



Geography Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Proud to be me!</p> <p>'Where do I come from?' & 'Winter Wonderland'</p> <p>Exploring Maps, Outdoor Adventures & Around the World</p> <p>Describe immediate environment - explore the natural world</p> <p>Seasonal changes - understand effects of changing seasons</p> <p>Senses in nature - describe what hear, see and feel when outside</p> <p>Similarities and differences between life in England and life in other countries</p> <p>Explore maps and aerial photos of the school grounds</p>	<p>Look up, look down, look all around</p> <p>'Who can help us in our local area?' & 'Space'</p> <p>Exploring Maps, Outdoor Adventures & Around the World</p> <p>Describe immediate environment - explore the natural world</p> <p>Seasonal changes - understand effects of changing seasons</p> <p>Senses in nature - describe what hear, see and feel when outside</p> <p>Explore maps</p> <p>Locating England and Edgworth</p> <p>Discuss the meaning behind shapes, lines and colours on a map</p> <p>Globe & digital maps: Where is space?</p>	<p>The Great Outdoors</p> <p>'Where does each animal live?'</p> <p>'Amazing Animals' & 'The Great Outdoors'</p> <p>Exploring Maps, Outdoor Adventures & Around the World</p> <p>Local walk</p> <p>Describe immediate environment - explore the natural world</p> <p>Seasonal changes - understand effects of changing seasons</p> <p>Senses in nature - describe what hear, see and feel when outside</p> <p>Explore maps through discussion, story-telling, games and creative activity</p> <p>Similarities and differences between life in England and life in other countries</p> <p>Animals from around the world</p> <p>Investigate diverse global environments</p> <p>Engage with digital maps, reading books and role-play to deepen understanding of geography</p> <p>Map making</p>			

<p>Year One</p>	<p>What is it like here? Our school Compass directions and locational language Locate home and recognise local features on aerial photographs Create maps using classroom objects Draw simple maps of the school grounds Use maps to follow simple routes around the school grounds Carry out an enquiry about how to improve the playground</p> <p>Fieldwork: What can we find in our school grounds? Where are the different places in our school? Location: School grounds</p>	<p>What is the weather like in the UK? Study of the countries and cities that make up the UK maps Four seasons and associated weather Consider how behaviour changes in response to different weather Keep a weather dairy Investigate the UK's hot and cold places using weather maps with a simple key</p> <p>Fieldwork: What are the four seasons? What are the compass directions? What is the weather like today? Location: School grounds</p>	<p>What is it like to live in Shanghai Use a world map - recognise continents, oceans and countries outside the UK Recognise China on a world map Identify physical features of Shanghai using aerial photographs and maps Identify human features through exploration of land use Compare the physical and human features of Shanghai to those in the local area Make a simple map using data collected through fieldwork</p> <p>Fieldwork: What can we see in our local area? Location: Local area surrounding school</p>
<p>Year Two</p>	<p>Would you prefer to live in a hot or cold place? Climate zones - map out hot and cold places globally Compare features in the North and South Poles, Kenya and the local area Four compass points Name and locate the seven continents</p> <p>Fieldwork: Do we live in a hot or cold place? Location: School grounds</p>	<p>Why is our world wonderful? Identify features and major characteristics of the UK Know about some amazing places in the world Name and locate the oceans on a world map Natural habitats in the local area Use fieldwork to investigate local natural habitats</p> <p>Fieldwork: Why are natural habitats special? Location: Local woodland or green space in the school grounds</p>	<p>What is it like to live by the coast? Use atlases Name and locate the seven continents and oceans Name and locate the countries, cities and surrounding seas of the UK Physical features of the Jurassic Coast and human interaction over time including land use, settlements and tourism</p> <p>Fieldwork: How do people use our local coast? Location: A coastal town or town that attracts visitors</p>

<p>Year Three</p>	<p>Why do people live near volcanoes? How Earth is constructed Tectonic plates How mountains are formed Types of volcanoes and causes of earthquakes Study of Pompeii (European country) - link to history topic 'The Romans' Map global distribution of mountains, volcanoes and earthquakes Negative and positive effects of living in a volcanic environment Ways humans have responded to earthquakes</p> <p>Fieldwork: Where have the rocks around school come from? Location: School grounds</p>	<p>Who lives in Antarctica? The tilt of the earth and how this impacts the Antarctic circle and global temperatures Longitude and latitude and how this links to climate Physical features of a polar region and how humans have adapted to working there, No permanent population Shackleton's expedition Mapping skills Northern and Southern hemisphere</p> <p>Fieldwork: How did our expedition go? Location: School grounds</p>	<p>Are all settlements the same? Settlement, land use and distribution of natural resources Difference between urban and rural Human and physical features in local area and how these have changed over time Local area land use compared to land use in New Delhi</p> <p>Fieldwork: Can I explain the location of features in my local area? Location: Local area</p>
<p>Year Four</p>	<p>Why are rainforests important to us? Link between biomes and climate Locate Amazon rainforest Explain how the vegetation in a tropical rainforest is defined by the two Tropics Investigate physical features and layers of the Amazon rainforest Consider how plants adapt Impact of human activity locally and globally Learn about people who live in the rainforest</p> <p>Fieldwork: How is our local woodland used? Data collection Location: Local woodland (or park)</p>	<p>Where does our food come from? Distribution of the world's biomes Map food imports from around the world Fair Trade (Côte d'Ivoire and cocoa beans) Where food for school dinners comes from Pros and cons of local versus global</p> <p>Fieldwork: Are our school dinners locally sourced? Location: School grounds</p>	<p>What are rivers and how are they used? How water is stored and moved The water cycle Name and map rivers in the UK and globally Features and courses of a river How rivers are used by humans Study of a local river</p> <p>Fieldwork: What features does our local river have? Location: River environment</p>

<p>Year Five</p>	<p>What is life like in the Alps? Climate of mountain ranges Why people chose to visit the Alps Innsbruck - the human and physical features that attract tourists Investigate tourism in the local area Map recreational land use in the local area and present findings</p> <p>Fieldwork: What is there to do in our local area? Location: Local area-focus on recreational land use (tourism)</p>	<p>Why do oceans matter? Explore significance of our oceans Human impact on and use of oceans and how this has changed over time Great Barrier Reef -how plastic and pollution is damaging this Positive environmental changes and eco-friendly choices Investigate litter in local marine environment</p> <p>Fieldwork: How littered is our marine environment? Data collection Location: Marine environment (beach, river, reservoir, lake or pond)</p>	<p>Would you like to live in the desert? Biomes (hot desert biomes and various characteristics) Map largest global deserts The Mojave Desert - physical features Human use of deserts and environmental threats</p>
<p>Year Six</p>	<p>Why does population change? Global population distribution and reasons for more populated areas Factors that influence birth and death rates - use of case studies Social, economic and environmental push and pull factors that influence migration Explore impact of population on the local environment</p> <p>Fieldwork: How is population impacting our local environment? Data collection Location: Urban area (e.g. town centre)</p>	<p>Where does our energy come from? Time zones around the world Natural resources and energy in the USA and UK Renewable and non-renewable energy sources and their impact on society, economy and environment Consider the best location for a solar panel on school grounds</p> <p>Fieldwork: Where is a best place for a solar panel on the school grounds? Location: School grounds</p>	<p>Can I carry out an independent fieldwork enquiry? Plan and carry out own independent enquiry Explore an issue in local area Develop an enquiry question Design own data collection methods Record, analyse and present findings</p> <p>Fieldwork: Collecting the data Location: Local area</p>