

Holy Trinity Catholic Primary School

Geography Overview

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
N	<p style="text-align: center;">Why I Am Unique Colour Monster</p> <p>The children will explore human geography through their families, communities, cultures, traditions and diversities by pretend play, imitating everyday actions and events from their own families and cultural backgrounds, e.g. making and drinking tea, going to the barbers. The children will learn that they have similarities and differences that connect them to, and distinguish them from others and their curiosity and interest in exploring new and familiar experiences through nature, such as with grass, mud, puddles, plants, animal life will be promoted. The children's geographical learning about Autumn will focus on observing and noticing changes in their environment linked to the season.</p>	<p style="text-align: center;">Why I Am Unique Let's Celebrate!</p> <p>The children will explore their human geography through their families, communities, cultures, traditions and diversities by learning about Bonfire Night, Diwali, Remembrance Day and Christmas traditions around the World. The children will learn from, join in with and share family customs and routines of their own and those of their friends. The children will also be encouraged and supported in talking about significant events in their own experience.</p>	<p style="text-align: center;">Winter Wonderland Changes</p> <p>The children will explore human geography through their families, communities, cultures, traditions and diversities through learning about Chinese New Year, Lent and the celebration of Pancake Day. The children will learn from, join in with and share family customs and routines of their own and those of their friends. The children will also be encouraged and supported in talking about significant events in their own experience.</p> <p>Winter learning in geography will focus on observation and discussion about changes in the children's home and school environment linked to Winter. Joining in the RSPB Bird Watch supports our children's ability to observe, notice, record and discuss different birds, discuss what birds eat, their habitats and how the landscape in our locality supports this and how we can feed them. The children will make bird feeders and create bird nests using natural materials.</p>
The World – Forest School			
R	<p style="text-align: center;">HT Hunters</p> <p>The children will explore physical geography by deepening their knowledge about the habitats of different animals and how these are affected by need and land use</p> <p>Bear Hunting will support the children to create their own bear hunt in the school locality, where children will discover picture clues about real bears. This is also linked to developing knowledge of map work and how this is a helpful geographical tool.</p> <p>The children will learn that they have similarities and differences that connect them to, and distinguish them from other species. They will explore hibernation, the reasons for this and the preparation needed. They will compare this to their own life patterns.</p> <p>Autumn geographical learning focuses on observation and discussion about seasonal changes in the children's lives (such as changes to weather patterns, clothing and the environment). Observational drawing will support the children's understanding and creative interpretation of how the Autumn world appears to them.</p>	<p style="text-align: center;">Where are you from?</p> <p>The children will deepen their knowledge about a contrasting locality by comparing their families, communities, cultures, traditions and diversities to life in Kenya. The children will learn from, join in with and share family customs and routines of their own and those of their friends. The children will be encouraged and supported in exploring fruits of the world and where and how do they grow? The children will investigate Kenya, its food and farming, climate and what grows there.</p>	<p style="text-align: center;">Out of this world!</p> <p>The children will be encouraged and supported in talking about their ideas of what is in space, leading to observations of the moon and learning about how the moon can affect tides on earth. Geographical learning about Winter will focus on observation and discussion about changes in the children's home and school environment linked to the season.</p>
<p>Throughout the year, Bobbi Bilston Bear travels, taking photographs in the locality and returns to give clues to the children and their families about where she has been, for example, The Bert Williams Leisure Centre! Google Classroom is used so that children and their families can explore the clues together and try to find where Bobbi has been. The children are challenged to take their photograph to the same place, to take part in an activity, to find something out or to perhaps photograph him or herself and their family in the same location as Bobbi.</p> <p>Travelling Trinity Ted goes home with a different child each weekend. The children are encouraged to work with their families to write/draw/take photos of what they do, making sure they include Trinity Ted. The travelling written, drawn and photographic diary builds up over time, helping children to understand, respect and learn more about the lives their friends live, their cultures and traditions and how these are celebrated within their families.</p>			

Year 1	<p><u>Beautiful Bilston</u> What is a town? What physical features are in my town? What human features are in my town? Shop survey. Homes. Town maps and symbols. Local land use fieldwork)</p>	<p><u>This Kingdom is United</u> (fieldwork opportunity) What is the United Kingdom? What can I find out about the United Kingdom? What are the UK's countries like? What are the UK's capital cities like? What do I know about a country in the UK?</p>	<p><u>Red Sky at Night, Shepherd's Delight!</u> Weather and climate How is the year organised into months and seasons? What are the differences between the seasons? How can I show what season I am in? How do people dress for different kinds of weather? How can I tell the weather's story? How does the weather affect people's work?</p>
Year 2	<p><u>Destination World - Continents and oceans</u> Where in the world am I? Where are the world's continents? Where are the world's oceans? How can I show the continents and oceans on a map? What are the main features of each continent? What is special about each continent?</p>	<p><u>Fire and Ice - Hot and cold places</u> Where are the world's hot and cold places? What is it like in the world's hot and cold places? Where can I find out about a hot or cold place (desert, rainforest or Antarctica)? How do animals adapt to hot and cold places? What would I pack for a visit to a very hot place? How would it be different if I was going to a very cold place? How can I describe what it is like in a hot or cold place?</p>	<p><u>Zambia, here we come! - Mugurameno Village</u> Where is Zambia and what are the country's features? Where is Mugurameno? How do people in Mugurameno use their river and how does that compare to rivers in the UK? Which animals do people choose to live with in Mugurameno and which are the others they do not? How do people protect themselves and their homes from wild animals? What food is eaten in the village and how is it prepared? How do the daily lives of children in Mugurameno compare to yours?</p>
Year 3	<p><u>Climate zones</u> Why does a place's location in the world affect its climate? What on earth is a climate zone? How is the climate in the UK different from that in the tropics? How does the climate vary around the world? What is the weather like on a typical day for places in different climate zones? What is special about each climate zone?</p>	<p><u>The Amazing Americas</u> Where is South America and what is it like? What time is it in different parts of South America? How does Brazil compare with my country? What is special about Rio de Janeiro? How is my life linked to south-east Brazil? Were the 2016 Olympic Games good for Brazil? Where is North America and what is it like? Where and what is the United States of America? What are the Rockies like? What happened when Mount St Helens erupted? Which US state would I like to live in and why? How does New York compare with my home area?</p>	<p><u>Location, Location, Location</u> This learning project uses fieldwork to explore the immediate local area of our school, including processes of settlement and change. It helps children locate the area on aerial maps, describe and explore its distinctive features, use maps and field observations to capture key data from different points of view, and use that data to reflect and make presentations on historical and future change.</p>
Year 4	<p><u>A River Runs Through It</u> What is a river and the water cycle? How do people use rivers? What journeys do rivers make? How do people change rivers? How does flooding affect people? What can I find out about the world's longest rivers?</p>	<p><u>Our Mountain Home</u> What is a mountain? How are mountains made? What is it like on a mountain? What are the UK's highest mountains like? What is it like in the Himalayas? What can I find out about the world's highest mountains?</p>	<p><u>Rainforests</u> Where are the world's rainforests? What makes up a rainforest? What are the main features of a rainforest? What is the Congo rainforest like? Why are the rainforests being cut down? Why does the Amazon Rainforest matter so much? Where is the Amazon? Why does the Amazon matter? Why does the Amazon need to be protected? What is it like in a rainforest city? How does the Amazon Basin compare with other places we have studied? What do I know about the Amazon basin?</p>
Year 5	<p><u>A Place in the Sun</u> The name Bilston derives from Bel and tun, 'a place of Sun worship'! This learning project uses fieldwork to investigate the region local to our school. The children begin by exploring the area's location and its links to the wider world, before using road maps to investigate key features within a fifty-mile radius of the school. They then go on to use maps and fieldwork data to investigate how this place meets people's needs. Working in groups, they present their findings in the form of a pull-out feature from a newspaper, incorporating an annotated Ordnance Survey map</p>	<p><u>Disaster Zone: The Angry Earth</u> What lies beneath the surface of the Earth? What happens when the Earth's plates meet? What goes on inside a volcano? What can we learn from some famous earthquakes? What can I find out about real volcanoes? How do earthquakes affect people and places? What help do people need before and after an earthquake? What could you do if an earthquake happened? What happens when a volcano erupts? What would it be like to live near a volcano?</p>	<p><u>Eurovision</u> European region Where is Europe and what are its countries like? Why would you visit the Mediterranean? Why are migrants coming to Greece? What is the landscape of Greece like today? Where would you visit in Athens? How does everyday life in Athens compare with that in other places?</p>
Year 6	<p><u>Fit for Purpose</u> Local area and region How does Bilston and the W. Midlands fit into the wider world? Can I identify and locate the main features of my region? How might our region meet people's needs? Fieldwork - Is this a place fit for people? How can I create a needs map of the place I have visited? How does our region meet people's needs?</p>	<p><u>United but Unique</u> What is unique about each of the UK's countries? Where do people live in the UK? What are the main physical features of the UK? How do human activities affect the UK's landscape? What work do people in the UK do? How can the UK manage its energy needs?</p>	<p><u>Where in the world?</u> Revisit of the key skills with a focus on the countries of the children's family background.</p>