

Geography Curriculum Overview

Rationale	For all children to have: <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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?
<i>Builds on prior learning...</i>	<ul style="list-style-type: none"> -Identify features of school environment -symbols and plan of the school New: mapping - using known places	New; Introduction to basic geographical concepts – (physical)	New: Countries – global difference (Sum 2) Comparison – far away
	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Identify physical features – continents, oceans - Locate continents and oceans in range of contexts - globe, map and atlas - Name and locate 4 countries of UK - Threats and solutions to the Oceans - Consider ways to look after planet Earth 	<ul style="list-style-type: none"> - Defining countries - Locating countries - maps, globes, atlases, online tools - Defining, comparing and contrasting human and physical features - Making comparisons: UK, Kenya, Japan
Y2	What is it like living in the town or country?	All About the UK	Rivers (Sum 2)
<i>Builds on prior learning...</i>	<ul style="list-style-type: none"> -Knowledge of human and physical features -Use of symbols in mapping -Comparing and contrasting New: Interaction between human and physical (zooming in). Mapping unknown.	<ul style="list-style-type: none"> -Location of continents -UK knowledge from Y1 	<ul style="list-style-type: none"> -Knowledge of UK -Connecting rivers to physical features -Ways to look after planet Earth New: study of a physical feature in detail. Interaction and interconnectedness.
	<i>Comparison of town and rural locations (local)</i> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> -Revisit location of continents -Locate 2 countries within each continent -Name and locate 4 countries in UK and capital cities, and surrounding seas -Identify key physical and human features in all 4 countries in the UK -Make comparisons between all 4countries in the UK 	<ul style="list-style-type: none"> - 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 (Sum 2)
<i>Builds on prior learning...</i>	<ul style="list-style-type: none"> -Knowledge of UK New concept meteorology	<ul style="list-style-type: none"> -Weather -Sci – understanding of plants and growing -Knowledge of other countries and hot / cold place New - Global connections; personal responsibility	<ul style="list-style-type: none"> -Comparing countries -Knowledge of human and physical features -Weather New looking at a region of countries – how Med Sea impacts all
	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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) 	<ul style="list-style-type: none"> - Comparison of physical and human features within Europe - Contrasting key geographical aspects e.g. landscape, population, employment, farming, tourism, threats - Making connections between landscapes and human activity

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 New learning: physical features (lakes, canyons)	-Weather; Hot and cold places - Global connections; personal responsibility -Compare and contrast New: specific aspect of human impact on physical world	- Interaction and interconnectedness. -Knowledge of UK -Mapping -Tourism and settlement New learning – physical processes, erosion
	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 New physical processes knowledge (plate tectonics)	- 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