



Geography Curriculum Overview

	AUTUMN		SPRING		SUMMER	
Whole School Topic	Wonderful Me!					Caring for my Wonderful World
Nursery	Who am I? Talk about experiences in the local area.	'Happy Birthday to You' Know there are different countries in the world.	Who put the Colors in the Rainbow? Draw information from a simple map.	'Old MacDonald Had A Farm' Show an interest in different occupations. Talk about the differences in weather and clothing in different countries.	Fairy tales and pirates Talk about experiences in Nursery. Discuss the different places visited and make comparisons.	'All Around the World!' Create own simple maps. Name and role play some different occupations. Talk about the differences between where we live and a contrasting place
Reception	Who am I? Explore where I live and my route to school.	Where do I belong? Explore and share where my family are from.	Who is my superhero? Discover the roles people have in the local community and explore cultural differences in this country and another	'Tickets Please!' Draw simple information from an aerial view of the local area and identify key landmarks that are familiar	Would a lion make a good pet? Understand and discuss cultural differences between each other and other countries and the UK.	I am incredible – so is the world. Build relationships with people in the community and talk about why they are important. Follow a map in the local area and identify how important the key features of the area are within the community.

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Year 1	What is it like here?	How am I making history?	How have toys changed since the Victorian era?	What is the weather like in the UK?	How is life different in India?	How have explorers changed the world?
	Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.			Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.	Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of New Delhi using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of New Delhi to features in the local area and make a simple map using data collected through fieldwork.	
	Would I prefer to live in a hot or cold place?	How was school different in the past?	How is the world wonderful?	Could we fly around the world in 90 days?	What is a monarch?	Who wants to live by the coast? Why should I treasure our world?

<p>Year 2</p>	<p>Seasonal and Daily Weather Patterns in the UK, Hot and Cold Places in Relation to the Equator and the North and South Poles. Introducing children to the basic concept of climate zones and mapping 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</p>		<p>Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this</p>			<p>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism. (Crosby, Southport and Dorset).</p>
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Year 3	Why do people live near volcanoes?	Would I prefer to live in the Stone Age, Bronze Age or the Iron Age?	Are settlements all the same?	Why did the Romans settle in Britain?	How different are the beliefs in Ancient Egypt?	Who lives in the Antarctica? What is the problem with our world?
	Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They 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.		Exploring different types of settlements, land use, and the difference between urban and rural. They describe the different human and physical features in their local area and how it has changed over time. They make land use comparisons with India to find key similarities and differences between these contrasting areas			
Year 4	How have children's lives changed?	What are rivers and how are they formed?	How hard was it to settle in Britain? Anglo Saxons/Vikings	Where does our food come from?	Were the Vikings raiders or peace-loving settlers?	Why are rainforests important to us?

		<p>Developing an understanding of the water cycle by investigating and recording different weather phenomena. Through mapping out the world's major rivers, children learn about the features and courses of a river. They study a local river as fieldwork and learn about ways in which humans interact with and use rivers locally and in a contrasting environment.</p>		<p>Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.</p>		<p>Focusing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.</p>
<p>Year 5</p>	<p>What was life like in Tudor England?</p>	<p>Why do our oceans matter?</p>	<p>What is it like to live in the Alps?</p>	<p>How did the Maya civilization compare to the Anglo-Saxons?</p>	<p>What did the Greeks do for us?</p>	<p>Would you live in the desert?</p>
		<p>Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine</p>	<p>Discovering the climate of mountain ranges and considering why people choose to visit Italy, children focus on Mount Blanc and identify the human and physical features that attract tourists. They then apply their</p>			<p>Exploring biomes and their various characteristics, children study deserts, mapping those around the world but particularly focusing on those in North America. Children learn about the physical features of a desert and consider how humans interact with and have</p>

		environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.	learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.			adapted to living in the desert.
Year 6	WW2 – How did it impact – our country, Our world? (Local History)	Why does population change?	Where does energy come from?	What does the census tell us about Liverpool?	Why did the Benin civilization decline so quickly?	How do we help the world we live in to be more environmentally friendly?
		Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration.	Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and nonrenewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation			Observing, measuring, recording and presenting their own fieldwork study of the local area with a focus on the environment. Pupils implement digital mapping, use of photographs, data collection and analysis, before culminating their ideas into a presentation explaining small changes that can be made to improve the quality of their local environment.

		Fieldwork is carried out to explore the impact of population on the local environment.	considering the best location for a solar panel on the school grounds.			
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