

## GEOGRAPHY CURRICULUM OVERVIEW

Term	Autumn	Spring	Summer			
<p><i>Nursery and Reception follow the Development Matters EYFS curriculum, therefore while some topics are regularly covered each year they may vary as practitioners follow and build upon the children's interests.</i></p>						
<b>Nursery</b>	<p><b><u>Seedlings Nursery Children (2-3 yr olds) will:</u></b></p> <ul style="list-style-type: none"> <li>✓ Explore natural materials, indoors and outside.</li> <li>✓ Make connections between the features of their family and other families.</li> <li>✓ Notice differences between people.</li> </ul> <p><b><u>Sunflower Nursery Children (3-4 year olds) will:</u></b></p> <ul style="list-style-type: none"> <li>✓ Talk about what they see, using a wide vocabulary.</li> <li>✓ Show interest in different occupations.</li> <li>✓ Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>✓ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>✓ Understand position through words alone.</li> <li>✓ Describe a familiar route.</li> <li>✓ Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>					
<b>Reception</b>	<p><b><u>Reception Children will:</u></b></p> <ul style="list-style-type: none"> <li>✓ Draw information from a simple map.</li> <li>✓ Recognise some similarities and differences between life in this country and life in other countries.</li> <li>✓ Explore the natural world around them.</li> <li>✓ Recognise some environments that are different to the one in which they live.</li> <li>✓ Talk about members of their immediate family and community.</li> <li>✓ Draw information from a simple map.</li> <li>✓ Understand that some places are special to members of their community</li> <li>✓ Recognise that people have different beliefs and celebrate special times in different ways</li> <li>✓ Recognise some similarities and differences between life in this country and life in other countries</li> <li>✓ Understand the effect of changing seasons on the natural world around them</li> </ul> <p><b><u>Early Learning Goals:</u></b></p> <ul style="list-style-type: none"> <li>✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>					
<b>Year 1</b>  'Basic' Cognitive Domain	<p><b>The United Kingdom – Countries</b></p> <p><b>Mapping the world (1)</b></p>	<p><b>The United Kingdom – Capital cities</b></p> <p><b>Mapping the world (1)</b></p>	<p><b>7 continents and 5 oceans - Australia</b></p> <p>Australian Animals The Great Barrier Reef Aboriginal People</p> <p><b>Mapping the world (2)</b></p>	<p><b>7 continents and 5 oceans - Australia</b></p> <p>Daintree Rainforest</p> <p><b>Mapping the world (2)</b></p>	<p><b>Seasons and Weather</b></p> <p><b>Extreme weather</b></p> <p><b>Mapping the world (2)</b></p>	<p><b>Climate and weather</b></p> <p><b>Mapping the world (2)</b></p>

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<b>Year 2</b> 'Advancing' and 'Deep' Cognitive	<b>The United Kingdom-Countries</b>  <b>Mapping the World (1)</b>	<b>The United Kingdom-capital cities</b>  <b>Mapping the World (1)</b>	<b>7 continents and 5 Oceans</b> Australian Animals The Great Barrier Reef Aboriginal People <b>Mapping the World (2)</b>	<b>7 Continents and 5 Oceans</b> Australia- Daintree Rainforest  <b>Mapping the World (2)</b>	<b>Seasons and Weather</b>  <b>Extreme Weather</b>  <b>Mapping the World (2)</b>	<b>Climate and Weather</b>  <b>Mapping the World (2)</b>
<b>Year 3</b> 'Basic' Cognitive Domain	<b>Describing Maps of the World (1)</b>  <b>Earthquakes and Volcanoes</b> Plate Tectonics The Pacific Ring of Fire Impact	<b>Physical Geography / Landscapes:</b> Weathering Rivers Mountains	<b>Local Area Study – Skelmersdale</b>  <b>Europe</b> Population Rivers Mountains	<b>Physical Processes / Erosion and Deposition</b> Rivers - Tawd Coastal Management (Formby coast – erosion) <b>Water Cycle</b> The Water Cycle Clouds and Precipitation	<b>Human Geography / Transport</b> Cities (National / International)	<b>Human Geography / International Trade</b> Food Natural Resources Tourism  <b>Climate Change</b>
<b>Year 4</b> 'Advancing' and 'Deep' Cognitive Domains	<b>Describing maps of the world (2,3)</b>  <b>Earthquakes and Volcanoes</b> Plate Tectonics The Pacific Ring of Fire Impact	<b>Physical Geography / Landscapes:</b> Weathering Rivers Mountains	<b>Local area – Skelmersdale / NW England</b>  <b>Europe:</b> population, rivers, mountains	<b>Physical process/erosion and deposition –</b> Rivers & Coastal Management (River Tawd / Tawd Vale / Sand Dunes) <b>Water Cycle</b> The Water Cycle Clouds and Precipitation	<b>Human Geography/ Transport :</b> Cities (National / International)	<b>Human Geography/ International trade:</b> Food Natural Resources Tourism  <b>Climate Change</b>
<b>Year 5</b> 'Basic' Cognitive Domain	<b>Europe (Maps)</b> -using maps features - four-figure grid reference  <b>Oceans and Currents</b> -physical processes	<b>Biomes and Climate Zones</b>  -Location -Physical Features -Human Processes	<b>South America</b> -using maps features -4 and 6 Fig. GR -Location -Diversity  <b>Population</b> -Human features -Rivers -Mountains  <b>Biomes and Climate Zones</b> -Terrestrial	<b>North America</b> -using maps features -6 Fig. GR -Latitude -Human features -River -Physical features -Mountains -Diversity  <b>Biomes and Climate Zones</b> -Terrestrial	<b>Oceans and Currents</b> -Physical Processes -Human Features  <b>Biomes and Climate Zones</b> -Aquatic/Marine	<b>Biomes and Climate Zones</b> -comparison between Terrestrial and Aquatic biomes
<b>Year 6</b> 'Advancing' and 'Deep' Cognitive Domains	<b>Using Maps:</b> - four-figure grid reference  <b>Oceans and Currents:</b> -physical processes  <b>+ English:</b> <i>Kensuke's Kingdom</i> <i>Michael Morpurgo</i>	<b>Biomes and climate zones:</b> -Location -Physical Features -Human Processes	<b>South America Using Maps:</b> - four /six-figure grid reference - diversity  <b>Population:</b> -Human features -diversity <b>Biomes and climate zones:</b> -Location - climate zones	<b>South America</b>  <b>Rivers</b> - location and - physical features  <b>Mountains</b> location and physical features	<b>North America</b>  <b>Using Maps</b> - six-figure grid reference/ - location -human features - diversity	<b>North America</b>  <b>Using Maps</b> - location and - physical features  <b>Mountains</b> location and physical features  <b>Relate to climate zones, ocean currents and weather patterns</b>