



Geography Curriculum Overview

	Autumn	Spring	Summer
EYFS	<i>In EYFS, Geography knowledge and skills are taught through the focus areas: understanding of the world; literacy (topic related fiction); maths (positional language). Specific learning experiences which provide meaningful context, are outlined here but are not limited to this overview.</i> <i>Daily observations about the weather and seasons will be ongoing throughout the year. Children will read, 'Wild Weather Book' (Fiona Dansk) as an important first steps into fieldwork.</i>		
Nursery	<u>My New Nursery</u> Where are our favourite places in the Nursery? This term, the children will begin their geographical learning by exploring their new nursery environment through play and first-hand experiences. They will develop an awareness of familiar places within the setting, learn school-specific locational vocabulary, and become increasingly confident in finding and accessing resources independently. As their familiarity grows, children will begin to talk about their environment and describe where things are using simple geographical language.	<u>Our Local Area</u> What can we see in our local area? This term, the children will build on their understanding of familiar places by exploring the area beyond the nursery. Using photographs, walks and discussions, they will begin to recognise and describe features of their local environment, using vocabulary such as <i>building</i>, <i>road</i> and <i>path</i>. Children will be introduced to maps through aerial photographs and simple drawings, developing their understanding that maps represent real places as they contribute features to a shared class map.	<u>Farms and Countryside</u> What is it like in the countryside? This term, the children will extend their geographical understanding by exploring environments that are different from their local urban area. Through photographs, stories and aerial views, they will identify and describe features of farms and the countryside using vocabulary such as <i>field</i>, <i>forest</i> and <i>farmhouse</i>. Building on their early mapping experiences, children will interpret simple aerial views and create their own maps of <i>Rosie's Walk</i>, representing key features they have observed.
Reception	<u>Our School</u> Where is our school? This term, the children will begin to develop their understanding of place and location through stories such as <i>Looking Down</i> by Steve Jenkins and <i>Stanley's Stick</i>. They will explore journeys around the school, discuss how they travel to school, and create simple maps to represent familiar places. By using aerial views and exploring the local area, children will begin to understand how their school is located within a wider community and develop early geographical vocabulary and mapping skills.	<u>Sustainability</u> How can we help care for our world? This term, the children will develop their understanding of the environment through the story <i>George Saves the World by Lunchtime</i> by Jo Readman. They will explore how everyday actions can help protect the planet, learning about reducing, reusing, repairing and recycling. Through practical activities and discussions, children will begin to recognise their role as responsible citizens and consider how they can contribute to making their school, local area and wider world more sustainable.	<u>Food from around the world</u> What can food tell us about the world? This term, the children will broaden their understanding of the world by exploring where food comes from and how different communities live through stories such as <i>The World Came to My Place Today</i> by Jo Readman and <i>Diversity: Children Just Like Me (Celebrations)</i>. They will use maps to investigate places beyond their local area and begin to compare aspects of daily life, including food, homes and journeys to school. Through these experiences, children will develop an appreciation of diversity while recognising similarities and differences between themselves and others around the world.
Year 1	<u>The Geography of our School</u> Where will the Naughty Bus take us around our school and grounds? This term, the children will begin their geography journey through <i>The Naughty Bus</i>, exploring their immediate environment and developing their understanding of place. They will learn to follow and describe routes, use simple maps and directional language, and identify key human and physical features within the school grounds. Through fieldwork and map-making activities, children will build confidence in representing spaces and begin to consider how places can change over time.	<u>Our Locality</u> What will we find in our local area? This term, the children will deepen their geographical understanding by investigating the local area of Stretford. Building on their early mapping skills, they will use and create simple maps with keys, follow routes, and carry out fieldwork to identify and record local features. As their understanding grows, children will begin to evaluate their surroundings and consider how their local area could be improved to better meet the needs of the community.	<u>Comparing Two Different Localities</u> How is our local area and Pointe-à-Pierre (Trinidad) the same and different? This term, the children will broaden their geographical knowledge beyond the local area by exploring islands through the story <i>Coming to England</i>. They will locate the United Kingdom and Trinidad on a globe and begin to understand their place within the wider world. By comparing food, weather, landscapes, and daily life, children will develop the skills to identify similarities and differences between places. They will also deepen their understanding of diversity, recognising how people and places can be both unique and connected.



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Year 2	<u>The United Kingdom</u> Is the UK the same all Over? This term, the children will build on their understanding of their local area by exploring the United Kingdom as a collection of four countries. They will use maps to locate the countries, capital cities and surrounding seas, while developing their understanding of how places can be both similar and different. Children will also investigate a range of landscapes across the UK and begin to explain how geographical features vary from place to place.	<u>Continents and Oceans</u> How is our world organised? This term, the children will extend their geographical knowledge from the United Kingdom to the wider world. Using globes, maps and atlases, they will locate and name the seven continents and five oceans, developing a broader understanding of the world's geography. Children will also explore the Equator and the North and South Poles, making connections between location, climate and the animals that live in different environments.	<u>Hot and Cold Places</u> Why are some places hotter than others? This term, the children will deepen their understanding of global geography by exploring weather and climate in different parts of the world. Building on their knowledge of continents, oceans and the Equator, they will compare the UK's climate with hot and cold regions, including the Arctic and Antarctic. Children will begin to explain how a location's position in the world influences its climate and the ways people and animals adapt to different environments.
	<i>Children will observe and record seasonal weather patterns in their local area throughout the year, enabling them to develop an understanding of the UK's climate and seasonal variation.</i>		
Year 3	<u>UK Regions</u> How do landscapes and settlements vary across the UK? This term, the children will build on their knowledge of the United Kingdom by exploring the diversity of its regions, landscapes and settlements. They will compare cities, towns and villages and investigate how land is used for housing, farming, industry and recreation. Using Ordnance Survey maps, digital mapping tools and fieldwork in their local area, children will develop their ability to identify, describe and compare land use. They will also begin to analyse how places change over time by comparing historical and modern maps, developing a deeper understanding of the relationship between people and the environment.	<u>Rivers and Settlements</u> How do rivers shape human settlement? This term, the children will deepen their understanding of physical geography by investigating rivers and their role in shaping both landscapes and human activity. They will learn about key river features, including the source, channel and mouth, and explore how rivers support transport, agriculture and industry. Building on their knowledge of settlements, children will examine why villages, towns and cities often develop near rivers and begin to explain how physical features influence where and how people live.	<u>Mountains and Rocks</u> How is the UK's landscape shaped? This term, the children will explore how geological processes have created the varied landscapes of the United Kingdom. They will locate major mountain ranges using maps and investigate how physical features differ across regions. Through studying the three main rock types and how they are formed, children will develop an understanding of the links between geology, mountains and landscapes. By the end of the unit, they will be able to explain how rocks and geological processes contribute to the formation and character of the UK's physical environment.
Year 4	<u>Exploring Europe</u> Is Europe a continent of contrasts? This term, the children will extend their knowledge beyond the United Kingdom by exploring the countries of Europe and their capital cities. They will investigate how location, including latitude, influences climate, environments and ways of life across the continent. Through studying major physical features such as mountain ranges and rivers, children will develop their understanding of how geography shapes communities and economies. By comparing different regions, they will begin to explain why Europe is both connected and diverse and consider the UK's place within the continent.	<u>A Regional Comparison</u> How is the Northwest similar or different to the Naples Bay Region in Italy? This term, the children will strengthen their geographical enquiry skills by comparing their local region with the Naples Bay region of Italy. Using maps, atlases, globes, satellite imagery and Ordnance Survey maps, they will investigate the location, physical geography and human characteristics of both areas. Children will deepen their understanding of natural processes by studying earthquakes and volcanoes and evaluating the opportunities and challenges they create for communities. Through comparison, they will begin to explain how physical and human geography interact to shape different regions.	<u>The Water Cycle and Rivers</u> How does water shape our landscape? This term, the children will build on their understanding of rivers by investigating the water cycle and the role water plays in shaping the environment. They will explore how processes such as evaporation, condensation and precipitation connect to rivers and landscapes. Through studying erosion, transportation and deposition, children will explain how rivers change the land over time. They will further develop their geographical skills through fieldwork, using Ordnance Survey maps, four-figure grid references and digital mapping tools to observe, record and interpret river features in a real-world context.



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Year 5	<u>South America</u> Is South America more than a rainforest? This term, the children will broaden their understanding of global geography by exploring the countries and capital cities of South America. Building on their knowledge of latitude and climate, they will investigate how the Equator influences different environments across the continent. Children will study a range of physical features, including tropical rainforests, mountain ranges and major rivers, and compare regions to understand how geography varies within a continent. They will also strengthen their geographical skills through the use of maps, digital tools, compass points and bearings to locate and describe places accurately.	<u>The United Kingdom</u> How has the past shaped the UK we know today? This term, the children will deepen their knowledge of the United Kingdom by locating countries, counties and major cities using a range of maps and atlases. They will further develop their map-reading skills by using the eight compass points to describe and compare locations. Children will also explore how place names provide clues about the UK's history, investigating the influence of Anglo-Saxon, Viking and other settlements. Through this enquiry, they will begin to understand how historical events have shaped the human geography and identity of the UK.	<u>Climate Change</u> How can we respond to climate change? This term, the children will apply their geographical understanding to a contemporary global issue by investigating the causes and impacts of climate change. They will explore the relationship between human activity, greenhouse gases and rising global temperatures, and examine how climate change affects people, places and environments around the world. Children will consider how communities adapt to environmental challenges, including migration and changes to infrastructure and lifestyles. Drawing on their learning, they will evaluate sustainable solutions and design their own ideas for creating more resilient communities in the future.
Year 6	<u>North America</u> Is there more to North America than just the U.S.A.? This term, the children will extend their continental studies by exploring the countries, capital cities and diverse landscapes of North and Central America. They will use maps and atlases to locate key places and develop their understanding of the difference between countries and regions. Building on their knowledge of latitude, children will investigate how latitude and longitude influence climate, time zones and environmental regions. Through comparing different parts of the continent, they will explain how physical and human geography create varied environments and ways of life across North and Central America.	<u>Coasts</u> Why are Britain's coasts changing? This term, the children will deepen their understanding of physical processes by investigating how coastal landscapes are shaped and changed over time. They will study the main processes of erosion and explore their impact on cliffs, beaches and coastal landforms. Children will evaluate the effects of coastal change, flooding and rising temperatures on both people and the environment and consider how communities respond to these challenges. Through fieldwork at Thurstaston, they will apply geographical enquiry skills to observe, measure and interpret evidence of coastal processes in a real-world setting.	<u>Regional Study: The Lake District and the Great Lakes.</u> How is the Lake District similar to and different from the Great Lakes? This term, the children will apply their comparative geography skills by investigating the Lake District in the North West and Great Lakes regions in North America. Using maps, atlases and geographical data, they will compare significant physical features, including lakes, mountains and waterfalls, and explore how these landscapes were formed. Children will analyse similarities and differences in climate, land use and human activity, developing explanations for why these regions have evolved in different ways. They will also evaluate the importance of these environments for tourism, recreation and local communities, drawing together their understanding of the relationship between people and landscapes.