

## Geography Curriculum Overview 2024-25

<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>Our Amazing Planet</b>	<b>Are all countries the same?</b>
	<ul style="list-style-type: none"> <li>- Begin to understand aerial view to identify features of local area (human e.g. park, school, houses and physical e.g. common, forest, river)</li> <li>- Begin to understand compass directions</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 – land, continents, oceans</li> <li>- Locate continents and oceans in range of contexts - globe, map and atlas</li> <li>- Locate hot and cold areas of World</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>- Define countries</li> <li>- Locate countries – maps, globes, atlases</li> <li>- Define, comparing and contrasting human and physical features</li> <li>- Make 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 distribution</li> <li>- Identify range of settlement types and features</li> <li>- Begin to explain why settlements may be located where they are</li> <li>- Create simple maps and symbols</li> <li>- Make comparison of the physical and human features of contrasting places: cities and villages</li> </ul>	<ul style="list-style-type: none"> <li>-Name and locate countries in Europe</li> <li>-Name and locate 4 countries in UK, capital cities, key cities and towns, and surrounding seas</li> <li>-Identify key human and physical features of all 4 countries in the UK</li> <li>-Begin to identify and locate regions and counties of England</li> <li>-Use compass directions</li> <li>-Understand seasonal weather patterns in UK</li> </ul>	<ul style="list-style-type: none"> <li>- Identify features of a river</li> <li>- Visit River Thames</li> <li>- Understand a river is used in a range of ways</li> <li>- Describe sources of pollution and solutions for rivers</li> <li>- Explain human impact on river areas</li> </ul>
<b>Y3</b>	<b>UK 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>- Understand air masses and how they affect UK weather</li> <li>- Define extreme weather and impact on people</li> <li>- Collect and interpret data</li> </ul>	<ul style="list-style-type: none"> <li>- Locate some countries where fruits are typically grown</li> <li>- Identify fruits and vegetables we can grow in the UK</li> <li>- Understand and enquire into the impact of food miles</li> <li>- Visit a farm and / or growing food</li> <li>- Understand some impacts of food waste and how we can reduce food waste</li> </ul>	<ul style="list-style-type: none"> <li>- Locate the Mediterranean and identify countries</li> <li>- Locate French Riviera and identify human and physical features</li> <li>- Locate English South Coast and identify human and physical features</li> <li>- Comparison of physical and human features within Europe (French Riviera and English South Coast)</li> </ul>
<b>Y4</b>	<b>North America</b>	<b>Polar Environments &amp; Climate Change</b>	<b>Coastal Areas</b>
	<ul style="list-style-type: none"> <li>- Name and locate countries and cities within North America</li> <li>- Investigate climate in area of North America</li> <li>- Identify and label counties of England and states of America</li> <li>- Begin to understand time zones (lines of longitude, Prime Meridian)</li> <li>- Indigenous people</li> <li>- Change in land use over time (population maps)</li> </ul>	<ul style="list-style-type: none"> <li>- Location and typical features and characteristics of polar regions (Arctic and Antarctic Circle)</li> <li>- Make connections between their own lives and the wider world - Greenland</li> <li>- Indigenous people</li> <li>- Recognise the impact that people have on their environment (both positive and negative)</li> <li>- Understand how Polar regions are changing over time</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate seas surrounding UK</li> <li>- Recognise variation in coastal contexts</li> <li>- Visit coast to identify features</li> <li>- Physical and human impact to coastlines</li> <li>- Begin to understand causes and impact of rising sea level</li> <li>- Mapping – 4 figure grid references, eight points of compass</li> </ul>
<b>Y5</b>	<b>Should we be worried about Earth's natural resources?</b>	<b>Climate and Biomes</b>	<b>The Amazon and Pantanal</b>
	<ul style="list-style-type: none"> <li>- Understand distribution patterns of natural resources</li> <li>- Identify natural resources found in UK + Qatar</li> <li>- Understand how different fossil fuels are used and problems with using them</li> <li>- Recognise renewable energy sources, analyse suitability</li> </ul>	<ul style="list-style-type: none"> <li>- Understand difference in climate and weather</li> <li>- Understand the world's main climate zones and biomes and their key characteristics (lines of latitude, Tropics of Cancer and Capricorn)</li> <li>- Understand the meaning of the term 'biome'</li> <li>- Explain current threats to biomes and how these can be reduced</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate countries and cities within South America</li> <li>- Compare physical and human features with region in South America</li> <li>- Location and features of Tropical rainforests and Tropical wetlands</li> <li>- Enquire 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>- Analyse patterns of migration over time to UK</li> <li>- Evaluate human factors and physical factors influencing migration</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how continents have changed over time</li> <li>- Begin to understand continental drift</li> <li>- Understand 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>- Understand difference between raw materials and manufactured products</li> <li>- Describe the relative importance of physical resources and location to trade</li> <li>- Consider ethical and sustainable trade and production methods</li> </ul>