

Whole School In-depth Curriculum Overview Map



Geographical Enquiry	Locational knowledge	Place knowledge	Human & Physical geography	Geographical skills & fieldwork
Royal Geographical Society Planning used				

Reception

	AUTUMN		SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GEOGRAPHY	All about me!	All around me /Celebrations	Amazing Animals		Come Outside!	All Around the World!
	-Exploring the school environment <u>Understanding the World</u> - 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 <u>Understanding the World</u> -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	Right Start 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 <u>Understanding the World</u> 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

Year 1/2 CYCLE A

	AUTUMN 1	SPRING
GEOGRAPHY	Amazing Places and Spaces – UK	Jet Set Adventure – Australia (rural) Royal Geographical Society - Resources for schools (rgs.org)
		
	Lesson 1 – Locating the UK, where is Penwortham? Recap for Year 2's Focus on countries of United Kingdom, capital cities and Label on a map Lesson 2 – To know and use the four compass Points Use maps of playground/school OAA resource https://www.crosscurricularorienteering.co.uk/login/ to identify the best route for Rosie. (The book Rosie's walk/a teddy from class.) four Compass directions, locational and directional language FIELDWORK What is the best route around school? Why? Children to create their own maps FIELDWORK – Enquiry Question: Is there anything we need to improve on our school grounds? Children to create letter to Mrs Holmes Lesson 3 – Human/Physical features Exploration of the playground using senses and identifying human and physical FIELDWORK What can you see? Lesson 4 – What are the surrounding seas? Investigating Landmarks. Google Earth ○ Ben Nevis Scotland ○ Portmerion Wales ○ Angel of the North England ○ Giant's Causeway Northern Ireland	Lesson 1 – Name and Locate the 7 continents and 5 oceans. Re-cap for Year 2's Use of oceans and continents songs for sticky learning Lesson 2 – Locate Australia and begin to explore its human and physical geography. Where is Australia located on a world map? Is Australia a country or a continent? Which oceans surround the island Australia? How large is Australia? How does the size of Australia compare to UK? Google Earth Lesson 3 – Compare the weather in Australia to the United Kingdom. What is the difference between the terms 'weather' and 'climate'? What are the different climate zones in Australia and what types of weather do these regions experience? How does the weather in Australia compare to the UK? Why is it hotter there? Lesson 4 – Compare coastal and outback regions of Australia. Where would people prefer to live and why? Builds upon weather and climate Lesson 5 – Compare a small area of Australia to Penwortham. Lesson 6 - Compare daily life in Australia to the UK Cross-curricular Learning - Children have knowledge of animals found in Australia from the English lessons. FIELDWORK – Enquiry Question: How do the animals in Australia compare to the animals we see daily? Go outside and see what animals you can see in the playground. Look in hedges/trees etc. Draw sketches and talk about how the animals are different
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

	AUTUMN 1	SPRING
GEOGRAPHY	Amazing Places and Spaces – UK	Jet Set adventure – Arctic to Antarctica Comparing the Polar Regions KS1 PowerPoint KS1 Resources (twinkl.co.uk)
		
	Lesson 1 – Where is Penwortham and our school Locating our school on different maps Lesson 1 – Locating the UK, where is Penwortham? Recap for Year 2's Lesson 2 – Use maps of playground/school to identify the best route for Rosie. (The book Rosie's walk/a teddy from class.) Compass directions, locational and directional language Lesson 3 – Human/Physical features FIELDWORK What can you see? What human and physical features can you spot on a walk through Penwortham's high street? Map out the different shops and purpose. Children create their own maps. Lesson 4 – Identify the countries of the United Kingdom, capital cities and surrounding seas. Lesson 4 –Investigating Landmarks. Google Earth ○ Edinburgh Castle Scotland ○ Stonehenge England ○ Buckingham Palace England ○ Cardiff city stadium – Wales ○ Belfast Castle – NI. FIELDWORK – Enquiry Question: Is there any area which we need to improve on our school grounds? Children to create letter to Mrs Holmes	Lesson 1 – Locating Arctic and Antarctica Where is Arctic located on a world map? Where is Antarctica located on a world map? Is Antarctica a country or a continent? What about the Arctic? It is a Polar region. How does the size of Antarctica compare to UK? Google Earth Lesson 2 – Weather and Climate What is the difference between the terms 'weather' and 'climate'? What is the weather and climate like in Arctic and Antarctica? How does the weather in these two places compare to the UK? Why is it colder there? Last year, Year 2's explored Australia – Why is Australia different to Arctic and Antarctica? Why? Refer to Equator and North and South Pole Lesson 3 – Animals in Arctic and Antarctica Which animals live in Arctic? Which animals live in Antarctica? Lesson 4 – Landscape Google Earth What is the Arctic and Antarctica made up of? -In the Arctic, an ocean is surrounded by continents, while Antarctica is a continent surrounded by oceans. - Antarctic a polar region around the South Poles - Arctic region around the North Poles FIELDWORK – How does our UK weather compare to the Arctic region or Antarctica? When do we wear a coat?
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

	AUTUMN I	SPRING I	SUMMER I
GEOGRAPHY	Lake District <i>Moved from Spring to Autumn 2025</i> For teachers : Lake District National Park Let's explore the Lake District - BBC Bitesize Scafell Pike Facts (teacher made) - Twinkl	Mediterranean <i>To be taught 2025</i> Royal Geographical Society – Resources for schools (rgs.org)	Volcanoes, mountains, earthquakes Royal Geographical Society – Resources for schools (rgs.org)
			
	UNIT ASSESSMENT Lesson 1 – Quick re-cap on UK, then 'where is the Lake District?' Locate on a map – have you been to the Lake District? Show images Google Earth Lesson 2 – What is the landscape like? Landscape and geology : Lake District National Park Lesson 3 – Weather and Climate Weather and climate : Lake District National Park Lesson 4 – Why is the Lake District so popular? Tourism links Getting to and around the Lake District Getting to and around the Lake District : Lake District National Park Tourism : Lake District National Park Lesson 5 – FINAL LESSON: Why is the Lake District such a super place to visit? Create a leaflet with all facts of information you have gathered. Lesson 6 – FIELDWORK enquiry question: What new shop is best to come to Penwortham? Create a map of all the different shops on the main street Liverpool Road, create a pie chart and see what Penwortham is lacking END OF UNIT ASSESSMENT	UNIT ASSESSMENT Lesson 1 – What's on the map? Bird's eye view on Europe Lesson 2 – Is Europe a proper continent? Is the Mediterranean a proper sea? Lesson 3 – What's so special about the Mediterranean? Lesson 4 – Zoom in on Italy: A country of Cities and Regions Lesson 5 – Zoom in on Bologna and the Bolognese – A City of Education and a City of Food END OF UNIT ASSESSMENT	UNIT ASSESSMENT Lesson 1 – Mount Everest Lesson 2 – Mapping Mountains Lesson 3 – The formation of Mountains Lesson 4 – Volcanoes Lesson 5 – Volcanoes: A suitable Home? Lesson 6 – Earthquakes If children have any photographs of Mountains and Volcanoes they have visited encourage them to bring them in and add information to display board END OF UNIT ASSESSMENT
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 'capoluogi': 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

	AUTUMN 2	SPRING 2	SUMMER 2
GEOGRAPHY	United Kingdom (Local Study) OS mapwork and fieldwork Royal Geographical Society - Resources for schools (rgs.org) ONLY first 3 lessons, then FIELDWORK	Hong Kong – a city in Asia by the sea To be taught 2025	River Study and the Water Cycle Royal Geographical Society – Resources for schools (rgs.org)
			
	UNIT ASSESSMENT (some of the quiz and use start as a re-cap of learning to see if children remember) Reflects British Values Lesson 1 – Re-cap on Where do we live? Where is our school? Lesson 2 – Building a picture (Re-cap on KSI learning) RGS PLANNING – update Prime Minister slide/political structure if necessary. Lesson 3 – Scaling geographical heights RGS PLANNING Lesson 4 – Trace the taste – Counties and products RGS PLANNING Lesson 5 – Plan an investigation based on the Enquiry Question: Where does our food come from? Children to be given some products that are available in our local Tesco's in Penwortham and look at labelling to see where the different products have come from (Make connections to adapting a recipe next half-term in DT) Why should we buy locally produced products? Children could compose a Questionnaire and send home to parents to see where the produce they buy at home comes from? Lesson 6 – Complete the Fieldwork for Enquiry Question Outcome: Children could create posters to encourage people to buy products which are sourced locally. END OF UNIT ASSESSMENT	UNIT ASSESSMENT Lesson 1 – Would you like to go to Hong Kong? Lesson 2 – Travelling in Hong Kong Lesson 3 – What is Hong Kong like? Lesson 4 – Asia's world city Lesson 5 – What are the challenges facing Hong Kong? Lesson 6 – Hong Kong data challenge FIELDWORK Enquiry Question: How does travel in Hong Kong differ to how we travel in the UK? How can we travel out of Penwortham? Or, What environmental issues impact us? END OF UNIT ASSESSMENT	UNIT ASSESSMENT Lesson 1 – Journey of a River Lesson 2 – Flooding Lesson 3 – Mapping the River Thames Lesson 4 – The River Thames Lesson 5 – Waterfalls Lesson 6 – The Water cycle extra lesson added to planning POSSIBLE TRIP TO BROCKHOLES Fieldwork END OF UNIT ASSESSMENT
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

	AUTUMN 2	SPRING 2	SUMMER 2
GEOGRAPHY	United States of America Royal Geographical Society – Resources for schools (rgs.org) Whitestake, England wind map MSN Weather FIELDWORK	Biomes and Vegetation around the World World Biomes PowerPoint – KS2 Geography – Twinkl Resources The 6 Major World Biomes – Plant and Animal Adaptations (twinkl.co.uk)	Global Trade Royal Geographical Society – Resources for schools (rgs.org)
			
	UNIT ASSESSMENT Lesson 1 – United States of America: An Exploration Lesson 2 – Canyons and valleys: physical landscapes Lesson 3 – Where are all the people? Lesson 4 – Challenged by water: floods and drought Lesson 5 – Food and farming Lesson 6 – New York through time Lesson 7 – FIELDWORK create a rain gauge to see how much rainfall over the course of a week. Children to check each day and add information to a graph. Compare this data to secondary source of expected rainfall in Preston/North West  END OF UNIT ASSESSMENT	UNIT ASSESSMENT Lesson 1 – Explore Aquatic – freshwater and saltwater Find out about the animals and plants that live there? Lesson 2- Explore Desert Where would we see this biome? Desert places around the World. Link to Australia (KSI) and Arizona/Grand Canyon (USA – UKS2) Find out about the animals and plants that live there? Lesson 3 – Explore Forests: Forests, Temperate Forests, Taiga (Boreal Forests) and Rainforests. For Y6 Make links to Awa tribe in Brazil, Amazon. Plenary: Compare Rainforest to (Taiga)Forest in venn diagram Lesson 4 – Explore Grassland (temperate grasslands: four seasons, savannahs: dry and rain) Plenary: Compare Desert to Grassland in venn diagram Lesson 5 – Explore Tundra (Alpine and arctic tundra) Plenary: Compare Aquatic to Tundra in venn diagram Lesson 6 – Go out into the woods and explore the Biome/ecosystem around our school. Sketches of what you can see all around END OF UNIT ASSESSMENT	UNIT ASSESSMENT Lesson 1 – How did trade get global? Lesson 2 – Food and global trade Lesson 3 – The global supply chain Lesson 4 – What does the UK export and to where? Lesson 5 – Investigating fairtrade Lesson 6 – Highest-valued exports FIELDWORK Where does all our food for school dinners come from? END OF UNIT ASSESSMENT
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

	AUTUMN 2	SPRING 2	SUMMER 2
GEOGRAPHY	Exploring Shackleton's Antarctica Royal Geographical Society - Resources for schools (rgs.org)	South America – Life in Brazil and Amazon Basin. Climate and physical features Royal Geographical Society - Resources for schools (rgs.org)	United Kingdom – Lancashire Fieldwork Royal Geographical Society - Resources for schools (rgs.org) Start with a Recap Lesson, then LESSONS 4-6 from rgs (site above), followed by FIELDWORK Geography of England KS2 PowerPoint (teacher made) - Twinkl Lesson 1 resource
			
	(previous learning in KSI) UNIT ASSESSMENT Lesson 1 – Curious continents Lesson 2 – Fascinating imagery Lesson 3 – Perplexing poles Lesson 4 – Shaping of the World Lesson 5 – Living and learning on the ice Lesson 6 – Antarctica Day END OF UNIT ASSESSMENT	UNIT ASSESSMENT Lesson 1 – Where is Brazil? An identification of the human and physical features Lesson 2 – The Brazilian climate Lesson 3 – Urbanisation: the great tug of war (push/pull) Lesson 4 – A city of two halves Lesson 5 – The indigenous people of the Amazon rainforest Lesson 6 – What is life like in Brazil? END OF UNIT ASSESSMENT	UNIT ASSESSMENT (some of quiz or use start as a re-cap of learning to see if children remember) Lesson 1 – Re-cap on all previous learning surrounding UK and surrounding seas, recalling information from KSI/LKS2 counties (look at Lessons 1-3 of planning) Geography of England PPT Lesson 2 – Famous Football Cities Lesson 3 – B and B cities of contrast Lesson 4 – The best of British Lesson 5 – Plan an investigation based on the Enquiry Question: What has changed in Penwortham since the new road, John Horrocks Way, has been developed? Lesson 6 – Conduct research and out of class enquiry/survey. Questionnaires to Parents/family members living in Penwortham, interview shop owners/businesses END OF UNIT ASSESSMENT
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

