Geography Curriculum Overview

Year	Autumn	Spring	Summer
Early Years	This year, one of Sandridge School's Early Year's curriculum ambitions is that '**all children will experience ways of life and cultures outside of Sandridge village, both locally and beyond'.** Throughout the year, opportunities to discuss important milestones and occasions are used as a stimulus to explore different areas of the curriculum. Planning for geography will be integrated in a cross-curricular way with both adult learning and child initiated learning. The Early Years classroom has a diverse range of books, resources and displays that change throughout the year, which engage children and encourage their geographical learning. More specifically a globe, world map and small role play resources are available-animals are sorted into times periods/environments such as polar dinosaurs and farm. Children are provided with play maps and small world equipment for them to create their own environments as well as represent the familiar environment. Opportunities to explore different cultures and languages happen informally throughout their day and formally during the register-the languages chosen reflect the current cohort. Information books and stories about places such as the zoo, beach, pollution and climate change will be read. This will develop the foundations for their future geography learning in Key Stage 1, 2 and beyond.		
Reception	Over the year, Reception children are encouraged to talk, draw and write about their experiences outside school. This often includes focussing on places they have visited at weekends and after holidays, this develops their knowledge of communities in the world and a variety of cultures they have experienced so far in their life. Parents are also invited to provide 'Wow Moments' to be included in their learning journal and shared with the class. This all works towards providing an opportunity to explore geographical concepts within and outside the classroom. A key part of evidence for the children's geographical learning results from the sharing the contents from their 'Marvellous Me Box'. This will go home at least once a year with each child, who then shares it with the class. The content includes children's objects and photographs that are special to them. Many will bring in evidence of their families, trips and visits to local and far-away places. Other children will ask questions about these places and people and all will discuss appropriately**.** **Topics are:**		
	Colours, Ourselves, vegetables/Africa/Kenya with Handa's Surprise/baby goes to market/Autumn, Light and Dark; and Festivals	Winter, If you go into the Woods, Spring Festivals including Chinese New Year, Bridges/new life/eggs (chicken life cycle)	Growing and Changing, life cycles: frog/human/butterfly/ Mini-beasts People who help us, Seaside
Year 1	**Where do I live?** Children will learn that the world is split into seven continents and that many of these are separated by oceans. They will be taught the difference	**Around the World** Pupils will focus on each continent and identify a country within it, except for Antarctica which doesn't have any. Within each continent,	**Seas and Coasts** Find out about different human and physical features of our seas and coasts. They will also

	between countries and continents, then on a national scale compare villages, towns, and cities. Focussing on the UK, they will learn the countries and their capitals. Pupils will also learn about the UK's physical features such as mountains, hills, and lakes. Using a world map, they will be challenged to locate the UK and then explore a UK map with the task of learning the location of the four countries and their capital. They will explore a local map and identify a range of basic features, including roads and rivers.	investigate key human and physical features. Begin to use geographical language to describe the features of a place. Learn that some countries are hot, and some are cold. On a world map, locate the seven continents and understand the lines on a map denote a country's borders.	learn about jobs and resources that are linked to the sea.
Year 2/3	**Countries of the World** Learn about the seven continents of the world; their size, population and countries. Pupils will learn to locate major capital cities, the poles and countries on a world map. The class will develop their comparing skills and state similarities and differences between places. Understand the concept of a climate zone and identify a zone based on its location-desert, arctic and tropical. Identify key physical features of a continent including the tallest mountain and longest river. Pupils will begin to describe the difference between human and physical geography. Aim to use a variety of sources to research a place including maps, aerial photographs and the internet.	**Where does our food come from?** Pupils will be taught what a hemisphere is and begin to identify which hemisphere each continent belongs to. Build on previous knowledge of climate zones to locate the major climate zones on a map. Read a time zone map use it to answer questions. Begin to use more geographical terms including longitude and latitude. Investigate the basic features of the climate zones. Explore a variety of farming techniques around the world and compare them to the UK.	**In the Desert** Using world maps, locate deserts within countries and continents. Explore the climate of deserts through line graphs and charts. Investigate how processes, including erosion, create different desert formations. Learn how people use the desert to live and thrive, including mining, solar farms, military testing, and recreation. Begin to develop independent research skills to find out about desertification and desert cities.
Year 4	**Our European Neighbours** In Year 4, children begin their geography lessons by identifying the continents on the map and locate Europe and the UK. They will continue to investigate a European map and learn more about the countries within that continent. Lessons will	**Settlements** Pupils will learn about the origin of settlements and understand how they have developed over time into the modern settlements we see today. Explore local maps and use local knowledge to discuss features of different	**Rainforests** Explore where rainforests are located in the world, what the different layers of the rainforest are like, who lives in rainforests. Locate tropical rainforests on a world map. Explain that the hot and humid climate of the

	explain what a capital city is and they will compare European capital cities with London, identifying similar/different human and physical features. The class will then focus on one country and explore a range of its features.	settlements. Consider the ideal features early settlers would have considered when choosing a site and design a settlement incorporating the ideal human and physical features. Use Ordnance Survey maps and identify a range of symbols. Utilise online mapping software	rainforest makes it perfect for plant growth. Explore the four layers of the rainforest (the emergent layer, canopy, under storey and the forest floor) and looks and the kinds of plants and animals that can be found at each layer. Examine the climate of a tropical rainforest through the use of graphs and charts. Find out about the unique role the rainforests play in the water cycle and about convectional rainfall in rainforest environments. Look at the threats that the rainforests are facing and some of the reasons behind rainforest deforestation, as well as the effects this has on the animals, plants and people who live in the rainforests.
Year 5	**Investigating Rivers** Initially, pupils will use a world map to identify major rivers around the world then look into a range of physical and human elements. They will learn the correct vocabulary and processes for precipitation, evaporation and transpiration. Looking into the water cycle, they revise water's journey and build on their existing knowledge with specific vocabulary and processes. Pupils will need to consider how water is used for transportation, wildlife habitats, energy, farming and leisure. Investigating pollution and the effect of it on the environment, Year Five will use a variety of sources to come to a conclusion from questions posed.	**The United Kingdom** Pupils will learn that the UK is split up into regions and those regions contain counties, which they will attempt to name. Continuing to use geographical language, the class will explore the physical and human features of places in the UK. Focussing on mountains, they will learn how to define, locate and contrast features. They will also learn about the journey water takes from the source, through rivers, the processes it is involved in and finally the end of their journey at the mouth. Moving on to UKS2, the use of maps becomes common building on their prior knowledge to label places in the UK.	**South America** In the summer term, pupils will build on their existing map knowledge and focus on the continent of South America. Using a both political and climate maps, they will locate countries within the continent and investigate the physical features of South America. They will use their knowledge of the UK to compare both physical and human features with Brazil. They will learn about plate tectonics, how mountains form and the different types of volcano. Using the Andes as a case study, pupils will research, using a number of sources, how humans utilise the mountain range for natural resources, hydroelectric dams and tourism. They will then investigate the main industries of South America and continue to build on their geographical skills, including comparing, contrasting and evaluating.

Year 6	**Extreme Earth** In Year Six, students will focus on identifying where places of extreme temperature are located. They then begin to learn about the layers of the earth's atmosphere and the weather that occurs in the troposphere. Use data provided to create climate graphs for places and compare the outcome. Utilising prior knowledge of the water cycle, explore why some places get more water than others and what a drought is. Study the extreme weather phenomena of the world and how they affect people and the environment. Pupils will learn about earthquakes, relating their location to tectonic plates, understanding the effects such as tsunamis. They will also research the process on a volcano erupting.	**Our Local Area** Building on knowledge from previous years, the class will identify the range of different settlements and learn about their purposes changing over time. They will study the different zones of place, including commercial, residential industrial, educational, forests, park and commons. Pupils will learn the difference between high order and low order services in a settlement. They will investigate products exported from the UK and their market share. Pupils will explore their local area and gain an understanding of the human and physical features they are surrounded by. They will research the winds of the UK and how this affects the different climates found around the country. This topic will involve a lot of research, both primary and secondary. They will need to utilise a range of geographical methods to gather information on wildlife, weather, rock type and vegetation. They will also utilise 4 and 6 figure grid references to locate specific features.	**North America** Moving onto their final topic, pupils will learn the countries, capitals and location of major features of North America. They will use their knowledge of the local area to compare with places in North America and generate discussion around the human and physical feature difference/similarities. Pupils will be able to utilise graphs to compare the climate within the continent and analyse the trends. Year Six will learn about the main geographical features of North America and how they were formed. They will independently research places and find out about their human and physical features. They will also have access to time zone maps to compare times around the world and how this may have affected the place in the past.