

Geography Longterm Overview



National Curriculum (overview of learning)

KS1 – Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

KS2 – Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Curriculum Intent	At St Teresa's we want to develop our children to gain an understanding and passion of the world, thinking like a 'geographer' with "a renewed sense of shared responsibility for our world" (Pope Francis). We aim to provide a high quality Geography education to inspire children's curiosity and fascination about the world and it's people, equipping them with the knowledge and skills that will remain with them for the rest of their lives. Geographical understanding is what we want for all children, to become global citizens. Our children will learn the content of the Geography curriculum (substantive knowledge) alongside developing their own ideas and lines of enquiry (disciplinary knowledge) into how they could improve or make changes to the World we live in, through fieldwork.
Implementation	The subject leader has worked to reinvent the Geography Curriculum at St Teresa's. The aim is to teach the children through engaging and inspiring lessons; embedding knowledge in to children's long term memory and allowing them to progress and gain a deeper understanding of the world and its people. In EYFS, the core knowledge and skills of Geography begins to be embedded as children develop a sense of place, looking around the school environment , using their senses, whilst 'Understanding and exploring the World around them'. In Key Stage 1, there are two Geography topics taught per year. The children start their learning by exploring the environment of the school, exploring and creating maps, learning the countries of the United Kingdom along with the surrounding seas and landmarks across the UK. Within each topic, the children are taught locational and place knowledge whilst developing their geographical skills, fieldwork and understanding of human and physical geography. The knowledge and skills are then revisited the following year, allowing children to embed and build upon their learning. They then explore a hot place (Australia) one year and then the next year explore cold places (Arctic and Antarctica) Throughout this learning, the children are making links and connections

	In Key Stage 2, the children are taught three geography topics a year, using a two year rolling programme (cycle A and B). Within Lower Key Stage 2, cycle A, the children learn about the Lake District, the Mediterranean and Volcanoes, Mountains and Earthquakes. Then in cycle B, they learn about the United Kingdom, Hong Kong: acity in Asia by the sea and finally a River study and the Water cycle. Whereas, in Upper Key Stage 2, cycle A, the children focus their learning on The United States of America, Biomes and Vegetation around the World and Global Trade. In cycle B, the children explore Shackleton's Antarctica, South America: Life in Brazil and Amazon basin and then the UK. Embedded throughout our curriculum are the opportunities for our children to be immersed in fieldwork and creating lines of enquiry which build upon their learning. This ensures that our children are learning about different places around the World and their local area, emphasising on drawing comparisons across different topics covered. It is hoped that by Year 6 children will be able to consolidate this knowledge and have a good understanding of where particular countries are located, make predictions and test simple hypotheses about people and places.
Measuring the Impact	At the start of a topic, Knowledge organisers are created and used with the children, full of all the intended knowledge we would like the children to retain. Teachers constantly assess the children's knowledge and understanding of Geographical concepts. This is done through formative assessments, such as: questions, evidence recorded in books and discussion with the children. As a school, we are using diagnostic assessments at the start and end of a unit of work. Children are questioned by the Geography Subject Leader through the book study approach, to see the substantive knowledge and disciplinary knowledge gained (Content and ideas) and children's opinions about the subject. Geography lessons and children's work/books are monitored on a termly basis by the Subject Leader to ensure full curriculum coverage. In addition, Governors are informed of progress, updates and impact on children's learning in Geography through a presentation with Subject Leader.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception	All about me!	All around me!	Amazing Animals	Heroes	Come Outside!	All Around the World!
	-Exploring the school environment Understanding the World - observing the signs of autumn, exploring objects using their senses to find out how things feel, look, sound, taste and smell and experience vocabulary used to describe them. - look closely to make comparisons and talk about similarities and differences.		- Beginning to ask simple questions about the world around them. - Rosie's walk (PE) The Gingerbread man, The journey home (Literacy) all about a journey Understanding the World -Finding out about the features of different animals. - Comparing animals found in different habitats, in particular Polar and Australian animals - Recognise similarities and differences between environments (features of hot and cold places). - Knowing where hot and cold places are in the world - Exploring natural materials, using their senses Fieldwork – walk to Church	- Exploring the local environment near school, creating simple maps and learning how to cross the road safely through the Right Start programme. Pedestrian training – 4 weeks of road safety	-Location/where do we live? -Homes/types of homes/who lives in your home? -Human and physical geography features -maps -the impact we can have on our environment Understanding the World Similarities and differences in relation to places. (countryside, farm town) Understanding and using the correct vocabulary when talking about features of different environments. • Creating simple routes and picture maps of real and imaginary places and using positional and directional language correctly. • Exploring a range of natural and man-made materials talking about what they see, hear and feel using a wide vocabulary. • Talking about and describe our homes and the people we live with. Make comments on the weather, culture, clothing, housing. - Understanding the effect of changing seasons on the natural world around them.	Travelling to different places in our country -Holidays -seasons -Differences between life in this country with that of others -Natural and man-made features of the World -How can we take care of our World? -Fairtrade
Vocabulary	here, there, forwards, backwards, England, Penwortham, Hot, cold, building, sign, map, weather, countryside, farm, town, autumn, feel, see, smell, taste, hear, house, bungalow, terrace, semi-detached, house, trees, penguin, polar bear, kangaroo, hot, cold, weather, culture, clothing, housing					

Year 1/2 Cycle A	Amazing Places and Spaces (UK)		Jet Set Adventure: Australia (rural)			
Vocabulary	Near and far, Left and right, North, East, South, West, Continent, Country, Capital City, Sea, Ocean, Beach, Cliff, Coast, Forest, Hill Mountain, River, Soil, Valley, Vegetation, Season, Weather, City, Town, Village, Factory, Farm, House, Office, Port, Harbour, Shop		Continents, Asia, Africa, North America, South America, Antarctica, Europe, Australasia, Australia, Oceans, Pacific, Atlantic, Indian, Southern, Arctic, Physical features, Human Features, rural, coastal, outback, weather			
Year 1/2 Cycle B	Amazing Places and Spaces (UK)		Jet Set Adventure: Arctic to Antarctica			
Vocabulary	Near and far, Left and right, North, East, South, West, Continent, Country, Capital City, Sea, Ocean, Beach, Cliff, Coast, Forest, Hill Mountain, River, Soil, Valley, Vegetation, Season, Weather, City, Town, Village, Factory, Farm, House, Office, Port, Harbour, Shop		Arctic, Antarctica, cold, temperate, North pole, South pole, Continents, Asia, Africa, North America, South America, Australasia, Oceans, Pacific, Atlantic, Indian, Southern, Arctic, Physical features, Human Features, weather			
Year 3/4 Cycle A	Lake District Moved from Spring to Autumn 2025		Mediterranean To be taught 2025		Volcanoes, Mountains and Earthquakes	
Vocabulary	Scotland, England, Northern Ireland, Wales, Lakes, Rock, Landscape, Rainfall, Climate, Valleys, Lakes, Fells, Transport, Alternative, Rail, Attractions, Employment, Tourism, Woodland, Landscape, Habitat, adaptations		Mediterranean, Europe, continent, principle cities, coastlines, nations, rivers, mountains, scale, key, purpose, orientation, title. North, South, East, West, longitude, latitude, seas, regions, cities, seven famous 'capoluoghi': the regional cities of Rome, Venice, Naples, Palermo, Milan, Aosta and Florence. Bologna, Emilia Romagna region		Tectonic plates, mountain range, lava, fold mountains, weather, mountainous regions, tourism, fault lines, Earth's crust, magma, Earth's surface, weather forecast, climate, mountain climate, plateau, volcanic rock, eruption, erupt	
Year 3/4 Cycle B	United Kingdom		Hong Kong: a city in Asia by the sea To be taught 2025		River Study and the Water Cycle	
Vocabulary	United Kingdom, countries, capital cities, physical, human, cultural, constituent countries, political systems, location, English Channel, Europe, North Sea, Irish Sea, Atlantic Ocean, British Isles, Great Britain, London, Edinburgh, Cardiff, Belfast, England, Ireland, Scotland, Wales, agricultural land use, climate, settlements		Hong Kong International Airport, London, Lamma Island, integrates, Europe, Asia, Continents, Oceans, North Sea, Pacific Ocean, North America, Atlantic Ocean, Countries, United Kingdom, China, Cities, London, Hong Kong, Physical features, Himalaya Mountains, Equator, North Pole, Arctic Ocean, Tropic of Cancer		Water cycle, rivers, streams, underground water, evaporation, condensation, stream, sea, wind, sun, run off, precipitation, mountains, meader, oxbow lake, river bank, sea, flooding	
Year 5/6 Cycle A	United States of America		Biomes and Vegetation around the World		Global Trade	
Vocabulary	Populations, food, farming, water, lanscape, Grand Canyon, erosion, distribution, density, floods in Mississippi, droughts in California, interdependencies, New York City, British Ambassador		Climate zones, vegetation, tundra, taiga, grasslands, temperate forest, deciduous forest, chaparral, desert, desert-scrub, savanna, rainforest, alpine, polar, temperate, arid, tropical, mediterranean, mountains		Trade, buying, selling, goods, services, local, global import, export, landmass, climate, global trade, national borders, UK, source, sale, global supply chain, primary, secondary, tertiary, valuable, manufactured, goods, trading, Fairtrade, global citizenship, fair, highest value exports.	
Year 5/6 Cycle B	Exploring Shackleton's Antarctica		South America – Life in Brazil and the Amazon		United Kingdom	

Vocabulary	Sir Ernest Shackleton, Expedition, Antarctic, continent, Endurance Expedition, cold climate, resources, journey, weather, Polar region, landscape, environment, Asia, Africa, Europe, North America, South America, Australasia, Antarctica, landmass, South Pole, longitude, latitude, Antarctic circle, Frank Hurley, climate, globe, time zones, Weddell Sea, research station	push/pull factors, Caatinga, Brasilia, urban, rural, Rio de Janeiro, Barra di Tijuca, similarities, differences, indigenous people, Amazon rainforest, Awa tribe	United Kingdom, countries, capital cities, physical, human, English Channel, Europe, North Sea, Irish Sea, Atlantic Ocean, British Isles, Great Britain, London, Edinburgh, Cardiff, Belfast, Industrial revolution, population, Birmingham, West Midlands, Blackpool, Lancashire, North West England, Transport, Architecture, Industry, multicultural society, globalisation, migration, democratic, culturally diverse
-------------------	---	--	---