

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

A St Thomas More Geographer will:

- 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

Supporting community priorities:

- Being language rich
- Cultural and creative experiences
- Enjoying the outdoors and appreciating the locality

Year	Topic	Goals	Anchor	Goldilocks	Step On
EYFS	A Big question: I am special Lifestyle/Locality	Continuous Provision <u>Human and Physical</u> Children can talk about different seasons and weather. They will be able to sort clothing and weather events.	Hot Cold Rain Wind Sun	Spring Summer Autumn Winter	seasons
	S Big question: Frosty and Frozen/Out of the Egg Locality	Continuous Provision <u>Locational Knowledge</u> Children can identify the UK and Antarctica on Google maps and globe.	Hot Cold Land Sea Ice	Country Antarctica UK	Globe
	S Once upon a time Locality	Continuous Provision <u>Geography skills and field work</u> Make treasure maps. Beebots.	Hill	map	Environment Features
Y1	A Big question: How does Handa's home compare to Peterborough? Lifestyle/Locality/Travel and Exploration	<u>Locational Knowledge/human</u> Children will be able to explore and describe Peterborough and a village in Brazil, by looking at maps and photographs.	hill house shop map farm	forest mountain valley village city countries soil	Offices Rural Urban compass north east south west
	S Big question: What makes up the UK? Locality	<u>Locational Knowledge</u> Children will be able to identify the four countries of the U.K, and their capital cities. <u>Physical</u> Children will be able to describe weather during different times of the year; understanding the seasons.	countries sea river city town rain wind Sun warm cold	Scotland England, Wales, Northern Ireland London Edinburgh Cardiff Belfast season weather	forecast temperature weather
	S				

Y2	A					
	S	Big question: Can you create a map showing the spread of the fire? Lifestyle/Locality/Monarchy	<u>Skills and fieldwork</u> Children will make a map showing the areas of London effected by the Great Fire. Look at current maps of this area today	key maps atlas city London	North South East West Capital city	symbols aerial photos historical maps
	S	Big question: How much of the world is water? Travel and Exploration	<u>Locational Knowledge/Physical</u> Children will be able to identify the five oceans and seven continents; recognising some countries.	beach sea lakes rivers cliff	coast ocean tidies continents	harbour port
Y3	A	Big question: How does Rio De Janeiro compare to Peterborough? Locality	<u>Locational Knowledge/Human and Physical</u> Children to learn about Brazil including: natural environment, building types, animals and climate and how the natural environment is changing due to Human intervention.	rivers mountains city coast	offices factories port population climate land use	climate zone biomes vegetation belt
	S					
	S	Big question: What features does our city have? Lifestyle/Locality	<u>Skills and fieldwork</u> Children will recognise OS symbols, pick out familiar features on a map and identify rural and urban areas. <u>Human</u> They will look at historical maps, considering the growth of the city over time.	Land use Agriculture Industry Roads North South East West	rural Urban settlement Leisure	Infrastructure Digital mapping
Y4	A	Big question: Where was Victoria's British Empire? Monarchy/Travel and Exploration	<u>Locational Knowledge</u> Children will be able to locate countries of the British Empire during Victoria's reign.	coast cliff ocean continents countries	Empire Trade routes Settlement Economic activities	North South hemisphere equator
	S	Big question: What are volcanoes? Locality	<u>Physical</u> Children will create a non-chronological report to demonstrate understanding of volcanic creation, location (including 4 figure grid references), devastation and human reaction.	Volcanoes Earthquakes Lava Ash mapping	Core Crust Magma grid reference	Tectonic plates Magnitude Richter scale
	S	Big question:				
Y5	A	Big question: How does the Earth's tilt affect our year? Travel and Exploration/ Locality	<u>Locational Knowledge</u> Children will understand how the Earth is organised into hemispheres and lines of longitude and latitude; recognising how this creates seasons with the 23° tilt.	Equator Arctic Antarctic climate	Earth's Axis micro climate Northern/Southern hemisphere Time zone Arctic Circle Antarctic Circle	Latitude, Longitude Tropics of Cancer and Capricorn Prime/Greenwich Meridian
	S	Big question:				
	S	Big question: Why are towns and cities built around rivers and canals? Locality/Invasion and Settlement/Power/Lifestyle	<u>Human and Physical</u> Children will create a presentation to show why cities are built around rivers/canals. Consider economic activities, trade link and natural resources. They will learn the parts of the water cycle.	Water cycle Rain Snow Sleet Hail Settlement Land use River Nene River Nile Rainy season	Transportation Shipping Canal barges Grid references Digital mapping	Evaporation, Condensation, Precipitation

Y6	A	Big question:				
	S	<p>Big question: How was the world divided during World War II?</p> <p>Power/Government/Conflict</p> <p>How do rural and urban locations differ?</p> <p>Invasion and Settlement/ Lifestyle</p>	<p><u>Locational Knowledge</u> Children will be able to identify the changes in composition of Europe and recognise which countries were Allied or Axis Powers. Children will have some understanding of how Europe changed post war.</p> <p><u>Human Geography</u> Children will write diaries showing their understanding of the land use and physical features of the area.</p>	<p>Counties Cities Digital maps Aerial photos international boarders Grid references</p>	<p>Food production Transportation Digital mapping</p>	
	S	<p>Big question: How do World trade links make us interdependent?</p> <p>Lifestyle/Travel and Exploration/ Power</p>	<p><u>Human Geography/Fieldwork and skills</u> Children will be able to identify trade links of Fair Trade and recognise the impact on communities. They will collect and present weather data; identifying patterns in the data.</p>	<p>Global economy International Trade deals Co-operation</p>	<p>Trade links Energy minerals Economics</p>	<p>Interconnected Interdependent</p>