Quality First Education Trust

Geography Curriculum Overview

Rationale	For all children to have: - a secure geographical knowledge and understanding of place, location and the human and physical geography of the world - the skills and language to be able to make observations, connections, comparisons, ask questions and evaluate from what they see, learn and understand - a sense of interconnectedness - personal choice, local and global impact
Approach	- Ensuring a balance of gaining knowledge, understanding and developing skills for robust enquiry approaches to learning about the world - Maximising the use of first-hand experiences and technology to ensure the context of place is relevant - Providing a progressive, systematic building of vocabulary and concepts linking learning over time - Studies planned to 'zoom in and zoom out' from big to small and small to big
Nursery	- Looking closely at similarities, differences, patterns and change within the local environment - Talking about the features of their own immediate environment and how environments might vary from one another
Reception	- Describing similarities and differences in relation to places, objects, materials - Talking about features of their own environment and how environments may vary from each other - Understanding that the environment and living things are influenced by human activity. - Describing some actions which people in their own community do that help to maintain the area they live in.

Y1	What is special about our area?	How amazing is our planet?	Are all countries the same?
	- Identifying features of local area (human e.g. park, school, library, houses, shops and physical e.g. common, forest, river) - Using and creating of maps - Representing and interpreting use of symbols	- Identify physical features – continents, oceans - Locate continents and oceans in range of contexts - globe, map and atlas - Name and locate 4 countries of UK - Consider ways to look after planet Earth	- Defining countries - Locating countries –, maps, globes, atlases - Defining, comparing and contrasting human and physical features - Making comparisons: UK, Kenya, Japan

Y2	What is it like living in the town or country?	Where you live, where I live	Rivers
	Comparison of town and rural locations (local) *Comparison of town and rural (far away place)* - Making comparison of the physical and human features of contrasting places - Visit a village - Using enquiry skills: observation, mapping (with key), data collection e.g. no. of cars / people / services (bus stops, post boxes) - Regions / counties	- Comparison of two local contrasting London areas - Visiting and making cross school comparisons in contrasting environments (Trust School visits) - Collect and record evidence - Using and creating map with keys	- Identifying physical features - Locating UK rivers and surrounding seas - Describing sources of pollution and solutions - Defining human impact on river areas - Visiting River Thames - Regions / counties

Y3	Does the UK have good weather?	Could we only 'eat local'?	Mediterranean Study
	- Understand weather, how measured and how represented with symbols - Understand seasons and their characteristics - Location of countries and capitals of UK and contrasting regional weather patterns - Understand and compare weather paters around UK and the World - Define extreme weather and impact on people - Collecting and interpreting data	- Understanding seasonality; place of farming. - Enquiring into the impact of food miles, food waste, recycling - Comparing food supply / distribution - Visiting a farm and / or growing food - Digital mapping (food miles) - Regional / counties (Garden of England)	- Comparison of physical and human features within Europe - Contrasting key geographical aspects e.g. landscape, population, employment, farming, tourism, threats - Google Earth - Making connections between landscapes and human activity

Y4	USA Study	Polar Environments & Climate Change	Will the coast always look the same?
	- Contrasting key geographical aspects eg landscape, population distribution, farming, tourism - Indigenous people - Change in land use over time (population maps) - Making connections and comparisons with other places studied	- Location and typical features and characteristics of polar regions - Making connections between their own lives and the wider world - Indigenous people - Recognising - 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 - Recognising threats to coastal areas - Mapping – 4 figure grid references - Region and counties

Y5	What is the most important natural resource?	Climate and Biomes	How valuable is the Amazon?
	- 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?
	- Analysing patterns of migration over time to UK - Evaluating human factors and physical factors influencing migration	- 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