

Geography Curriculum Overview Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Mathematics	Understand position through words alone. For example, “The bag is under the table,” – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like ‘in front of’ and ‘behind’.					
Nursery Understanding the World	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.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Understanding the World	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.					
Reception ELG Understanding the World (People, Culture & Communities)	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. - Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.					
Reception ELG Understanding the World (The Natural World)	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. - Explore the natural world around them, making observations and drawing pictures of animals and plants.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Local Area		Continents & Oceans		Weather & the Wonders of the World	
Year 1	Place knowledge I can find my home on an aerial photograph and a large-scale plan or map. I can talk about the area where you live and find some familiar features		Locational Knowledge I can use globes, satellite images and geographical vocabulary to describe Earth. I can understand that a map is a 2D model of the world and I know		Locational Knowledge Human & Physical Geography I can identify different types of weather from observations. I can use different equipment to measure	

	on an aerial photograph or large-scale plan. You can share your ideas about how you could investigate the local area and help plan fieldwork in the street outside your school. I can investigate the street outside my school and do some fieldwork to observe and record what is there. I can collect information to find out how pupils in my class get to school, and why they travel that way. I can make a map of my journey to school showing the buildings and places I pass on the route.		what continents and oceans are. I can explain what an ocean is and name Earth's five oceans. I can explain what a river is and give examples of different rivers in the world. I can explain what a mountain is and give some global examples of mountains and landmarks with the aid of maps and atlases. I can use atlases and maps to locate the UK in the world.		and map the weather in the school grounds. I can explain Earth's movement and how the Sun gives us night and day and the seasons. I can think like a geographer in the school grounds to notice, locate and explore signs of spring. I can think like a geographer in the school grounds to notice, locate and explore signs of summer. I can think like a geographer in the school grounds to notice, locate and explore signs of autumn. I can think like a geographer in the school grounds to notice, locate and explore signs of winter.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The UK		Hot & Cold Places		Contrasting Locality - Tanzania	
Year 2	Locational Knowledge Human & Physical Geography Place knowledge I can locate the UK on a globe and world map		Human & Physical Geography Geographical skills & fieldwork		Locational Knowledge Human & Physical Geography I can locate Africa and the UK on a map and describe the location of	

	and annotate a map with key information. I can locate the UK's capital cities and find out some information about cities. I can explain what is special about a capital city and locate, name and describe some of London's most significant landmarks. I can locate and name some of Scotland's geographical features using atlases, maps, photographs and Google Earth. I can locate and name some of England's geographical features using atlases, maps, photographs and Google Earth. I can locate and name some of Wales' geographical features using atlases, maps, photographs and Google Earth. I can locate and name some of Northern Ireland's geographical features using atlases, maps, photographs and Google Earth.		I can locate hot places in the world using an atlas and globe. I can describe the climate of tropical rainforests and use maps to locate them. I can describe the climate of hot deserts and use maps to locate them. I can explain what affects temperatures locally and why it is cold at the North and South Poles. I can locate the North and South Polar regions and describe some of their icy features. I can use a range of geographical sources to describe Antarctica and its extreme weather and climate. I can understand how people adapt to living in the harsh environments like the Arctic and can give an example.		some African countries and ways to travel there. I can use photographs to find out about the climate and landscapes of Tanzania. I can use aerial photographs and satellite images to find out about Tanzania's physical and human features. I can use photographs to identify similarities and differences between Arusha and the place where I live. I can investigate some of the jobs that people do in Arusha I can identify similarities and differences between the life of a child living in Arusha and my own life.	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<u>Exploring Europe – Diversity of landscapes and places</u>		<u>Mountains & Volcanos</u>	<u>Local Area – Settlements – How is our area changing?</u>	
Year 3		Locational Knowledge Human & Physical Geography Geographical skills & fieldwork Place knowledge Use atlas maps and a globe to locate the continent and countries of Europe. Identify different climate zones in the world and describe the climate of different countries in Europe. Locate a number of major cities in Europe and I understand why they are important. Use digital and atlas maps to identify and locate key physical geographical features of Europe. Describe key features of the human geography of Europe and use atlas maps to identify spatial patterns.		Human & Physical Geography Geographical skills & fieldwork I can use geographical vocabulary to describe and explain how mountains are formed and shaped over time. I can recognise and name the key features of a mountain landscape and describe the conditions found on Mount Everest. I can name and locate the UK's highest peaks and use OS maps to identify major physical and human features of Yr Wyddfa. I can recognise the key features of a volcano and can use geographical vocabulary to name and explain them. I can describe and explain the impact of volcanic eruptions on people and understand why some people choose to live near volcanoes.	Name and recognise the key features of villages, towns and cities. I can use maps to measure and investigate settlement growth over time. I can use enquiry to find out what people think about local changes. I can collect data to investigate current changes in my local area and evaluate the impact of these changes. I can collect data over a school day to investigate changes in the school grounds during a single day. Design a new settlement for the local area that would be good for the future.	

		Use different sources of information to choose and plan a holiday in a European country.		I can describe and explain the forces at work when volcanoes erupt, and how these may alter the landscape and environment.		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<u>Rivers & the Watercycle</u>		<u>The UK: Who are we?</u>	<u>Costal Features</u>	
Year 4		Human & Physical Geography Environmental Issue I can recognise, describe and sequence processes in the water cycle. I can describe the key features of a river system and explain how rivers drain the land. I can describe processes and changes in a river and its landforms as it flows along its course. I can explain the short and long term impacts of flooding and describe ways that flooding can be reduced. I can locate different rivers in the UK on a map and describe the features found along the River Severn.		Locational Knowledge Human & Physical Geography Place knowledge I can name and locate some of the UK's regions and counties. I can use enquiry to understand how images can be used to describe people and places. I can describe what is meant by migration and begin to explain why different people have settled in the UK. I can begin to explain some of the changes in the UK's population, including its age, location and the impact of migration. I can explain why people move within the UK and understand how we can plot movement on a map.	Human & Physical Geography Geographical skills & fieldwork I can describe what a coast is and how people's lives are affected by it. I can use maps and other sources to recognise, locate and describe a range of coastal features in the UK. I can understand how coastal erosion affects people's lives. I can use geographical vocabulary to describe coastal processes. I can name and describe different types of coastal protection and discuss their effectiveness.	

		I can locate rivers in Europe on a map and explain why they are important I can locate some of the world's largest rivers and describe a journey down the Nile. I can explain the importance of UN Global Goal 6: clean water and sanitation.		I can describe the UK's global links, and explain how these contribute to the character of my local area.	I can research and present information about a coastal place using geographical enquiry and sources.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Biomes/Climate Zones				North America V South America	Local Area Study (linked to History) – Comparison to N America
Year 5	Locational Knowledge Human & Physical Geography Environmental Issue Geographical skills & fieldwork I can understand the position of the Earth in space in relation to the sun and how this affects climate. You can understand what the main climate zones are and describe where they are found. I can read information from climate graphs				Locational Knowledge Human & Physical Geography I can locate selected countries in North and South America on a map, identify lines of latitude and longitude, and start to appreciate the size of these continents. I can use climate data to investigate and describe different climates in North and South America.	Place knowledge Locational Knowledge Human & Physical Geography

	and identify patterns in data I can understand and explain the difference between climate zones and biomes. I can understand how plants and animals have adapted to live in different biomes. You can recognise that sudden changes in climate have an effect on living things.				I can describe the key features of the physical geography of North and South America, including a range of landscapes and biomes. I can describe key features of the human geography of the Americas, including population distribution and major cities. I can describe economic activities in the Americas and make comparisons between countries. I can use research to design a trip covering six geographical highlights of North and South America.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				Time Zones	Earthquakes	Sustainability
Year 6				Geographical skills & fieldwork I can explain why we have day and night and what lines of longitude are. I can identify the Prime Meridian and	Human & Physical Geography I can describe and explain what causes an earthquake. I can describe and explain how we measure earthquakes. I can describe and explain the location of major earthquake zones.	Environmental Issue I can explain what sustainability means to me and start to identify choices that can be made with this in mind. I can explain what a carbon footprint is and identify changes likely to make a positive difference.

				understand time zones. I can use time and date maps and the International Date Line to explore time zones around the world. I can understand that time zones can have an effect on travel.	I can describe and explain the causes and consequences of the earthquake in Honshu, Japan, 2011. I can describe and explain how the impact of an earthquake can be lessened by being prepared and that different parts of the world have different capacities to respond I can use a geographic information system (GIS) to see patterns in where earthquakes occur around the world and predict their likely impact.	I can identify ways to reduce use of fossil fuels and explain why this matters. I can explain which foods have the highest carbon footprint and suggest choices that can lower this. I can explain what biodiversity is and give some reasons why nature matters for a sustainable world. I can research, identify and give examples of some ways in which my school can become more sustainable.
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