



Oughtrington Primary School National Curriculum Coverage- Geography



Subject Overview

This document shows the Early Learning Goals and National Curriculum coverage for Geography. It highlights when each subject should be taught and which aspect of the National Curriculum is to be planned for.

This is the starting point for the planning of a sequence of learning in each area. The placement of each objective has been carefully planned to allow for the clear progression of knowledge and skills.

This document should be used alongside the individual subject substantive and disciplinary knowledge progression maps for each year group. This is not a working document and should not be changed or altered without discussion with the subject lead.

Humanities Overview

At Oughtrington we aim to teach Geography and History as discrete areas of learning so the children develop a very secure understanding of when they are working like Historians and when they are working like Geographers. However, when planning the curriculum there are times when the two interweave- this allows the children to build their substantive knowledge alongside a well-paired topic. On these occasions, the learning is placed parallel to each other on the plan- these topics will then be taught discreetly but in a complementary way.



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	My New Environment ELG: People, Culture and communities	My Wider World – Lymm and Beyond! ELG: People, Culture and communities	Polar Lands ELG: People, Culture and communities ELG: Past and Present	Story Maps ELG: Comprehension ELG: fine motor skills ELG: self regulation	Mapping Journeys ELG: fine motor skills ELG: gross motor skills ELG: self regulation	Contrasting Environment – Australia ELG: People, Culture and communities ELG: Past and Present ELG: The Natural world
YEAR 1	Our Lovely School Grounds Simple fieldwork and observations Mapping	Local History: History of our school Was my school always here?	The UK Locational Knowledge	Changes in Living Memory: Shopping How has shopping changed?	Oceans and Continents Locational Knowledge	Changes in Living Memory and Significant Individuals: Holidays How and why have holidays changed?
	Identify seasonal and daily weather patterns: tracking weather through the seasons (One week per half term study)					
YEAR 2	The UK Revisited Place Knowledge	Events beyond living memory: The Great Fire of London and Wren Was The Great Fire of London really 'Great'?	Significant individuals: George Stephenson Why is George Stephenson significant to us?	Poles Apart Hot and Cold regions	Significant individuals and events beyond living memory: Explorers of the World and Beyond Who was the greatest explorer?	The Story of Two Islands Contrasting locality
	Identify seasonal and daily weather patterns in the United Kingdom: What is the weather like in our capital cities? (One week per half term study)					
YEAR 3	Our Place The North West Place knowledge Human and Physical Geography	The New Stone Age What was 'new' about the New Stone Age?	The Bronze Age to the Iron Age Which was better: bronze or Iron?	Our Place in The UK and its Cities Locational Knowledge and Changes in land use	The Journey of the River Physical Geography	Earliest Civilizations: Ancient Egypt Why was Ancient Egypt often referred to as the 'Gift of the Nile'?
YEAR 4	Our Place in Europe- Comparison with the North West UK Locational Knowledge Physical and Human Geography	Ancient Greece What did the Greeks do for us?	Volcanoes Physical geography	The Roman Empire and its impact on Britain How did the Roman occupation (43AD-410AD) change Britain?		Local Geography
YEAR 5	British Settlement by Anglo-Saxons and Scots What changes and what stayed the same when the Romans left?		The Viking and Anglo-Saxon struggle for the Kingdom of Britain What was the effect of the Viking invasion on life in Britain?		North America- Comparison with UK region	Non-European Society: The Mayans
	Counties of the UK Locational knowledge and Human and Physical Geography Changes in land use					
YEAR 6	Local History: Industrial Revolution What evidence can we find of the industrial revolution where we live?		Chronological Knowledge beyond 1066: Crime and Punishment		South America Place Knowledge Similarities and Differences	
	Mapping					



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Os Map reading skills		
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>My New Environment <i>ELG: People, Culture and communities</i> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p>My Wider World- Lymm and Beyond! <i>ELG: The Natural world</i> -Explore the natural world around them, making observations and drawing pictures of animals and plants. -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. -Understand some important processes and changes in the natural world around them, including the seasons and changing state of matter.</p>	<p>Polar Lands <i>ELG: People, Culture and communities</i> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries- drawing on knowledge from stories, non-fiction texts and where appropriate- maps.</p>	<p>Story Maps (mapping skills) <i>ELG: Comprehension</i> -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <i>ELG: fine motor skills</i> -Begin to show accuracy and care when drawing <i>ELG: self regulation</i> -show an ability to follow instructions involving several ideas or actions</p>	<p>Mapping Journeys <i>ELG: fine motor skills</i> -Begin to show accuracy and care when drawing <i>ELG: gross motor skills</i> -Negotiate space and obstacles safely, with consideration for themselves and others <i>ELG: self regulation</i> -show an ability to follow instructions involving several ideas or actions</p>	<p>Contrasting Environment- Australia <i>ELG: The Natural world</i> -Explore the natural world around them, making observations and drawing pictures of animals and plants. -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. -Understand some important processes and changes in the natural world around them, including the seasons and changing state of matter.</p>
Year 1	<p>Our Lovely School Grounds <i>NC-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key</i></p>	<p>HISTORY FOCUS- History of our School</p>	<p>The UK The Queen's Handbag <i>NC-Name, locate and identify characteristics of the four countries and capital cities of the</i></p>	<p>HISTORY FOCUS- Shopping</p>	<p>Oceans and Continents <i>NC-Name and locate the world's seven continents and five oceans</i></p>	<p>HISTORY FOCUS- Holidays</p>



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	<p><i>human and physical features of its surrounding environment. Devise a simple map and use basic symbols in a key.</i></p> <p><i>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</i></p> <p><i>-Use simple compass directions (North, South, East and West) and locational and directional language (For example near and far; left and right), to describe the location of features and routes on a map</i></p>		<p><i>United Kingdom and its surrounding seas.</i></p> <p><i>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i></p> <p><i>-Use 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</i></p> <p><i>-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</i></p> <p><i>-Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p> <p><i>-Use simple compass directions (North, South, East and West) and locational and directional language (For example near and far; left and right), to describe the</i></p>			
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			<i>location of features and routes on a map</i>			
Year 2	<p>The UK Revisited The Queens Hat</p> <p><i>NC-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></p> <p><i>-Devise a simple map</i></p> <p><i>-London focus- Queen's Hat- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</i></p> <p><i>-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</i></p> <p><i>Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</i></p>	<p>HISTORY FOCUS- The Great Fire of London and Wren</p>	<p>HISTORY FOCUS</p>	<p>Hot and Cold Places: Poles Apart</p> <p><i>NC- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p>	<p>HISTORY FOCUS- Explorers of the World and Beyond</p>	<p>Contrasting Locality: The Story of Two Islands</p> <p><i>NC-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country</i></p>



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<p>Year 3</p>	<p>Our Place in the North West</p> <p><i>NC- Name and locate 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</i></p>	<p>HISTORY FOCUS- The New Stone Age</p>	<p>HISTORY FOCUS- Bronze age to Iron Age</p>	<p>Our Place in the UK and its cities</p> <p><i>NC- Name and locate 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</i></p>	<p>Rivers</p> <p><i>NC- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>-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</i></p> <hr/> <p>HISTORY FOCUS- Earliest Civilizations: Ancient Egypt</p>
<p>Year 4</p>	<p>Our Place in Europe</p> <p><i>NC- Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p> <p><i>-Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</i></p>	<p>HISTORY FOCUS-</p>	<p>Volcanoes</p> <p><i>NC- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p>	<p>HISTORY FOCUS- The Roman Empire and its impact Britain</p>	<p>Local Geography: change</p> <p><i>NC- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</i></p>



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	<p><i>earthquakes, and the water cycle 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</i></p> <p><i>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>				
Year 5	<p>Counties of the UK</p> <p><i>NC-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</i></p> <p><i>-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</i></p>	<p>HISTORY FOCUS- The Viking and Anglo-Saxon struggle for the Kingdom of Britain</p>	<p>North America-</p> <p><i>NC-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</i></p> <p><i>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</i></p>	<p>HISTORY FOCUS- The Mayans</p>	
	<p>HISTORY FOCUS- British Settlement by Anglo-Saxons and Scots</p>				



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			<p><i>volcanoes and earthquakes, and the water cycle 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</i></p> <p><i>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)</i></p> <p><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studi</i></p> <p>South America</p> <p><i>NC- Locate the world's countries, using maps to focus and North and South America, concentrating on their environmental regions, key physical and human</i></p>	
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			<p><i>characteristics, countries, and major cities</i></p> <p><i>-Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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</i></p> <p><i>-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)</i></p> <p><i>-Understand geographical similarities and differences through the study of human and physical geography of a region of the United</i></p>	
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			<p><i>Kingdom, a region in a European country, and a region within North or South America</i></p>
Year 6	<p>Local Geography: Mapping</p> <p><i>NC- 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</i></p>	<p>HISTORY FOCUS- Chronological Knowledge beyond 1066: Crime and Punishment</p>	<p>South America</p> <p><i>NC- Locate the world's countries, using maps to focus and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p> <p><i>-Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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</i></p> <p><i>-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)</i></p> <p><i>-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</i></p>
	<p>HISTORY FOCUS- Local History- Industrial Revolution</p>		