

## Geography

|        | Autumn  | Spring  | Summer  |
|--------|---|---|---|
| Year 1 | <p><b>Where do we live? – a study of the local area</b><br/>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>  | <p><b>The bigger picture –</b><br/>Understanding geographical areas across the country, Town, countryside, city, seaside etc.</p>   | <p><b>Holiday and Seaside –</b><br/>Study of holiday experiences at home and holidays abroad to include study on weather</p>  |
| Year 2 | <p><b>A small area of the UK –</b><br/>Study of Struay, comparing and contrasting with our local area.</p>  | <p><b>What a wonderful world–</b><br/>Study of seven continents and five oceans, weather, world maps and globes. Identify the location of hot and cold areas of the world.</p>  | <p><b>Non – European locality – Kenya, Africa –</b><br/>Understand geographical similarities and differences through studying human and physical geography of a small area of the UK and Kenya, Africa.</p>   |
| Year 3 | <p><b>Volcanoes - What makes the earth angry?</b><br/>physical geography – describe and understand key aspects of mountains and volcanoes</p>   | <p><b>Welcome to the UK!</b><br/>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)</p> | <p><b>What's it like to live in Conwy?</b><br/>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,</p>  |
| Year 4 | <p><b>Earthquakes - What makes the earth rumble?</b><br/>physical geography – describe and understand key aspects of earthquakes</p>  | <p><b>How many climatic region's do we have in the world?</b> describe and understand key aspects of climate zones, biomes and vegetation belts eg Rainforest, polar regions, Mediterranean etc</p>   | <p><b>Study of European country - Spain?</b><br/>understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>  |
| Year 5 | <p><b>Why are Rivers important?</b><br/>Physical geography – describe and understand key aspects of water cycle - location of towns and cities.</p>   | <p><b>Why is the Rainforest so important?</b><br/>Study of River Amazon, wildlife, eco-system</p>   | <p><b>Do you know how many countries are in the world?</b> locate the world's countries, 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.</p> |
| Year 6 | <p><b>Different seasons? Why do we have day and night</b><br/>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</p> | <p><b>Economy and Trade (Prescot)</b> human geography in local area, including: economy, trade, natural resources, energy and food</p>  | <p><b>What makes the USA / Brazil so special?</b> understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p>  |

**Geographical skills and fieldwork** – ongoing throughout the topics. These skills should be developed and used as you teach the above topics:

### **Key stage 1**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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
- 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.

### **Key stage 2**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-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
- 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.

## Where we find Geography in our EYFS Curriculum?

| EYFS Assessment Criteria                   | Curriculum in Nursery  | Curriculum in Reception   |
|--|--|---|
| Communication and Language - Understanding | Using talk to explain what is happening and what will happen next. Questions why things happen and gives explanations.   | Listens and responds to ideas expressed by others in conversation or discussion. Understands questions such as who; why; when; where and how?   |
| Mathematics - special awareness            | Responds to and uses language of position and direction.   | May enjoy making simple maps of familiar and imaginative environments, with landmarks.  |
| EAD - Being Imaginative & Expressive       |  | Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.   |
| UTW - Technology                           | Knows that information can be retrieved from digital devices and the internet.   | Can use the internet with adult supervision to find and retrieve information of interest to them.   |
| UTW - The World                            | Commenting and asking questions about aspects of their familiar world such as the place where they live or the natural world. Talking about why things happen and how things work. Showing care and concern for living things and their environment. Being to understand the effect their behaviour can have on the environment.   | Knows about similarities and differences in relation to places, objects, materials and living things. Talks about the features of their own immediate environment and how environments might vary from one another. |
| UTW - People & Communities                 | Showing interest in the lives of people who are familiar to them. Enjoy joining in with family customs and routines. Talks about significant events in their own experiences. Recognising and describing special times or events with family and friends. Knowing some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. | Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.   |