

## Geography Curriculum Overview

<b>Rationale</b>	<p>For all children to have:</p> <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>
	<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</li> <li>- Defining, comparing and contrasting human and physical features</li> <li>- Making comparisons: UK, Kenya, Japan</li> </ul>
<b>Y2</b>	<b>Where do people live?</b>	<b>The UK</b>	<b>Rivers</b>
	<ul style="list-style-type: none"> <li>- Begin to understand population and population density</li> <li>- Identify range of settlement types and their features</li> <li>- Begin to explain why settlements may be located where they are</li> <li>- Making comparison of the physical and human features of contrasting places</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 characteristics of all 4 countries in the UK</li> <li>-Make comparisons between all 4 countries in the UK</li> <li>-Understand seasonal weather patterns in 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</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 patterns 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>- Google Earth</li> <li>- Making connections between landscapes and human activity</li> </ul>
<b>Y4</b>	<b>North America</b>	<b>Polar Environments &amp; Climate Change</b>	<b>Will the coast always look the same?</b>
	<ul style="list-style-type: none"> <li>- Naming and locating countries within North America</li> <li>- Contrasting key geographical aspects eg landscape, population distribution, farming, tourism</li> <li>- Indigenous people</li> <li>- Change in land use over time (population maps)</li> <li>- Begin to understand time zones</li> </ul>	<ul style="list-style-type: none"> <li>- Location and typical features and characteristics of polar regions</li> <li>- Making connections between their own lives and the wider world</li> <li>- Indigenous people</li> <li>- Recognising - the impact that people have on their environment (both positive and negative)</li> </ul>	<ul style="list-style-type: none"> <li>- Making connections with physical features of rivers</li> <li>- Understanding variation in coastal contexts</li> <li>- Visiting coast to identify features</li> <li>- Recognising threats to coastal areas</li> <li>- Mapping – 4 figure grid references</li> <li>- Region and counties</li> </ul>
<b>Y5</b>	<b>Should we be worried about Earth's natural resources?</b>	<b>Climate and Biomes</b>	<b>How valuable is the Amazon?</b>
	<ul style="list-style-type: none"> <li>- Understanding the significance of water in different contexts</li> <li>- Explaining water cycle and places with water scarcity</li> <li>- Understanding distribution patterns of natural resources</li> <li>- Recognise renewable energy sources, analyse suitability</li> <li>- Evaluating the impact of different approaches to resource distribution</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding difference in climate and weather</li> <li>- Understanding the world's main climate zones and biomes and their key characteristics</li> <li>- Understand the meaning of the term 'biome'</li> <li>- Explaining current threats to biomes and how these can be reduced</li> </ul>	<ul style="list-style-type: none"> <li>- Comparison of physical and human features with South America</li> <li>- Contrasting key geographical aspects e.g. landscape, population, employment, farming, tourism</li> <li>- Making connections and comparisons with other places studied</li> <li>- Enquiring about impact of deforestation locally and globally</li> <li>- Indigenous people</li> </ul>
<b>Y6</b>	<b>Global Connections</b>	<b>Earthquakes, Mountains, Volcanoes</b>	<b>How fair is global trade?</b>
	<ul style="list-style-type: none"> <li>- Analysing patterns of migration over time to UK</li> <li>- Evaluating human factors and physical factors influencing migration</li> </ul>	<ul style="list-style-type: none"> <li>- Beginning to understand continental drift</li> <li>- Understanding how and why volcanoes and earthquakes happen</li> <li>- Read and use 6 figure grid references</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluating trading strengths of different parts of world</li> <li>- Describe the relative importance of physical resources and location to trade</li> <li>- Considering ethical trade</li> </ul>