

# Leigh St Peter's CE Primary School

"Let Your Light Shine" Matthew 5:16

**Headteacher:** Mr K Robinson BSc (Hons), NPQH  
**Deputy Headteacher:** Mrs S Dring MA, BA (Hons)  
**Chair of Governors:** Mrs M Hughes

## Geography Curriculum

The basis of our Geography curriculum at Leigh St Peter's CE Primary is from the 'Primary Knowledge Curriculum' or PKC. It has been adapted and contextualised to meet the needs of the pupils within our setting.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<b>Ourselves</b> Talk about the house they live in and who they live with.	<b>Autumn</b> Changes in the local environment due to Autumn. Autumn walk around school.	<b>Water</b> Water around the world in different places What water is used for Where do penguins live? What is antarctica like?	<b>Zoo animals</b> Looking at where different zoo animals live. What are those places like?	<b>Lifecycles</b> Where do ducks/ frogs live? Have they been to a pond? What did they see?	<b>Journeys</b> What do they see on the way to school? What different types of places have they seen? E.g forests/river? Talk about own experiences
Fieldwork	Look at house on google maps.	Walk around school using a map of school . Walk around the outside of school identifying where each classroom is on the map.  Geographical association – Barnaby bear through the seasons. Barnaby bear through the seasons Autumn	<b>EYFS exploring water. 'Puddles' Geographical Association</b> <a href="https://geography.org.uk/resources/eyfs-exploring-water-puddles/">https://geography.org.uk/resources/eyfs-exploring-water-puddles/</a>  Geographical association Barnaby Bear through the seasons - Winter	Chester or Blackpool Zoo. Look at where the zoo is in relation to their home language of near, far, nearer etc. How long will it take, minutes, hours, days , weeks etc.  Geographical Association – Barnaby bear through the seasons - Spring	<b>Firs Lake</b> <b>Draw a sketch map of what they see.</b>  Geographical Association – Barnaby Bear through the seasons Summer	Follow route from home to school on google maps describing what they can see.  Geographical Association – Home role play area – going out



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Reception	<p><b>Friendship</b>                      Location of our school and the local area</p> <p>My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change?</p> <p>Community: this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.</p>	<p><b>The Park</b>                      Look at the location of school and the local area – explore Firs Park during seasonal changes, e.g. go on a nature walk</p>	<p><b>Water</b>                      The Monarchy; King Charles III, the Royal Family, Buckingham Palace, Windsor Castle.</p> <p>Countries around the world that have King Charles III as their monarch including. Canada, Jamaica, New Zealand, Australia and more.</p> <p>The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p><b>Creatures from the Past</b>                      Palaeontologists; including Mary Anning</p>	<p><b>Life Cycles</b>                      Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to:                      Oranges: Spain                      Bananas: Central America                      Lemons: South Africa                      Pineapples: Costa Rica                      Apples: France                      Onions: The Netherlands                      Cauliflower: Spain                      Broccoli: The UK</p> <p>Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p>	<p><b>Journeys</b>                      Transport in our local area and contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely. How people from Different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p> <p>Locate the places that feature in the key stories chosen for this topic.</p>
Fieldwork	<p>Google maps look at our school and zoom our to local area to understand scale through zooming out and in. Describe human and physical landmarks they pass on their route to school. What forms of transport can they see on google maps. Discuss do they use this transport to get to</p>	<p>Locate school and the local areal on an aerial map using digimaps Walk to Firs Park using directional language eg. Forwards, backwards, straight on, right, left, next to etc.</p> <p>Geographical association – Sensory walk and collection</p>				



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	<p>school. Discuss what features they can see which they like and dislike with reasons for choices. If they don't like something, how would they change it. Identify community in our area – Where do they play? Locate the church, If they have any hobbies locate where they go e.g Leigh Sports Village for swimming. Locate Police station, Fire Station, Drs, Leigh Hospital, Asda, Sainsburys, retail park, Leigh town centre Where they shop, garage near school for petrol link to transport.</p> <p>Geographical Association – Our school's local area 'small world'</p>				<p>Kenyan Hall Farm strawberry picking. What crops are grown there to compare with crops grown around the world. On an aerial map look at our local area zoomed out (introducing scale) Identify fields compared to houses. Natural / manmade introduction to human and physical geography.</p>	<p>Road Safety local walk. Identify different types of transport they see so they can compare with other countries.</p>
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Year 1	<b>Spatial Sense</b> 1. Aerial Views 2. Maps 3. Location 4. Compass Points 5. Drawing maps		<b>The UK</b> 1. The four countries in the United Kingdom 2. Scotland 3. Wales 4. Northern Ireland 5. England		<b>Seven Continents</b> 1. Europe 2. Antarctica 3. Africa 4. Asia 5. North and South America 6. Australia	
Substantive Knowledge	Place and Space (Y2, Y3, Y4, Y5, Y6)		Place (Y2)		Location (EYFS, Y2, Y4, Y5, Y6)  Climate (Y3, Y4)  Landscape (Y6)	
Disciplinary Knowledge	Maps tell us information about places		Maps tell us information about places		Interconnection & diversity	
Fieldwork	<b>Geographical Association Engage, Enjoy, explore being at home.</b> <a href="https://geography.org.uk/resources/engage-enjoy-explore-being-at-home/">https://geography.org.uk/resources/engage-enjoy-explore-being-at-home/</a>		Blackpool and sleep at the Aquarium.		<b>Geographical association – Engage, enjoy, explore at home.</b> <a href="https://geography.org.uk/resources/engage-enjoy-explore-being-at-home/">https://geography.org.uk/resources/engage-enjoy-explore-being-at-home/</a>	



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<p>Fieldwork continued...</p>	<p><b>Ideas for Y1 fieldwork which can be adapted.</b></p> <p>Exploring my home- Make a physical map of their local area, consider what the area is like and suggest how it could be changed for the better.</p> <p>Mapping my home- Create a model of the layout (plan view) of their classroom and what they would change.</p> <p>My Landscape- Use the school grounds as a scaled down version of a broader landscape and plan a journey across it.</p> <p>My microclimate - investigate and map the differences between the different spaces around school.</p> <p>My room - Create an imaginary landscape in their classroom and think about what they might find happening across its physical and human elements.</p>				<p><b>Ideas for y1 fieldwork which can be adapted.</b></p> <p>Go Global at home – Global scavenger hunt , then cook a meal using ingredients from around the world.</p>	
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Year 2	<b>Spatial Sense</b> 1. My School Site 2. Drawing a map of my school 3. Maps of the local area 4. 4. Using maps to plan a route 5. Identifying locations on a globe or world map, the equator		<b>The British Isles</b> 1. The British Isles and England 2. Scotland 3. Wales 4. Ireland 5. Comparison with Cape Town		<b>Northern Europe</b> 1. Countries in Northern Europe. 2. Human and physical features of Northern Europe. 3. Climate in Northern Europe. 4. Animals found in Northern Europe. 5. Northern Europe. 6. Roald Amundsen.	
Substantive Knowledge	Location (Y1,Y3)		Place and Space (Y1, Y3, Y4, Y5)		Location (EYFS, Y1, Y3, Y4) Migration (Y3, Y4, Y5, Y6) Climate (Y1, Y3, Y4)	
Disciplinary Knowledge	Cartographers and how they create maps based on the world around us.		Geographers describe places.		Connection	
Fieldwork	<a href="https://geography.org.uk/resources/engage-enjoy-explore-being-at-home/">https://geography.org.uk/resources/engage-enjoy-explore-being-at-home/</a> <b>Ideas for y2 fieldwork which can be adapted</b>  Geographical Association – Engage, Enjoy, explore being at home.  Outside my window –		Didimaps- digital mapping – Capital city Hunt.  Y1 and 2 Blackpool and sleep at the Aquarium		<a href="https://geography.org.uk/resources/engage-enjoy-explore-being-at-home/">https://geography.org.uk/resources/engage-enjoy-explore-being-at-home/</a> <b>Ideas for y2 fieldwork which can be adapted</b>  Geographical Association- Engage, Enjoy, Explore being at home.  H2Ome – Use a range of	



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	<p>Make detailed observations of what they see every day and what might cause that view to change.</p> <p>Going out in Geography- Plan a range of exercise routes around their homes and notice the world around them as they get active.</p> <p>Digimaps- digital mapping- Using mapping tools</p> <p>Digimaps – using digital mapping – Can you find.</p> <p>Digimaps digital mapping- Locate my school on a map.</p> <p>Digimaps – digital mapping – Our local area</p> <p>Digimaps – Grandma's house ( linked to Little Red Riding Hood – Geography with a story attached to it – evidence from Mary Myatt – this helps children remember)</p>				<p>practical ideas to think about water in their homes and beyond.</p>	
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<b>Year 3</b>	<b>Spatial Sense</b> 1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Fieldwork- The Local Area 4. A contrasting locality San Francisco (Human Geography) 5. 5. A contrasting locality San Francisco (Physical Geography)	<b>Settlements</b> 1. Settlements 2. Types of Settlements 3. Urban, Rural and Suburban areas 4. Population Density 5. Sites and Situations of Local Settlements	<b>Rivers</b> 1. What is a river? 2. Rivers of Europe 3. Rivers of Africa 4. Rivers of Asia 5. Rivers of Australia, South America and North America	<b>UK Geography: The South West</b> 1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time	<b>Western Europe</b> 1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe 4. Europe 5. France 6. A comparison of London and Paris	
<b>Substantive Knowledge</b>	Location (Y2, Y4, Y5)	Place & Space (Y2)	Interconnection (Y1) Trade (Y5) Transport (EYFS, Y6)	Climate (Y4, Y5, Y6) Change Interconnection	Location (Y1-Y6) Trade (Y5, Y6) Climate (Y2)	
<b>Disciplinary Knowledge</b>	Maps and how we know what is located within a place.	Geographers use maps to communicate information.	Geographers study rivers to find out more about what lives in them, how they behave and the impact of human activities on them.	Geographers describe places and look at how people and places are connected.	Diversity	
<b>Fieldwork</b>	Digimaps- digital mapping – Ordnance survey symbols.  Digimaps – digital mapping – Can you find? Local area find on a map then follow a route to find in the locality.		Glaze Brook or River Glaze? Minor river in the Mersey from Hope Carr – fieldwork.  Digimaps- digital mapping- UK rivers study.			





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	Geographical Association -Atlas map symbols  Geographical association – Cardinal compass points.					
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<b>Year 4</b>	<b>Spatial Sense</b> 1. Globes and the 2. Tropics 3. Scale 4. Grid References 5. Our Local Area 6. Our Local Area 6. Changes over Time	<b>Mediterranean Europe</b> 1. Key Places in Europe 2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscape 5. Settlements	<b>Eastern Europe</b> 1. Key Places in Eastern Europe 2. Climate of Eastern Europe 3. Europe 4. Russia 5. Compare and contrast physical features (with UK Moscow/London) 6. Compare and contrast human features (with UK Moscow/London)	<b>UK Geography: Northern Ireland</b> 1. An Introduction to Northern Ireland 2. Visiting Northern Ireland 3. Northern Ireland, the Republic of Ireland and the partition 4. Finn MacCool and the Giant's Causeway 5. The Marble Arch Caves	<b>UK Geography: London and the South East</b> 1. Introduction to the South East 2. London 3. The River Thames and the Thames Barrier 4. Canterbury 5. White Cliffs of Dover – Coastal Erosion and Weathering	
<b>Substantive Knowledge</b>	Location (Y1,Y2,Y3,Y5)	Place (Y1, Y2 ,Y3, Y5, Y6) Space Climate (Y5, Y6) Trade Diversity	Interconnection (Y2,Y3,Y6) Climate Conflict (Y5,Y6)	Location (Y1, Y2, Y5) Landscape	Location (Y2,Y3,Y5,Y6) Trade Tourism (Y3) Trip to Harry Potter World London.	
<b>Disciplinary Knowledge</b>	Maps- how we use them and what information they can give us about locations.	Geographers use maps to communicate information and to represent the world around us.	Geographers interested in location of countries and how that impacts their climate, the environment and how the country trade.	Change and interconnection	Change over time (Maybe change Brighton for Blackpool but use same activities?)	
<b>Fieldwork</b>	Digimaps – digital mapping- Exploring digital mapping tools.- how our locality has changed over time, Leigh Sports Village,				Visit to London, River Thames, and Harry Potter World.  Survey 'Why are you in London?' Work,	



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	<p>retail Park, Pennington Flash etc.</p> <p>Digimaps- digital mapping- Measuring local distance/ scale ( an area which Ofsted has identified needs addressing and this resource does it well)</p> <p>Digimaps digital mapping – Grid references.</p> <p>Traffic survey on Firs Lane at different times during the day linked to Science topic Sound. Record data as tally charts. Present findings in a graph.</p>				<p>tourism etc</p>	
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Year 5	<p>Spatial Sense</p> <ol style="list-style-type: none"> <li>Maps: dividing the world into sections.</li> <li>Eastern and Western hemispheres</li> <li>Maps: using coordinates to locate places.</li> <li>Maps: drawn to different scales.</li> <li>Relief maps</li> </ol>	<p>Mountains</p> <ol style="list-style-type: none"> <li>Mountains</li> <li>The Alps</li> <li>The High Peaks of the Himalayas</li> <li>American Mountains</li> <li>African Mountains</li> </ol>	<p>UK Geography: East Anglia, The Midlands, Yorkshire and Humberside</p> <ol style="list-style-type: none"> <li>East Anglia – Physical Geography</li> <li>East Anglia Land Use</li> <li>The Midlands – Settlements</li> <li>Yorkshire and</li> <li>Humberside – Physical Geography</li> <li>Yorkshire and Humberside – Human Geography</li> </ol>	<p>Australia</p> <ol style="list-style-type: none"> <li>Australia- location and physical geography</li> <li>The history of Australia</li> <li>Settlements</li> <li>Climate</li> <li>Biodiversity</li> </ol>		<p>Local Study</p> <ol style="list-style-type: none"> <li>Geography of the local area</li> <li>Sketch Maps (Fieldwork)</li> <li>Local Issues</li> <li>Data Collection (Fieldwork)</li> <li>Graphing data</li> </ol>
Substantive Knowledge	Place and Space (Y2 - Y6)	Location (Y1 - Y6) Landforms (Y3, Y4) Interconnection Environmental change (y6)	Interconnection Landscape (Y1 - Y4 & Y6) Change over time	Location (Y1 - Y6) Biodiversity (Y1, Y6) Tradition		Location (Y1 - Y6)
Disciplinary Knowledge	Cartography – how maps give us information about the world around us.	Geographers and how they study natural landforms. Earthquakes.	Geographers look at human and physical geography of regions of the world.	Interconnection and diversity		Why and how geographers collect data and what they do with it. Fieldwork is important to geographers and how they communicate their findings and ideas.
Fieldwork	Winter Hill – mapwork and fieldwork – relief maps, arial photos, drone footage, Planning and following a route.		Digimap- digital mapping- All about UK counties.			Fieldwork (Y1, Y2, Y3, Y4, Y6)  Geographical association – Artful maps



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	Digimaps – digital mapping- measuring the distance between UK towns and cities.					Geographical association – Fieldwork- Starting out- What is a geographical question?
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<b>Year 6</b>	<b>Spatial Sense</b> 1. Latitude & Longitude 2. The Arctic and 3. Antarctic Circles 4. Time Zones 5. Map Projection 6. 5. Maps of the World	<b>British Geographical Issues</b> 1. Air Pollution 2. Climate Change 3. Waste 4. Litter 5. Local context	<b>North America</b> 1. The Countries of North America 2. Environmental Regions of North America 3. Rivers in North America. 4. Cities in North America 5. Comparison of The UK and a region of North America	<b>South America</b> 1. An introduction to South America 2. Past civilisations and empires 3. The Andes Mountains and the Atacama Desert 4. Brazil (Agriculture and Industry) 5. The Amazon Rainforest		<b>Globalisation</b> 1. What is globalisation? 2. Economic Globalisation 3. Political Globalisation 4. Social Globalisation 5. Globalisation; a global force for good?
<b>Substantive Knowledge</b>	Place and Space (Y2, Y3,Y4,Y5)	Sustainability Climate Change	Interconnection and Landscape (Y5)	Location (Y1,Y3, Y4,Y5) Biodiversity (Y1, Y5)		Interconnection (Y3) Inequality
<b>Disciplinary knowledge</b>	How geographers use maps to explain the world around us.	Geographers use maps and data to communicate issues that are important to our understanding of the environment.	Geographers look at the human and physical geography of regions of the world and communicate their knowledge to help us understand the world around us.	Interconnection and diversity		How geographers use data from around the world to inform their understanding.



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Fieldwork	Residential Hinning House					<p>Geographical association – Climate, water and consumption</p> <p>Geographical Association – different ways of looking at the world. World maps.alt</p> <p>Geographical association – Gapminder and worldmapper.</p>
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SUPPORTING  
CONNECTING  
INFLUENCING

