

Geography Curriculum



EYFS:

Understanding the world: The World	Development Matters	Activities throughout the year
<p>Understanding of the world develops as children take notice of everything around them including places and all the things within them such as trees in the natural environment and roads and traffic in the built environment. Finding out about places begins initially when a child learns about their own home and the things nearby, then later as children notice things on journeys to and from home – such as the sequence of the traffic lights or names on street signs. This awareness is extended by visiting places and finding out about different elements of environments in books, on TV and through using other technology. This aspect also focuses on learning about cause and effect and is developed through having conversations with adults and other children about the things they observe.</p>	<ul style="list-style-type: none"> •Use all their senses in hands-on exploration of natural materials. •Begin to understand the need to respect and care for the natural environment and all living things. •Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. •Draw information from a simple map. •Recognise some similarities and differences between life in this country and life in other countries. •Explore the natural world around them. •Recognise some environments that are different to the one in which they live. •Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. •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. •Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. •Understand some important processes and changes in the natural world around them, including the seasons. 	<p>Weather Seasons Animals Minibeasts People who help us Our communities Shop House Road signs Busy towns Seaside</p>

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	<p><u>Key Question-What makes up our school grounds?</u></p> <ul style="list-style-type: none"> *Know the 4 main compass directions, north, east, south and west *Create a simple map to show our school grounds *Identify key features of our school ground *Use photographs to identify key features of our school ground 	<p><u>Key Question- What is OL2 like?</u></p> <ul style="list-style-type: none"> *Know the countries and capital cities that make up the UK *Understand that my address tells someone where you live *Know that the postcode shows someone which part of the country your house is in *Find your own house on a map *Fieldwork – explore our local area and identify key features of the streets around us *Make a simple map with a route of the streets around school 	<p><u>Key Question-Where are the hottest and coldest places on Earth?</u></p> <ul style="list-style-type: none"> *Identify the equator on a map *Know the differences between hot and cold climates *Compare the climates of different places *Understand that seasonal weather in the UK *Know the four seasons and the different types of weather in each season
Year 2	<p><u>Key Question- What are the continents and oceans that make up our world?</u></p> <ul style="list-style-type: none"> *Know the names of the seven continents *Know the names of five oceans *Locate the seven continents and oceans on a map *Label some of the countries that make up the different continents 	<p><u>Key Question- How is Japan different to ...</u></p> <ul style="list-style-type: none"> *Know the difference between a human and physical feature *Identify and label Japan and ... on a map *Know the climate of each country *Label the equator on a map *Know why some countries are hotter than others *Compare the human and physical features of different countries 	<p><u>Key Question- What makes a great park?</u></p> <p><u>Fieldwork</u></p> <ul style="list-style-type: none"> *Exploring the location of local play parks and other open spaces *Describe the geography of a specific play park *Comparing the ‘geography’ of different playparks *Investigating how people use the playpark *Explore the impact that people have on the park environment *Investigating how people try to sustain the park environment *Offering plausible suggestions as to how the park environment can be sustained and where necessary improved
Year 3	<p><u>Key Question-Why do earthquakes occur and volcanoes erupt?</u></p> <ul style="list-style-type: none"> *Understand how an earthquake occurs and how a volcano erupts *Identify and label the main volcanoes on a map *Understand how tectonic plates move *Know the process of a volcanic eruption 	<p><u>Key Question-Where is the best place to live in Europe?</u></p> <ul style="list-style-type: none"> *Label key European countries on a map *Know that Europe is one of the seven continents *Know the eight points of compass *Use the compass directions to explain where one country is compared to another *Locate and name key European countries and their capital cities 	<p><u>Key Question-Would you rather live in Portugal or Shaw? Fieldwork</u></p> <ul style="list-style-type: none"> *Make comparisons between a place in the UK and a European country *Identify both places on a map and explain which hemisphere they are in *Use maps and atlases to identify key geographical features

	<ul style="list-style-type: none"> *Identify and label the equator and the northern and southern hemispheres *know why volcanoes and earthquakes occur more in certain parts of the world 	<ul style="list-style-type: none"> *Compare the human and physical features of each European country *Use maps and atlases to identify key geographical features 	<ul style="list-style-type: none"> *Make comparisons between the two places with a focus on human and physical features *Explain where they would rather live based on geographical reasons
Year 4	<p><u>Key Question- How have Manchester and Birmingham changed over time?</u></p> <ul style="list-style-type: none"> *Identify and label Manchester and Birmingham on a map *Understand what makes a place a city *Identify key human and physical features of each city *explain why tourists might want to visit these places *Use maps and aerial photographs to identify how the cities have changed over time *Understand how the topographical features have changed over time *Know the four countries that make up the UK 	<p><u>Key Question- How is the UK different to Greece?</u></p> <ul style="list-style-type: none"> *Identify the equator, tropic of Capricorn and Cancer on a map *Know the differences between the equator, tropics of Cancer and Capricorn *Know the human and physical features of Athens and Manchester *Identify and label Athens, Greece and Manchester on a map *Know the climates of Athens and Manchester and understand why they are different *Make comparisons between Manchester and Athens focusing on their geographical features 	
Year 5	<p><u>Key Question- How have the rivers in the Lake district impacted it? Fieldwork</u></p> <ul style="list-style-type: none"> *Know and label famous rivers in the UK *Know the differences between hills, mountains, coasts and rivers *Identify and label the main topographical features of the Lake District *Understand that topographical features can change over time *Know how the Lake District has changed over time *Use maps and aerial photographs to make comparisons *Understand why people settle around rivers and how this affects the economy 	<p><u>Key Question-What's it like in the Amazon rainforest?</u></p> <ul style="list-style-type: none"> *Identify and label features of a river *Know what a biome is *Know what makes up the biomes in the Amazon rain forest *Understand what a vegetation belt is *Explain why certain animals and plants can live in the Amazon rainforest *Make comparisons between the Lake District rivers and the Amazon river *Identify the Amazon rainforest on a map 	<p><u>Key Question-Where should an astronaut live?</u></p> <ul style="list-style-type: none"> *Understand why we have different time zones and where they are in the world * Know Prime/Greenwich mean time *Identify and label on a map the tropics of cancer and Capricorn, lines of latitude and longitude and the Arctic and Antarctic circle *Understand the differences between the tropics of Cancer and Capricorn and the lines of longitude and latitude *Label and identify the different continents on a map *Explain where somebody should live based on the geography of the area

Year 6		<p><u>Key Question- Where do we get our natural resources from?</u></p> <ul style="list-style-type: none">*Know where cocoa and bananas come from*Know how natural resources are distributed*Understand that our natural resources include food, water, minerals, energy*Know what a trade link is*Know what Fair Trade is and why it is important*Understand how this can affect trade links*Label and identify key places on a map	<p><u>Key Question-How will I get to secondary school?</u></p> <ul style="list-style-type: none">*Know the different symbols on map*Know how to read 4 and 6 figure grid references*Plot a route on a map*Comment on the Geographical features on their route*8 points of a compass to describe the journey