

St Thomas More Catholic Primary School Curriculum

To provide opportunities that enable our children to have the skills, knowledge, understanding, confidence and desire to achieve the highest standards of which they are capable. Enabling them to play an active part as responsible and caring members of the school community and beyond.

Humanities		Arts & Culture			Sciences					
History	Geography	Languages	Art & Design	RE	PSHE	Music	Science	PE	Computing	DT

Geography	
<p>An St Thomas More Geographer will:</p> <ul style="list-style-type: none"> Understand the human and physical features of a landscape. Be able to gain an understanding an area through maps and digital photographs Undertake fieldwork to explore and discover human and physical features in a landscape. Understand the similarities and differences between living in Peterborough and other parts of the world. Understand their impact on their environment. 	<p>Supporting community priorities:</p> <ul style="list-style-type: none"> Being language rich Cultural and creative experiences Enjoying the outdoors and appreciating the locality

Field Work Skills							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Skills	To use fieldwork to observe, measure, record and present the human and physical features.						
	To talk about what they can see around them.	To identify land use around school.	To observe, measure and record in the locality around school.	To use and create simple maps.	To use and create maps including sketch maps, plans and graphs, and digital technologies.	To use sketch maps, plans, graphs, and digital technologies.	To use sketch maps, plans, graphs, and digital technologies. To give detailed descriptions and opinions.

Understanding of continents, oceans and countries of the world

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	To know that they live in the UK	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom	To name and locate the world's seven continents and five oceans.	To locate the world's countries, focusing on North and South America, using an atlas.	To locate the world's countries, using maps and the index of an atlas.	To locate the world's countries. To identify the environmental biomes. To identify key physical and human characteristics, and major cities.	To compare the UK to a country in the news at the time. To compare human and physical features, major cities and economic factors.
Skills	To recognise photos of familiar places.	To use a globe and find the UK.	To use aerial photos and simple maps of a familiar area.	To use four figure grid reference, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.	To use four figure grid reference, symbols and key (including the use of Ordnance Survey maps) to explore different places across the world.	To use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) of a familiar area. To use digital mapping to locate countries and describe features studied.	To use 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.

To create and use maps							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Knowledge	To recognise a map of the UK.	To identify the United Kingdom and its countries using maps.	To identify the United Kingdom and its countries using maps and Atlases.	To locate counties around Peterborough using online maps to name.	To locate the counties of the UK using digital mapping.	To locate the counties of the UK using maps, atlases and digit mapping.	To locate and name the countries, counties and cities of the United Kingdom.
Skills (Representation)	To recognise familiar objects in a picture.	To use own symbols on their map.	To understand the need for a key. To use class agreed symbols.	To use standard symbols.	To begin to recognise symbols on an OS Map.	To draw a map using symbol and a key.	To use and recognise OS map symbols.
Skills (Drawing maps)	To draw a picture of a familiar place or story.	To draw a picture map of a place from a familiar story.	To devise a simple sketch map. To add details from aerial photos.	To create a map of a route around Peterborough.		To create a map of an area outside of Peterborough.	To draw a map of a route of an evacuee. To use digital maps and aerial photographs
Skills (Direction/ Location)	To follow simple instructions (forwards, backwards, left right, up, down).	To follow and give simple instructions (forwards, backwards, left right, up, down).	To use simple compass directions (North, South, East and West).	To use the four points of a compass.	To use the four points of a compass. Begin to use 4 figure co-ordinates.	To begin to use eight points of a compass. Use 4 figure co-ordinates.	To use the eight points of a compass. Use 6 figure co-ordinates.

Place Knowledge (Physical Geography)							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Knowledge	To understand that different places they	To understand geographical similarities and	To identify the location of hot and cold areas of the	To identify key topographical	To identify key topographical	To identify key topographical features (including	To compare the UK to a country in the news at the time.

	know have things that are the same.	differences through studying the physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	world in relation to the Equator and the North and South Poles.	features and land-use patterns.	features and land-use patterns; To understand how some of these aspects have changed over time.	hills, mountains, coasts and rivers), and land-use patterns. To understand how some of these aspects have changed over time.	To compare human and physical features, major cities and economic factors.
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Locational Knowledge (Physical Geography)							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Knowledge	To talk about the features of their own immediate environment.	To identify seasonal and daily weather	To identify the key features of a location in order to say if it is a	To understand geographical similarities and differences by the	To describe and understand keys	To identify the position and	To identify Prime/Greenwich Meridian and time

		patterns in the United Kingdom.	city town village coastal or rural area.	studying a region of the United Kingdom, and a region within North or South America	aspects of volcanoes and earthquakes	significance of latitude, longitude. To identify the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	zones (including day and night).
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Human Geography

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Knowledge	To understand that different places they know have things that are the same.	To understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	To identify the key features of a location in order to say if it is a city town village coastal or rural area.	To describe how the locality of the school has changed over time To identify key topographical features and land-use patterns. To understand how some of these aspects have changed over time.	To identify Human geography, including: types of settlement and land use, economic activity including trade links.	To describe types of settlement and land use, economic activity including trade links, To describe the distribution of natural resources including energy, food, minerals and water.	Describe how countries and geographical regions are interconnected and interdependent