Geography Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**Exploring Maps** Explore maps through discussion, story-telling, games and creative activities. Look at how features are represented on maps and think about the meaning behind shapes, lines and colours. Use the senses to explore and describe the natural world around. Recognise the effect of the changing seasons (autumn and winter).		**Outdoor Adventures** Use the senses to explore and describe the natural world around. Recognise the effect of the changing seasons. (winter and spring)		**Around the World** Learn about animals from around the world and the names of the continents where they can be found. Investigate diverse global environments, comparing them to our local area by engaging with digital maps, reading books, and participating in role play, thereby deepening understanding of geography and cultural differences. Explore maps through discussion, story-telling, games and creative activities. Look at how features are represented on maps and think about the meaning behind shapes, lines and colours. Use the senses to explore and describe the natural world around. Recognise the effect of the changing seasons (spring and summer).	

Year One	**What is it like here?** Locate where they live on an aerial photograph and recognise local features. Create maps using classroom objects and draw simple maps of the school grounds. Use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve the playground. **Fieldwork** **What can we find in our school grounds?** **Where are the different places in our school?** **Location: School grounds**	**Why does the weather change?** Study the countries and cities that make up the UK. Discuss the four seasons and associated weather. Consider how we change our behaviour in response to different weather. Keep a weather diary. Investigate UK's hot and cold place using a weather map and a simple key. **Fieldwork** **What are the four seasons? What are the compass directions?** **What is the weather like today?** **Location: School grounds**	**What is it like to live in Shanghai?** Use a world map; recognise continents, oceans and countries outside the UK with a focus on China. Identify the physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Compare these features to those in the local area and make a simple map using data they have collected through fieldwork. **Fieldwork** **What can we see in our local area?** **Location: Local area surrounding school.**
Year Two	**Would you prefer to live in a hot or cold place?** Introduction to the basic concept of climate zones. Map out hot and cold places globally. Compare features in the North and South Poles and Kenya as well as in the local area. Learn the four compass points and the names and location of the seven continents. **Fieldwork** **Do we live in a hot or cold place?** **Location: School grounds**	**Why is our world wonderful?** Identify features and major characteristics of the UK before learning about some of the amazing places in the world. Name the oceans and locate these on a world map. Consider what is unique about the natural habitats in our locality and use fieldwork to investigate and present this. **Fieldwork** **Why are natural habitats special?** **Location: Local woodland or green space in the school grounds**	**What like to live by the coast?** Use atlases to name and locate continents and oceans of the world. Revise the countries, cities and surrounding seas of the UK. Learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism. **Fieldwork** **How do people use our local coast?** **Location: Ideally a coastal town (if this is not possible, visit a local village, town or city that attracts visitors.**

Year Three	**Why do people live near volcanoes?** Learn how the Earth is constructed and about tectonic plates and their boundaries. Learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. Map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes. **Fieldwork** **Where have the rocks around school come from?** **Location: School grounds**	**Who lives in Antarctica?** Learn about latitude and longitude; consider how this links to climate. Contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. Explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Study Shackleton's expedition before planning own expedition, using mapping skills learnt so far. **Fieldwork:** **How did our expedition go?** **Location: School grounds**	**Are all settlements the same?** Explore different types of settlement and land use. Consider the difference between urban and rural. Describe the different human and physical features in the local area and how these have changed over time. Compare local area land use to land use in New Delhi. Find key similarities and differences between these locations. **Fieldwork** **Can I explain the location of features in my local area?** **Location: Local area**
Year Four	**Why are rainforests important to us?** Focusing on the link between biomes and climate, locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. Investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learn about the people who live in the rainforest, and discuss the impact of human activity locally and globally. **Fieldwork** **How is our local woodland used?** **Data collection Location: Local woodland (or park)**	**Where does our food come from?** Look at the distribution of the world's biomes and map food imports from around the world. Learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. Explore where the food for school dinners comes from and the pros and cons of local versus global. **Fieldwork** **Are our school dinners locally sourced?** **Location: School grounds**	**Where does our food come from?** Look at the distribution of the world's biomes and map food imports from around the world. Learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. Explore where the food for school dinners comes from and the pros and cons of local versus global. **Fieldwork** **Are our school dinners locally sourced?** **Location: School grounds**

Year Five	**What is life like in the Alps?** Discover the climate of mountain ranges and consider why people choose to visit the Alps; focus on Innsbruck and identify the human and physical features that attract tourists. Apply learning to investigate tourism in the local area, mapping recreational land use and presenting findings. **Fieldwork** **What is there to do in our local area?** **Location: Local area – focus on recreational land use (tourism)**	**Why do oceans matter?** Explore the significance of our oceans, and learn how humans use and impact them and how this has changed over time. Study the Great Barrier Reef and how plastic and pollution is damaging this marine environment. Considering positive environmental changes that can be made including making eco-friendly choices. Use fieldwork skills to investigate the amount and type of litter in our nearest marine environment. **Fieldwork** **How littered is our marine environment?** **Data collection Location: Marine environment (beach, river, reservoir, lake or pond)**	**Would you like to live in the desert?** Recap biomes with a focus on hot desert biomes and their various characteristics. Map the largest global deserts. Use the Mojave Desert as a case study to support learning about the physical features of a desert. Consider how humans use deserts and the environmental threats that can occur in this landscape.
Year Six	**Why does population change?** Look at global population distribution; think about why certain areas are more populated than others. Explore the factors that influence birth and death rates and use case studies to illustrate these. Consider and discuss the social, economic and environmental push and pull factors that influence migration. Carry out fieldwork to explore the impact of population on the local environment. **Fieldwork** **How is population impacting our local environment?**	**Where does our energy come from?** Learn about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. Carry out a fieldwork investigation considering the best location for a solar panel on the school grounds. **Fieldwork** **Where is the best place for a solar panel on the school grounds?** **Location: School grounds**	**Can I carry out an independent fieldwork enquiry?** Plan and carry an independent enquiry to explore an issue in the local area. Develop an enquiry question, and design own data collection methods, and then record, analyse and present findings. **Fieldwork** **Collecting the data.** **Location: Local area**

	Data collection Location: Urban area (e.g. town centre)		