Curriculum overview for parents and carers

Geography

Summary of key Geography learning for Reception to Year 6.

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Geography curriculum overview for parents and carers (EYFS: Reception)

	Reception (EYFS)	
Unit 1	**Exploring maps** Exploring maps through discussion, story-telling, games and creative activities, children look at how features are represented and think about the meaning behind shapes, lines and colours on maps.	**Activity 1: Pirate map bingo** Identifying and locating features on a pirate map. **Activity 2: Our school from above** Discussing features on an aerial photograph and choosing colours and shapes to create an aerial map of the school grounds. **Activity 3: Let's build a map!** Using 3D materials to build a map of a real or imaginary place. **Activity 4: Creating journey sticks** Using directional language and mapping a journey using objects found in the school grounds. **Activity 5: Investigating maps** Exploring, comparing and asking questions about a variety of maps. **Activity 6: Map making** Making their own maps showing features in the local area.
Unit 2	**Outdoor adventures** Using the senses to explore and describe the natural world around them whilst outside, children begin to recognise the effect of the changing seasons.	**Activity 1: Nature catchers** Exploring and describing how natural objects feel, look, smell, taste and sound. **Activity 2: Observational painting** Representing how natural materials appear in the world around them through painting. **Activity 3: Exploring the weather** Describing the effects of different weather conditions through experimentation. **Activity 4: Senses in nature** Using the five senses to observe and talk about natural materials through a variety of activities including sound bathing and gardening. **Activity 5: Exploring the seasons** Noticing and investigating how weather can change with the seasons. **Activity 6: Dress the teddy** Beginning to consider how we respond to weather conditions in each season through our choice of clothes.

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	Reception (EYFS)	
Unit 3	**Around the world** Investigating diverse global environments, children compare them to their local area by engaging with digital maps, reading books, and participating in role play, thereby deepening their understanding of geography and cultural differences.	**Activity 1: Home or away?** Identifying whether features are from the local area or a contrasting place. **Activity 2: Bear's UK travels** Exploring the different features in contrasting environments within the UK. **Activity 3: City or countryside?** Identifying and discussing the differences between city and countryside life. **Activity 4: Exploring world landscapes** Exploring global landscapes through Bear's travels to compare and contrast diverse environments with their own. **Activity 5: Desert explorers** Introducing the children to desert climates and exploring the characteristics of hot environments. **Activity 6: Polar explorers** Introducing the children to cold climates and exploring the characteristics of polar environments.

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Geography curriculum overview for parents and carers (Key stage 1)

	Year 1	Year 2
Autumn	**What is it like here?** Locating where they live on an aerial photograph and identifying local features. Creating maps using classroom objects and drawing simple maps of the school grounds. Use maps to follow simple routes around the school grounds and carrying out an enquiry about how to improve their playground.	**Would you prefer to live in a hot or cold place?** An Introduction to the basic concept of climate zones and mapping out hot and cold places globally. Comparing features in the North and South Poles and Kenya as well as in the local area. Learning the four compass points and the names and location of the seven continents.
Spring	**What is the weather like in the UK?** Studying the countries and cities that make up the UK and learning about the seasons and their associated weather. Considering how we change our behaviour in response to different weather and keeping a weather diary or record. Investigating the UK's hot and cold places using weather maps with a simple key.	**Why is our world wonderful?** Identifying features and major characteristics of the UK and learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Exploring what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.
Summer	**What is it like to live in Shanghai?** Identifying continents, oceans and countries outside the UK using a world map (with a focus on China). Identifying physical features of Shanghai using aerial photographs and maps and as well as human features, through exploring land-use then comparing these features to those in the local area. Making a simple map using data they have collected through fieldwork.	**What is it like to live by the coast?** Naming and locating continents and oceans of the world in an atlas and revising the countries, cities and surrounding seas of the UK. Learning about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.

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	Year 3	Year 4
Autumn	**Why do people live near volcanoes?** Learning how the Earth is constructed and about tectonic plates and their boundaries. Looking at how mountains are formed, explaining the formation and types of volcanoes and the cause of earthquakes. Mapping the global distribution of mountains, volcanoes and earthquakes and giving consideration to the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.	**Why are rainforests important to us?** Focussing on the link between biomes and climate, locating the Amazon rainforest and explaining how the vegetation in a tropical rainforest is defined by the two Tropics. Investigating 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, discussing the impact of human activity locally and globally.
Spring	**Who lives in Antarctica?** Learning about latitude and longitude and how this links to climate. Contemplating the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. Exploring the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Studying Shackleton's expedition and planning their own expeditions, using mapping skills.	**Where does our food come from?** Looking at the distribution of the world's biomes and mapping food imports from around the world, learning about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. Exploring where the food for school dinners comes from and the pros and cons of local versus global.
Summer	**Are all settlements the same?** Exploring different types of settlements and land use, and the difference between urban and rural. Describing the different human and physical features in the local area and how these have changed over time. Making land use comparisons between the local area and New Delhi to find key similarities and differences between these two locations.	**What are rivers and how are they used?** Exploring the different ways water is stored and moves, developing an understanding of the water cycle. Naming and mapping major rivers both in the UK and globally. Learning about the features and courses of a river and how they are used by humans, and studying a local river to identify these features.

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	Year 5	Year 6
Autumn	**What is life like in the Alps?** Discovering the climate of mountain ranges and considering why people choose to visit the Alps, focussing on Innsbruck and identifying the human and physical features that attract tourists. Then applying this learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.	**Why does population change?** Looking at global population distribution, thinking about why certain areas are more populated than others. Exploring the factors that influence birth and death rates and using case studies to illustrate these. Exploring the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.
Spring	**Why do oceans matter?** Exploring the significance of our oceans, learning how humans use and impact them and how this has changed over time. Studying the Great Barrier Reef and how plastic and pollution is damaging this marine environment, and considering positive environmental changes that can be made including making eco-friendly choices. Using fieldwork skills to investigate the amount and type of litter in a marine environment.	**Where does our energy come from?** Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Learning about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. Carrying out a fieldwork investigation, looking into the best location for a solar panel on the school grounds.
Summer	**Would you like to live in the desert?** Recapping biomes with focus on hot desert biomes and their various characteristics, mapping the largest global deserts. The Mojave Desert is used as a case study to support learning about the physical features of a desert. Exploring how humans use deserts and the environmental threats that can occur in this landscape.	**Can I carry out an independent fieldwork enquiry?** Planning and carrying out an independent enquiry, exploring an issue in the local area. Developing an enquiry question, designing data collection methods, and recording, analysing and presenting the findings.

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