identifying the continent that it is in and the oceans that surround it.</p>	<p>Kenyan village.</p> <p><b>Core substantive knowledge from previous units to recap:</b></p> <p>1.2: To identify human and physical features of Sheffield, including key landmarks.</p> <p>2.1: To name and locate the seven continents and five oceans.</p>	<p>map.</p> <p>To compare aerial photographs with plan perspective (Digi maps/OS maps) of Endcliffe park and its surrounding areas.</p> <p>To devise a simple map of route or an area at Endcliffe Park to Forge Dam.</p> <p>To use and construct basic symbols in a key (using objects/shapes as a representations).</p> <p><b>Complete a fieldwork investigation in the Endcliffe Park to Forge Dam and surrounding areas using simple fieldwork and observational skills.</b></p> <p><b>Core substantive knowledge from previous units to recap:</b></p> <p>1.2: To locate Sheffield on a map of UK.</p> <p>1.3: To name and locate the four countries and capitals in the UK.</p> <p>2.1: To name and locate the seven continents and five oceans.</p>
<b>Year 3</b>	<b>3.1. Natural disasters (Earthquakes &amp; volcanoes)</b>	<b>3.2. High Peaks (Mountains - Himalayas)</b>	<b>3.3 Peak District (Castleton Fieldwork Unit)</b>
<b>Year 3</b>	<p><b>NC: Describe and understand key aspects of the physical geography of volcanoes and earthquakes.</b></p> <p><b>Substantive Knowledge:</b> To name and locate where key volcanoes are and earthquakes occur in the world (Ring of Fire). To describe and understand the</p>	<p><b>NC: Describe and understand key aspects of the physical geography of mountains.</b></p> <p><b>Substantive Knowledge:</b> To name and locate the Himalayas identifying the countries that they are located in. To describe and understand the key physical processes to forming mountains</p>	<p><b>NC: Understanding geographical similarities and differences through studying human and physical geography of a small place in the UK: Peak District, Castleton</b></p> <p><b>Substantive Knowledge:</b> To name and locate some human features of the Castleton (e.g. shops, restaurants,</p>

	<p>key physical processes involved in volcanoes and earthquakes and the resulting landscape features.</p> <p>Conduct a case study into a specific volcanic eruption (Mount Vesuvius, Pompeii, 79BCE) and earthquake (Christchurch, 2011, New Zealand) exploring how:</p> <p>To understand how physical processes (volcanoes and earthquakes) can cause hazards to people.</p> <p>To understand how earthquakes affect the areas where they happen (people and place).</p> <p>To describe some advantages and disadvantages of living in hazard prone areas.</p> <p><b>Disciplinary knowledge (Skills):</b></p> <p>To use maps, atlases, globes and digital mapping to identify where key volcanoes are situated and earthquakes occur.</p> <p>To use aerial photographs and Google Earth to explore what volcanoes look like and where they are.</p> <p>To use maps, atlases and globes to identify where Mount Vesuvius and Christchurch are and in relation to the UK and Sheffield.</p>	<p>and what mountains are.</p> <p>To identify that Mount Everest is tallest peak in the world and how this attracts tourists.</p> <p>To compare and contrast topographical features from a mountain the UK to Mount Everest.</p> <p>To understand what life is like for people who live in the Himalayas mountain range.</p> <p><b>Disciplinary knowledge (Skills):</b></p> <p>To use maps, atlases, globes and digital mapping to identify where key mountain ranges are and where the Himalayas are located.</p> <p>To use aerial photographs and Google Earth to explore the Himalayas mountain range.</p> <p>To use maps, atlases and globes and Digital Mapping to identify where Himalayas are in relation to the UK and Sheffield.</p> <p><b>Core substantive knowledge from previous units to recap:</b></p> <p>1.3: To identify where the UK is on a map of the world.</p> <p>2.1: To name and locate the seven continents and five oceans.</p> <p>3.1: To understand physical processes linked to volcanoes and earthquakes.</p>	<p>car parks, roads, tourists centres, places to stay, castle, mines).</p> <p>To name and locate some physical features of Castleton (e.g. fields, hills, valleys, Mam Tor, presence of blue john, farms)</p> <p>To explore why people want to visit Castleton and why people choose to live there, exploring the positives and negatives to tourism.</p> <p>To understand how land is used in Castleton and how this has changed over time.</p> <p><b>Disciplinary knowledge (Skills and fieldwork):</b></p> <p>To locate Sheffield on a map of the UK and identify its location in relation to the Peak district (using North, South, East, West).</p> <p>To locate Castleton and the Peak District on a map of the UK.</p> <p>To locate Yorkshire and Derbyshire on a map of the UK and know that they are counties.</p> <p>To compare aerial photographs and OS survey maps identify key human and physical features and using 4 compass points to describe their location.</p> <p>To explore how contour lines and trig points on an OS map describe the shape of the land in Castleton.</p> <p>To plot a route on a map around Castleton and follow it.</p> <p>To sketch a map of an area in Castleton.</p> <p>To use a Likert Scale to explore how we feel about a place.</p>
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	<p><b>Core substantive knowledge from previous units to recap:</b>  1.3: To identify where the UK is on a map of the world.  2.1: To name and locate the seven continents and five oceans.</p>		<p>Complete a fieldwork investigation in Castleton to observe, measure, record and present the human and physical features of an area using a range of methods.</p> <p><b>Core substantive knowledge from previous units to recap:</b>  1.2: To identify where Sheffield is on a map of the UK.  1.3: To identify where the UK is on a map of the world</p>
<b>Year 4</b>	<b>Y4.1.2 Beautiful Biomes (Biomes &amp; vegetation belts)</b>	<b>Y4.2.2 The City of 7 hills (Rome)</b>	<b>Y4.3.2 Rapid Rivers (Fieldwork: Local river walk Link to water cycle science)</b>
<b>Year 4</b>	<p><b>NC: Identify position &amp; significance of the equator, tropics, hemisphere, Arctic &amp; Antarctica circle</b>  To describe and understand the physical geography of biomes and vegetation belts.</p> <p><b>Substantive Knowledge:</b></p> <p><b>Disciplinary knowledge (Skills):</b></p> <p><b>Core substantive knowledge (intro every lesson with</b></p>	<p><b>NC: Human &amp; physical geography of Italy &amp; Rome</b>  <b>Substantive Knowledge:</b>  Human &amp; physical geography of Italy &amp; Rome  Identify the major cities of Italy  How land use has changed over time/ city has grown.  Economic activity of the city- tourism.  Human feature- Vatican city (a city in a city)</p> <p><b>Disciplinary knowledge (Skills):</b>  Locate the world countries, capital cities using maps, atlases, globes &amp; digital. And the human &amp; physical features.</p>	<p><b>NC: Describe &amp; understand the key physical aspects of rivers linked to the water cycle</b>  <b>Substantive Knowledge:</b>  Name &amp; locate rivers in the world, Sheffield rivers.  (Link to Endcliffe &amp; Castleton previous visits)  Physical process- River erosion</p> <p><b>Disciplinary knowledge (Skills):</b>  Use fieldwork to observe, measure, record &amp; present the human &amp; physical features.  Local river walk:  Plan a route &amp; follow it from maps.  GIS map- to present the data collected</p>

	<p><b>different media):</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as re-capping the countries, continents and oceans studied at this key stage.</p>	<p><b>Core substantive knowledge (intro every lesson with different media):</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as re-capping the countries, continents and oceans studied at this key stage.</p>	<p><b>Core substantive knowledge (intro every lesson with different media):</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as re-capping the countries, continents and oceans studied at this key stage.</p>
<b>Year 5</b>	<b>Y5.1.2 Natural resources</b>	<b>Y5.2.2 Shape of our world</b>	<b>Y5.3.2 City of York (Field work unit)</b>
<b>Year 5</b>	<p><b>NC: Describe &amp; understand the human geography of natural resources including energy</b></p> <p><b>Substantive Knowledge:</b> Understanding of how resources are unfairly distributed around the world. (Biscuit lesson- Understanding where natural energy sources come from Renewable &amp; nonrenewable sources of energy Natural resources of energy &amp; the effects on climate How types of industries are changing over time- Sheffield-coal power plant &amp; now biomass energy plant</p> <p><b>Visit to Sheffield Biomass plant.</b></p>	<p><b>NC: Identify the position &amp; significance of latitude, longitude, Greenwich prime meridian &amp; time zones Describe &amp; understand the physical geography of climate zones.</b></p> <p><b>Substantive Knowledge:</b> Geographical climate zones Teach climate v weather Link to biomes topic. Retrace biome knowledge- climate zones for each</p> <p><b>Disciplinary knowledge (Skills):</b> Map, atlases, globes &amp; google Earth of the climate zones Perception of climate zones for UK and compare to others</p> <p><b>Core substantive knowledge (intro every lesson with different media):</b></p>	<p><b>NC: Name &amp; locate counties &amp; cities of the UK &amp; how the human &amp; physical features have changed over time</b></p> <p><b>Substantive Knowledge:</b> Counties- Yorkshire- York Comparison of Sheffield and York-cathedrals</p> <p><b>Disciplinary knowledge (Skills and fieldwork):</b> Visit to York- Use fieldwork to observe, measure, record &amp; present the human &amp; physical features. Plan a route &amp; follow it from maps. GIS map- to present the data collected</p> <p><b>Core substantive knowledge (intro every lesson with different media):</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as re-capping the countries, continents and</p>



	<p><b>Disciplinary knowledge (Skills):</b> Map, atlases, globes &amp; google Earth of the natural energy sources</p> <p><b>Core substantive knowledge (intro every lesson with different media):</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as re-capping the countries, continents and oceans studied at this key stage.</p>	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as re-capping the countries, continents and oceans studied at this key stage.	oceans studied at this key stage.
Year 6	<b>Y6.1.2 South America (Peru &amp; trade links)</b>	<b>Y6.2.2 Settler Stories (Migration)</b>	<b>Y6.3.2 Changing coastlines /Flamborough (Field work unit)</b>
Year 6	<p><b>NC: Understand the human &amp; physical geography of a region in South America e.g. Peru or Brazil (this can be different)</b></p> <p><b>Substantive Knowledge:</b> Human geography- trade links &amp; food Machu Picchu Physical geography- The Amazon, Andes range</p>	<p><b>NC: Describe &amp; understand human geography for types of settlement</b></p> <p><b>Substantive Knowledge:</b> Shape of cities- line (NY), concentric circles (Paris &amp; London- Londinium built along the river), octopus (Dubai) Refugees &amp; migrants- asylum Compare contrast migration now and Anglo-Saxons in the past £10 ticket to Australia</p>	<p><b>NC: Identify human &amp; physical characteristics of coasts. Understand coastal erosion</b></p> <p><b>Substantive Knowledge:</b> Human &amp; physical features of erosion Coastal erosion link back to Y5 river erosion Compare to a region in Peru or Brazil</p> <p><b>Disciplinary knowledge (Skills):</b> Use fieldwork to observe, measure, record</p>

	<p><b>Skills:</b> Use world maps, atlases and globes to identify countries, regions &amp; capital cities.</p> <p><b>Core substantive knowledge (intro every lesson with different media):</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as re-capping the countries, continents and oceans studied at this key stage.</p>	<p><b>Skills:</b> Use world maps, atlases and globes to identify countries, regions &amp; capital cities.</p> <p><b>Core substantive knowledge (intro every lesson with different media):</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as re-capping the countries, continents and oceans studied at this key stage.</p>	<p>&amp; present the human &amp; physical features. Plan a route &amp; follow it from maps. GIS map- to present the data collected</p> <p><b>Core substantive knowledge (intro every lesson with different media):</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as re-capping the countries, continents and oceans studied at this key stage.</p>
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