

Geography Curriculum Overview 2024-25

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?	Our Amazing Planet	Are all countries the same?
	<ul style="list-style-type: none"> - Begin to understand aerial view to identify features of local area (human e.g. park, school, houses and physical e.g. common, forest, river) - Begin to understand compass directions - Using and creating of maps - Representing and interpreting use of symbols 	<ul style="list-style-type: none"> - Identify physical features – land, continents, oceans - Locate continents and oceans in range of contexts - globe, map and atlas - Locate hot and cold areas of World - 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"> - Define countries - Locate countries – maps, globes, atlases - Define, comparing and contrasting human and physical features - Make comparisons: UK, Kenya, Japan
Y2	Where do people live?	The UK	Rivers
	<ul style="list-style-type: none"> - Begin to understand population distribution - Identify range of settlement types and features - Begin to explain why settlements may be located where they are - Create simple maps and symbols - Make comparison of the physical and human features of contrasting places: cities and villages 	<ul style="list-style-type: none"> -Name and locate countries in Europe -Name and locate 4 countries in UK, capital cities, key cities and towns, and surrounding seas -Identify key human and physical features of all 4 countries in the UK -Begin to identify and locate regions and counties of England -Use compass directions -Understand seasonal weather patterns in UK 	<ul style="list-style-type: none"> - Identify features of a river - Visit River Thames - Understand a river is used in a range of ways - Describe sources of pollution and solutions for rivers - Explain human impact on river areas
Y3	UK weather	Could we only 'eat local'?	Mediterranean Study
	<ul style="list-style-type: none"> - Understand weather, how measured and how represented with symbols - Understand seasons and their characteristics - Understand air masses and how they affect UK weather - Define extreme weather and impact on people - Collect and interpret data 	<ul style="list-style-type: none"> - Locate some countries where fruits are typically grown - Identify fruits and vegetables we can grow in the UK - Understand and enquire into the impact of food miles - Visit a farm and / or growing food - Understand some impacts of food waste and how we can reduce food waste 	<ul style="list-style-type: none"> - Locate the Mediterranean and identify countries - Locate French Riviera and identify human and physical features - Locate English South Coast and identify human and physical features - Comparison of physical and human features within Europe (French Riviera and English South Coast)
Y4	North America	Polar Environments & Climate Change	Coastal Areas
	<ul style="list-style-type: none"> - Name and locate countries and cities within North America - Investigate climate in area of North America - Identify and label counties of England and states of America - Begin to understand time zones (lines of longitude, Prime Meridian) - Indigenous people - Change in land use over time (population maps) 	<ul style="list-style-type: none"> - Location and typical features and characteristics of polar regions (Arctic and Antarctic Circle) - Make connections between their own lives and the wider world - Greenland - Indigenous people - Recognise the impact that people have on their environment (both positive and negative) - Understand how Polar regions are changing over time 	<ul style="list-style-type: none"> - Name and locate seas surrounding UK - Recognise variation in coastal contexts - Visit coast to identify features - Physical and human impact to coastlines - Begin to understand causes and impact of rising sea level - Mapping – 4 figure grid references, eight points of compass
Y5	Should we be worried about Earth's natural resources?	Climate and Biomes	The Amazon and Pantanal
	<ul style="list-style-type: none"> - Understand distribution patterns of natural resources - Identify natural resources found in UK + Qatar - Understand how different fossil fuels are used and problems with using them - Recognise renewable energy sources, analyse suitability 	<ul style="list-style-type: none"> - Understand difference in climate and weather - Understand the world's main climate zones and biomes and their key characteristics (lines of latitude, Tropics of Cancer and Capricorn) - Understand the meaning of the term 'biome' - Explain current threats to biomes and how these can be reduced 	<ul style="list-style-type: none"> - Name and locate countries and cities within South America - Compare physical and human features with region in South America - Location and features of Tropical rainforests and Tropical wetlands - Enquire about impact of deforestation locally and globally - Indigenous people
Y6	Global Connections	Earthquakes, Mountains, Volcanoes	How fair is global trade?
	<ul style="list-style-type: none"> - Analyse patterns of migration over time to UK - Evaluate human factors and physical factors influencing migration 	<ul style="list-style-type: none"> - Understand how continents have changed over time - Begin to understand continental drift - Understand how and why volcanoes and earthquakes happen - Read and use 6 figure grid references 	<ul style="list-style-type: none"> - Understand difference between raw materials and manufactured products - Describe the relative importance of physical resources and location to trade - Consider ethical and sustainable trade and production methods