

## Geography Curriculum Overview

<b>Rationale</b>	<b>For all children to have:</b> <ul style="list-style-type: none"> <li>- a secure geographical knowledge and understanding of place, location and the human and physical geography of the world</li> <li>- the skills and language to be able to make observations, connections, comparisons, ask questions and evaluate from what they see, learn and understand</li> <li>- a sense of interconnectedness - personal choice, local and global impact</li> </ul>		
<b>Approach</b>	<ul style="list-style-type: none"> <li>- Ensuring a balance of gaining knowledge, understanding and developing skills for robust enquiry approaches to learning about the world</li> <li>- Maximising the use of first-hand experiences and technology to ensure the context of place is relevant</li> <li>- Providing a progressive, systematic building of vocabulary and concepts linking learning over time</li> <li>- Studies planned to 'zoom in and zoom out' from big to small and small to big</li> </ul>		
<b>Nursery</b>	<ul style="list-style-type: none"> <li>- Looking closely at similarities, differences, patterns and change within the local environment</li> <li>- Talking about the features of their own immediate environment and how environments might vary from one another</li> </ul>		
<b>Reception</b>	<ul style="list-style-type: none"> <li>- Describing similarities and differences in relation to places, objects, materials</li> <li>- Talking about features of their own environment and how environments may vary from each other</li> <li>- Understanding that the environment and living things are influenced by human activity.</li> <li>- Describing some actions which people in their own community do that help to maintain the area they live in.</li> </ul>		
<b>Y1</b>	<b>What is special about our area?</b>	<b>How amazing is our planet?</b>	<b>Are all countries the same?</b>
<i>Builds on prior learning...</i>	<ul style="list-style-type: none"> <li>-Identify features of school environment</li> <li>-symbols and plan of the school</li> </ul> <b>New: mapping - using known places</b>	<b>New; Introduction to basic geographical concepts – (physical)</b>	<b>New: Countries – global difference (Sum 2)</b> <b>Comparison – far away</b>
	<ul style="list-style-type: none"> <li>- Identifying features of local area (human e.g. park, school, library, houses, shops and physical e.g. common, forest, river)</li> <li>- Using and creating of maps</li> <li>- Representing and interpreting use of symbols</li> </ul>	<ul style="list-style-type: none"> <li>- Identify physical features – continents, oceans</li> <li>- Locate continents and oceans in range of contexts - globe, map and atlas</li> <li>- Name and locate 4 countries of UK</li> <li>- Threats and solutions to the Oceans</li> <li>- Consider ways to look after planet Earth</li> </ul>	<ul style="list-style-type: none"> <li>- Defining countries</li> <li>- Locating countries - maps, globes, atlases, online tools</li> <li>- Defining, comparing and contrasting human and physical features</li> <li>- Making comparisons: UK, Kenya, Japan</li> </ul>
<b>Y2</b>	<b>What is it like living in the town or country?</b>	<b>All About the UK</b>	<b>Rivers (Sum 2)</b>
<i>Builds on prior learning...</i>	<ul style="list-style-type: none"> <li>-Knowledge of human and physical features</li> <li>-Use of symbols in mapping</li> <li>-Comparing and contrasting</li> </ul> <b>New: Interaction between human and physical (zooming in). Mapping unknown.</b>	<ul style="list-style-type: none"> <li>-Location of continents</li> <li>-UK knowledge from Y1</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge of UK</li> <li>-Connecting rivers to physical features</li> <li>-Ways to look after planet Earth</li> </ul> <b>New: study of a physical feature in detail. Interaction and interconnectedness.</b>
	<i>Comparison of town and rural locations (local)</i> <ul style="list-style-type: none"> <li>- Making comparison of the physical and human features of contrasting places</li> <li>- Visit a village</li> <li>- Using enquiry skills: observation, mapping (with key), data collection e.g. no. of cars / people / services (bus stops, post boxes)</li> <li>- Regions / counties</li> </ul>	<ul style="list-style-type: none"> <li>-Revisit location of continents</li> <li>-Locate 2 countries within each continent</li> <li>-Name and locate 4 countries in UK and capital cities, and surrounding seas</li> <li>-Identify key physical and human features in all 4 countries in the UK</li> <li>-Make comparisons between all 4countries in the UK</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying physical features</li> <li>- Locating UK rivers and surrounding seas</li> <li>- Describing sources of pollution and solutions</li> <li>- Defining human impact on river areas</li> <li>- Visiting River Thames</li> <li>- Regions / counties</li> </ul>
<b>Y3</b>	<b>Does the UK have good weather?</b>	<b>Could we only 'eat local'?</b>	<b>Mediterranean Study (Sum 2)</b>
<i>Builds on prior learning...</i>	<ul style="list-style-type: none"> <li>-Knowledge of UK</li> </ul> <b>New concept meteorology</b>	<ul style="list-style-type: none"> <li>-Weather</li> <li>-Sci – understanding of plants and growing</li> <li>-Knowledge of other countries and hot / cold place</li> </ul> <b>New - Global connections; personal responsibility</b>	<ul style="list-style-type: none"> <li>-Comparing countries</li> <li>-Knowledge of human and physical features</li> <li>-Weather</li> </ul> <b>New looking at a region of countries – how Med Sea impacts all</b>
	<ul style="list-style-type: none"> <li>- Understand weather, how measured and how represented with symbols</li> <li>- Understand seasons and their characteristics</li> <li>- Location of countries and capitals of UK and contrasting regional weather patterns</li> <li>- Understand and compare weather paters around UK and the World</li> <li>- Define extreme weather and impact on people</li> <li>- Collecting and interpreting data</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding seasonality; place of farming.</li> <li>- Enquiring into the impact of food miles, food waste, recycling</li> <li>- Comparing food supply / distribution</li> <li>- Visiting a farm and / or growing food</li> <li>- Digital mapping (food miles)</li> <li>- Regional / counties (Garden of England)</li> </ul>	<ul style="list-style-type: none"> <li>- Comparison of physical and human features within Europe</li> <li>- Contrasting key geographical aspects e.g. landscape, population, employment, farming, tourism, threats</li> <li>- Making connections between landscapes and human activity</li> </ul>

Y4	USA Study	Polar Environments & Climate Change	Will the coast always look the same?
<i>Builds on prior learning...</i>	-Knowledge of food and farming -Settlement -Tourism -Compare and contrast <b>New learning: physical features (lakes, canyons)</b>	-Weather; Hot and cold places - Global connections; personal responsibility -Compare and contrast <b>New: specific aspect of human impact on physical world</b>	- Interaction and interconnectedness. -Knowledge of UK -Mapping -Tourism and settlement <b>New learning – physical processes, erosion</b>
	Comparison of physical and human features with North America  - Contrasting key geographical aspects e.g. landscape, population distribution, farming, tourism - Indigenous people - Begin to understand the meaning of OS symbols - Change in land use over time (population maps) - Making connections and comparisons with other places studied	- Understanding difference in climate and weather  - Location and typical features and characteristics of polar regions - Making connections between their own lives and the wider world - Indigenous people - Recognizing the impact that people have on their environment (both positive and negative)	- Making connections with physical features of rivers - Understanding variation in coastal contexts - Visiting coast to identify features - Recognizing threats to coastal areas - Mapping – 4 figure grid references - Region and counties
Y5	Should we be worried about the Earth's natural resources?	Climate and Biomes	How valuable is the Amazon?
<i>Builds on prior learning...</i>	-Locating countries and places -Scarcity and plenty of resources	-Weather -Knowledge of continents, axis tilt -Earth and space	-Climate and biomes -Human and physical interconnectedness - Global connections; personal responsibility -Compare and contrast
	- Understanding the significance of water in different contexts - Explaining water cycle and places with water scarcity - Understanding distribution patterns of natural resources - Recognise renewable energy sources, analyse suitability - Evaluating the impact of different approaches to resource distribution	- Understanding difference in climate and weather - Understanding the world's main climate zones and biomes and their key characteristics - Understand the meaning of the term 'biome' - Explaining current threats to biomes and how these can be reduced	- Comparison of physical and human features with South America - Contrasting key geographical aspects e.g. landscape, population, employment, farming, tourism - Making connections and comparisons with other places studied - Enquiring about impact of deforestation locally and globally - Indigenous people
Y6	Global Connections	Earthquakes, Mountains, Volcanoes	How fair is global trade? (Sum 2)
<i>Builds on prior learning...</i>	-Push and pull -Settlement patterns (London focus)	-Mapping – grid references <b>New physical processes knowledge (plate tectonics)</b>	- Global connections; personal responsibility (ethics) - Resource distribution
	- Analysing patterns of migration over time to UK - Evaluating human factors and physical factors influencing migration - Begin to understand how EU policy has impacted on immigration	- Beginning to understand continental drift - Understanding how and why volcanoes and earthquakes happen - Read and use 6 figure grid references	- Evaluating trading strengths of different parts of world - Describe the relative importance of physical resources and location to trade - Considering ethical trade