



# Geography Curriculum Overview



EYFS	AUTUMN		SPRING		SUMMER	
	All about me	Let's celebrate	Space	People who help us	Babies, Beanstalks and Butterflies	Seaside and under the Sea
	I can talk about the features of my own immediate environment and how environments might vary from one another. (The World – ELG)	I can talk about similarities and differences in relation to places, objects, materials and living things. (The World - ELG)	I can use everyday language to talk about positions and distance to solve problems.	I can talk about the features of my own immediate environment and how environments might vary from one another. (The World – ELG)	I can make observations of the environment and explain why some things occur and talk about changes. (The World – ELG)	I can describe my relative position such as behind or next to.
	<b>Early Learning Goal: People, Culture and Communities</b> <ul style="list-style-type: none"><li>Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>Children know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li><li>Children explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li></ul>					
Year 1	<b>Hot and Cold Places (Penguins, Possums and Pigs)</b> <b>Locational Knowledge</b> Name and locate the world's seven continents and five oceans. <b>Human and Physical Geography</b> Location of hot and cold areas of the world in relation to the equator and the north and south poles. (Antarctica / Africa)			<b>Growth and Green Fingers</b> <b>Human and Physical Geography</b> <b>Weather</b> Identify seasonal and daily weather patterns in the United Kingdom.		<b>Robots</b> <b>Geographical skills and fieldwork</b> Draw a simple map, e.g. of a garden, route map, place in a story, school grounds. Use simple compass directions. Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.
Year 2	<b>The Place where</b> <b>Locational Knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.  <b>Place Knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (School and surrounding area). Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.			<b>The Farm Shop</b> <b>Small area in a contrasting non-European country</b> Understand geographical similarities and differences (refer to local area topic previously) through studying the human and physical geography of a small area of a non-European country (Africa - Kenya)  <i>Include sustainability / fair trade</i>		
Year 3	<b>There's No Place Like Home: Places in Lancashire</b> Locate geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.			<b>The Iron Man</b> <b>Study of human and physical geography of a region of the United Kingdom beyond the local area (The Lake District)</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	<b>What did the Romans do for us?</b> <b>Physical Geography: Volcanoes and Earthquakes</b> Location knowledge identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, physical geography, including: volcanoes and earthquakes  <b>2021-22: This unit has been taught earlier in the year.</b>	
Year 4	<b>A European Adventure</b> <b>Study of human and physical geography of a region in a European Country (Spain)</b> Extend knowledge and understanding of Europe; Locate the world's countries using maps – focus on Europe. Identify human and physical characteristics of chosen area; Use maps, atlases and globes to locate countries and describe features studied.			<b>North America –</b> <b>Study of human and physical geography of a region within North America</b> Locate the world's countries, using maps to focus on North (and South America), concentrating on their environmental regions, key physical and human characteristics, countries and capital cities Use maps, atlases and globes to locate countries and describe features in North America. Compare North America with other regions previously studied.	<b>Rivers</b> <b>Physical Geography: Rivers and Mountains / the water cycle</b> Locate the world's countries using maps – link to rivers. Describe and understand the key aspects of physical geography including rivers and the water cycle.	



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Year 5		<b><u>A Local Study: Poulton-Le-Fylde</u></b> Name and locate counties and cities of the United Kingdom, geographical regions and the identifying physical and human features.			<b><u>Amazon Adventure</u></b> <b>Study of human and physical geography of a region within South America</b> <b>Physical geography including climate zones, biomes and vegetation belts.</b> Locate the world’s countries, using maps to focus on (North and) South America, concentrating on their environmental regions, key physical and human characteristics, countries and capital cities	<b><u>Ancient Greeks</u></b> Human Geography: including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, mineral and water.
Year 6		<b><u>80 Days Around the World</u></b> <b>The Seven Continents</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		<b><u>London Calling</u></b> <b>London:</b> Name and locate counties and cities of the United Kingdom, geographical regions and the identifying physical and human features.  Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		<b><u>Our Living World</u></b> <b>Plate Tectonics</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.