



Geography Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Reception</u> n	<p>Superheroes</p> <p>The world- Talk about natural things they have observed (nature walk) 30-50m</p>	<p>Winter Wonderland Developing</p> <p>An understanding of changes over time – Seasons. 30-50m</p>	<p>Once Upon a Time</p> <p>UTW- Similarities and differences to where we live to the fairy tale places in the storybooks covered e.g. Three Little Pigs. 40-60m</p>	<p>In the Wild</p> <p>UTW – Looking at different environments and comparing Noticing features of different animals. 40-60m</p>	<p>Monster vs Aliens</p> <p>UTW- Exploring different worlds and looking at the features of these different worlds (Space). We discuss our planet and the features of Earth (ELG).</p>	<p>We're all going on a summer holiday</p> <p>UTW- Looking at different living creatures and comparing them similarities and differences (ELG)</p>
<u>Year 1</u>	<p>Africa</p> <p>To name and locate the continent of Africa. -To know the 7 continents. -To identify hot and cold places of the world with some knowledge of the Equator. -To locate the UK and Africa on the world map, atlas and globe.</p>	<p>Footprints through time</p> <ul style="list-style-type: none"> • Location Knowledge-Local area Bham • Geographical Vocab- Physical/Human (Bham) • Aerial Photos- Geographical Skills 	<p>Man on the Moon</p> <ul style="list-style-type: none"> • Geographical Skills- Following and plotting routes (directional language). 	<p>Festivals around the World</p> <p>To know the 7 continents. -To name and locate the continent of Africa. -To identify hot and cold places of the world with some knowledge of the Equator.</p>	<p>Fire – Fire!</p> <ul style="list-style-type: none"> • Location knowledge- Locate UK world map • Place Knowledge-Flags • Aerial Photos/following a route-Geographical Skills • Geographical Vocab- Landmarks 	<p>Castles</p> <ul style="list-style-type: none"> • Geographical Vocab- Landmarks

<p><u>Year 2</u></p>	<p>Old Macdonald</p> <ul style="list-style-type: none"> • Geographical Vocab- Physical features of farm • Geographical Skills- Following and plotting routes (Compass work) • Place knowledge- physical/Human features of farm UK 	<p>Start the engine</p> <ul style="list-style-type: none"> • Location Knowledge- Locate B'ham • Aerial Photos/Utilising atlases- Geographical Skills • Geographical Vocab- Landmarks B'ham. 	<p>A whole new World</p> <ul style="list-style-type: none"> • To name and locate the world's 7 continents and 5 oceans • To name their address and phone number, to locate Birmingham- 4 Countries and capital cities of UK (Mary Poppins). • Place knowledge- Physical/Human contrast their locality and non-European • Physical/Human- Hot and cold places Equator and North and South poles. <ul style="list-style-type: none"> • Geographical Vocab- To name Human and physical features (Iceland/India) 	<p>Pirate School</p> <ul style="list-style-type: none"> • Location Knowledge- 7 Continents and 5 oceans (Treasure maps) • Geographical Skills- Treasure maps Use simple compass directions and to describe the location of features and routes on a map. • Treasure Hauls- Using world maps locate treasure Hauls from around the globe using maps to locate countries studied and UK. 	<p>Horror at the Hospital</p> <ul style="list-style-type: none"> • Place Knowledge/Geographical skills/Geographical Vocab (Crimean War) • Exploring Physical/Human features. • Using world maps to explore countries and continents. 	<p>Seaside Rescue</p> <ul style="list-style-type: none"> • Locating and exploring seaside towns (Western Super mare) • Design and plot a map (Geog Skills)- Describe the location and of features and routes on a map using compass points and directional language (left, right, near etc) • Locate Seaside towns within UK and name physical/Human characteristic (oceans/cliffs/river s). • Identify seasonal and daily <u>weather</u> patterns in the United Kingdom • (Exploring Weather at the Seaside).
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<p><u>Year 3</u></p>	<p>Rotten Romans</p> <ul style="list-style-type: none"> • Geographical Skills- Utilising atlases and computer mapping- Countries studied • Location Knowledge-Capital Cities • Physical/Human- Roman invasion 	<p>Jurassic Park</p> <ul style="list-style-type: none"> • Location knowledge- Continent/Equat or • Physical/Human- Use Vocab to describe Physical • Features (Volcanoes etc.) • Geographical Skills- Utilising atlases and computer mapping- Countries studied 	<p>Off with Your Head</p> <ul style="list-style-type: none"> • Physical and Human- To name key features of a Tudor town (Human/Physical). • Location Knowledge- 4 countries of the UK and Capital cities. How features of the land have changed over time, (Tudor houses). 	<p>The Great Adventure</p> <ul style="list-style-type: none"> • Children to create a map using birds eye view of the school and grounds. Use compass points and directions. • Use maps/atlas/globes/computer mapping to locate countries. • Know the similarities between their location and a location in Europe. • Begin to use coordinates to describe location of places. • Locate the <u>world's countries</u>, using maps to focus on Europe. • To name the world's 7 continents and some countries within them. • To locate the Equator, Northern and Southern Hemisphere 		<p>Rumble in the Jungle</p> <ul style="list-style-type: none"> • To locate rainforests of the world • To describe a human settlement • To use accurate vocabulary to describe human features type of settlement and land use
<p><u>Year 4</u></p>	<p>Shake Rattle and Boom!</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, landscapes and the water cycle • Use fieldwork to observe, measure 	<p>Why War?</p> <ul style="list-style-type: none"> • Location knowledge- past events effecting local area. 	<p>Awesome Asia</p> <ul style="list-style-type: none"> • To identify the nationalities, languages and currency of places studied • To understand the process of importing and exporting goods and why this is important to countries • <u>human geography</u>, including: types of settlement and 	<p>Vikings</p> <ul style="list-style-type: none"> • Physical/Human • Land use British settlement Anglo-Saxon and Vikings. • Location Knowledge- Land use pattern and how these have changed over time. 	<p>Aztecs</p> <ul style="list-style-type: none"> • Exploring Mexico • Comparing Food in Mexico to UK food. • Place Knowledge- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America /To 	<p>Live and Let Live</p> <ul style="list-style-type: none"> • Field Work of the environment (Human and physical features of the local area). • <u>use fieldwork</u> 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

	<p>record and present the human and physical features in the local area using a range of methods</p> <ul style="list-style-type: none"> 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) 		<p>land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		<p>identify the nationalities, languages and currency of places studied / import/export of goods</p> <ul style="list-style-type: none"> Location knowledge/ Geographical Skills- locate the <u>world's countries</u>, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <ul style="list-style-type: none"> Physical/Human-Human features (land use, economic activity and trade use etc). 	<p>technologies.</p>
<u>Year 5</u>	<p>It's all Greek to me Location</p> <ul style="list-style-type: none"> Knowledge-human geography- Land use/topographical features changing 	<p>Look Around You</p> <ul style="list-style-type: none"> Physical/Human-landmarks and economic activity- B'ham Place knowledge-similarities/differences 	<p>Survival of the fittest</p> <ul style="list-style-type: none"> Place knowledge- Population growth – Similarities and differences 	<p>Lightbulb Moment</p> <ul style="list-style-type: none"> Geographical Skills and Fieldwork-Route around London Use maps, atlases, globes and digital/computer mapping to locate 	<p>Who do you think You are?</p> <ul style="list-style-type: none"> Exploring Britain Location Knowledge -name and locate counties and cities of the <u>United Kingdom</u>, geographical regions 	<p>Raging Rivers+ Odious Oceans</p> <ul style="list-style-type: none"> Exploring water and the effects water can have on our environment. Field work - <u>use fieldwork</u> to

	<p>over time.</p> <ul style="list-style-type: none"> Physical/Human-rivers, mountains and landscapes.(Further evidence). 	<p>between physical/Human Geography different regions.</p> <ul style="list-style-type: none"> Location Knowledge- Key Physical/Human features of B'ham Geographical skills and fieldwork- Trip to B'ham leaflet of B'ham. 	<p>between different countries.</p> <ul style="list-style-type: none"> Geographical Skills and field work- using scales on maps to work out distances between countries/ using graphs and digital technologies to observe human features of an area. Field work of local area- using resources/recognising the 8 points of a compass. 	<p>countries and describe features studied. Map distances between different places in the UK.</p> <ul style="list-style-type: none"> Place Knowledge- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Location Knowledge. Name and locate counties and cities of the <u>UK</u>. 	<p>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</p> <ul style="list-style-type: none"> Exploring the formation of Britain. 	<p>observe, measure record and present the human and physical features in the local area using a range of methods</p> <ul style="list-style-type: none"> Physical/Human- Exploring key features of a river/ Water Cycle. <ul style="list-style-type: none"> Location Knowledge- name and locate counties and cities of the <u>United Kingdom</u>, 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 (Erosion)
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<p><u>Year 6</u></p>	<p>We are not Amused</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Out of this World</p> <ul style="list-style-type: none"> • Geographic skills- Scales of a map to describe places. • Writing for a purpose • Location knowledge- position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics, Arctic and Antarctic Circle. 	<p>Walk Like an Egyptian</p> <ul style="list-style-type: none"> • Physical/Human Geography- To identify /understand rivers, landscapes, vegetation belts- River Nile and Ancient Egyptian towns. • Geographical skills- Locating Ancient Egyptian towns on map. • Location knowledge- Land use and changes over time – How the Nile was use in Egypt. 	<p>Amazing Americas</p> <ul style="list-style-type: none"> • Location • Knowledge (American Food) – Locating America on a world map noticing key Physical and Human features and major cities. • Geographical Skills (American Food)- use maps, atlases, locate countries and describe features studied and present work on climate zones in graph template. • Place Knowledge- understand geographical similarities and differences through the study of human and physical geography of America (American food/continents). • Children will explore flags and currency of America. <ul style="list-style-type: none"> • Physical/Human – Climate zones of America 	<p>Out of Africa Summer 1/ Summer 2</p> <ul style="list-style-type: none"> • Place Knowledge- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America • To identify the nationalities, languages and currency of places studied/ to identify flags • Geographical skills- Looking and land use/ settlement using satellite images/ maps. <u>use maps, atlases, globes and digital/computer mapping</u> to locate countries and describe features studied • Location knowledge / Place Knowledge comparing the UK to Gambia- locate the <u>world's countries</u>, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Physical/Human Geography- To identify /understand rivers, landscapes, vegetation belts- Africa and comparing to UK.
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