

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 		
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 to ensure the context of place is relevant - Providing a progressive, systematic building of vocabulary and concepts linking learning over time enable secure building of knowledge, skills and understanding is secure 		
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	Our Local Area	Our Planet	Our community links with the world
	<ul style="list-style-type: none"> - Identifying features of local area - Distinguish human and physical features - Using and creating of maps - Representing and interpreting use of symbols 	<ul style="list-style-type: none"> - Identifying physical features – continents, oceans - Locating continents and oceans in range of contexts - globe, map and atlas 	<ul style="list-style-type: none"> - Defining countries - Contrasting and defining human and physical features: physical and human - Making comparisons: UK, Kenya, Japan
Y2	Town and Country	Rivers	Local Study
	<i>Comparison of town and rural locations (local)</i> <i>Comparison of town and rural (far away place)</i> <ul style="list-style-type: none"> - Making comparison of the physical and human features of contrasting places - Using enquiry skills: observation, mapping 	<ul style="list-style-type: none"> - Identifying physical features - Describing sources of pollution - Defining human impact on river areas - Visiting River Thames 	<ul style="list-style-type: none"> - Comparison two local contrasting London areas - Visiting and making cross school comparisons in contrasting environments (Trust School visits)
Y3	Weather	Food including sustainability	Mediterranean Study
	<ul style="list-style-type: none"> - Understanding difference in climate and weather - Defining physical aspects of weather and impact physical and human - Location of UK regions and contrasting weather patterns 	<ul style="list-style-type: none"> - Comparing sourcing; Understanding seasonality; place of farming and other food production methods. - Enquiring into the impact of food miles, packaging, food waste, recycling 	<ul style="list-style-type: none"> - Comparison of physical and human features within Europe - Contrasting key geographical aspects eg landscape, population, employment, farming, tourism, - Making connections between landscapes and human activity
Y4	USA Study	Polar Environments and Climate Change	Coastal Area
	<i>Comparison of physical and human features with North America</i> <ul style="list-style-type: none"> - Contrasting key geographical aspects eg landscape, population, employment, farming, tourism - Exploring contrasts within USA - Making connections and comparisons with other places studied 	<ul style="list-style-type: none"> - location and typical features and characteristics of polar regions - Making connections between their own lives and the wider world - Recognising the impact that people have on their environment (both positive and negative) 	<ul style="list-style-type: none"> - Making connections with physical features of rivers - Understanding variation in coastal contexts - Visiting coast to identify features - Recognising threats to coastal areas
Y5	Amazon Study	Climate and Biomes	Water and Natural Resources
	<i>Comparison of physical and human features with South America</i> <ul style="list-style-type: none"> - Contrasting key geographical aspects eg landscape, population, employment, farming, tourism - Making connections and comparisons with other places studied - Enquiring about impact of deforestation locally and globally 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Understanding the significance of water in different contexts - Explaining water cycle - Understanding distribution patterns of water - Evaluating the impact of different approaches to resource distribution
Y6	Migration Study	Earthquakes, Mountains, Volcanoes	Investigating World Trade
	<ul style="list-style-type: none"> - Analysing patterns of migration over time to UK - Evaluating human factors and physical factors influencing migration 	<ul style="list-style-type: none"> - Understanding how and why volcanoes and earthquakes happen - Beginning to understand continental drift 	<ul style="list-style-type: none"> - Evaluating trading strengths of different parts of world - Analysing patterns of growth, change over time - Describe the relative importance of physical resources and location to trade