



# Geography Curriculum Overview

## EYFS:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Focus:</b>	<b>Knowledge and Understanding of the World</b> <b>Developmental milestones</b>					
<b>Nursery</b>	<b><u>My Local Area/All About Me</u></b>	<b><u>Festivals and celebrations/Winter</u></b>	<b><u>Traditional Tales/Spring</u></b>	<b><u>Settings/Animals</u></b>	<b><u>Plants and Changes</u></b>	<b><u>Carnival Time/Types of transport/Changes in Weather-Summer</u></b>
<b>Concepts and skills taught:</b>	<p><b>Wk 1: Sense of place – surroundings within the nursery</b></p> <ul style="list-style-type: none"> <li>Using positional language e.g. on the wall, next to the ...</li> <li>Sense of place – surroundings within the nursery</li> <li>Using positional language e.g. on the wall, next to the ...</li> <li><b>Autumn-changes in the season</b></li> <li>My Family Paintings/ collage/ photos of some of the children – attach to world map to show where they came from</li> <li>Walk around the school: wider environment</li> <li>Positional/directional language</li> <li>Photos of parts of school – put faces of some of the staff where they are in the school</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul> <p><b>People and their Communities</b></p> <ul style="list-style-type: none"> <li>Show interest in the lives of people who are familiar to them.</li> </ul>	<p><b>Wk 2: Autumn-changes in the season</b></p> <ul style="list-style-type: none"> <li>Daily weather chart with symbols.</li> <li>Clothing: computer prog: dressing the teddy in appropriate clothing</li> <li>School playground: collecting autumn leaves: collage</li> <li>Autumn to Winter-changes in the weather</li> <li>Daily weather chart with symbols.</li> <li>Clothing: computer prog: dressing the teddy in appropriate clothing</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul> <p><b>People and their Communities</b></p> <ul style="list-style-type: none"> <li>Show interest in the lives of people who are familiar to them.</li> </ul>	<p><b>Wk 1: Winter-changes in the weather</b></p> <p>Daily weather chart with symbols.</p> <p>Clothing: computer prog: dressing the teddy in appropriate clothing</p> <ul style="list-style-type: none"> <li>Spring-changes in the weather</li> <li>Daily weather chart with symbols.</li> <li>Farm animals</li> <li>Read Fairy Tales. Discuss positional language e.g location of 3 Pigs Houses</li> <li>Look at pictures of the countryside. Compare with town/ cities. Sorting items: town or countryside?</li> <li>Woodlands</li> <li>Collage/ paintings of features of a woodland</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Talk about some of the things they have observed such as plants, animals, and found objects.</li> <li>Talk about why things happen and how things work.</li> </ul>	<p><b>Wk 2: Jungle animals and habitats</b></p> <ul style="list-style-type: none"> <li>Jungle animals and habitats</li> <li>Collage/ paintings of features of a jungle</li> <li>Show where jungles are on a world map. Discuss climate.</li> <li>Read Goodnight Jungle: positional language describing where Rhino's toy is/ where his friends look for it. Pictorial or physical map showing</li> <li>Forests/Woodlands</li> <li>Read and discuss 'Gruffalo's Walk'. Map journey using pictures or physical items</li> <li>Around the world: where are you from</li> <li>Tasting fruit from around the world – showing on a world map where it came from – are any children from that continent?</li> <li>Read Handa's Surprise: describe/ map journey.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Know about similarities and differences in relation to places, objects, materials and living things.</li> </ul>	<p><b>Wk 5: Outside Area (photos)</b></p> <ul style="list-style-type: none"> <li>Teacher/ chn to take photos of parts of the outside area/ school playgrounds (e.g. dining room/ library)</li> <li>Chn to use photos to find places. Describe where they are using positional language. Describe route taken.</li> <li>Discuss importance of looking after our school/ the wider environment.</li> <li>Chn to program Beebots to follow a given route/ describe route taken. Simple map of .route taken.</li> <li>Discuss importance of looking after our school/ the wider environment.</li> <li>Observe growing, plants, animals, change.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of growth, decay and changes over time.</li> <li>Show care and concern for living things and the environment.</li> </ul>	<p><b>Wk 2 Types of Transport</b></p> <p>Looking at different types of transport in London.</p> <ul style="list-style-type: none"> <li>Looking at different types of transport in London.</li> <li>Talking about journeys they've made. Where did they go? (Teacher to show on map of UK/ world) What transport did they use? Why?</li> <li>Read 'The Train Ride'. Describe/ map journey</li> <li>Clothing: computer prog: dressing the teddy in appropriate clothing</li> <li>Where are we going/ have been on holiday? Teacher to show on map of UK/ world</li> <li>Packing suitcase – what do I need to take? Why?</li> <li>Look at pictures of the seaside – sorting items into whether found in a town or at the seaside. Role play being at the seaside.</li> <li>Read 'Maisy goes on holiday'.</li> <li>Hot and cold places on a world map.</li> <li>Animals that live in hot and cold places.</li> <li>Sorting clothing: hot and cold</li> </ul> <p>Read 'Spot goes on holiday'</p> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of growth, decay and changes over time.</li> <li>Show care and concern for living things and the environment.</li> </ul>



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<b>Focus:</b>	<b>Knowledge and Understanding of the World</b> <b>Developmental milestones</b>					
<b>Reception</b>	<b>Rules/All About Me</b>	<b>Looking After Ourselves/Around the World/Celebrations</b>	<b>Super heroes/Transport</b>	<b>Growing/Changing</b>	<b>Scientific Enquiry /Investigation/Habitats/The Environment</b>	<b>Can We Build it? Hot/Cold</b>
<b>Concepts and skills taught:</b>	<ul style="list-style-type: none"> <li>Getting to know our school environment</li> <li>Walk around the bottom floor/ playgrounds using positional language (indoors, outdoors, next to, across the hall...) to describe location of significant places e.g toilets, dining room</li> <li>Using given photos, children have to locate places</li> <li>Using photos, make a map of areas e.g. classroom</li> <li>Creating rules: how to look after the classroom/ outdoor area inc care of equipment/ limiting wastage/ recycling. Discussing why we need to do these things.</li> <li>Care for the local environment</li> <li>Link to walk to West Ham Park see below)</li> <li>Discuss problems of litter. What should we do?</li> <li>Discuss why the park is a desirable place. How should we look after it? How could it be improved</li> </ul> <p><b>People and their Communities</b></p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>Around the World: Where am I from?</li> <li>Read 'My cat likes to hide in boxes'. Teacher to show on world map different places the cat visits. Has anybody been there before? Where would most like to go? Why?</li> <li>Chn to do paintings/ photos/ paper plate collages to be displayed next to world map.</li> <li>Chn to make passports.</li> <li>Chn to discuss different cultures and religions and what countries they originate from.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul> <p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>Show interest in the lives of people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>Wk 2: Farm Animals</li> <li>Read Rosie's Walk. Discuss positional language.</li> <li>Produce a map of Rosie's Walk using actual farm animals or photos/ pictures. Describe journey.</li> <li>Wk 4: Places I have visited</li> <li>intro chn to map of the UK. Do chn know any places they've visited? Why did they visit? Teacher to show on map.</li> <li>Look at pictures of London landmarks. Have they been to any?</li> <li>Look at pictures of the seaside. Have they been to? Why? What did they do there?</li> <li>Choosing a place they have visited/ would like to visit and write a postcard</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Talk about some of the things they have observed such as plants, animals, and found objects.</li> <li>Talk about why things happen and how things work.</li> </ul> <p><b>People and their Communities</b></p> <ul style="list-style-type: none"> <li>Remember and talk about significant events in their own experience.</li> <li>Recognise and describe special times or event for family or friends</li> </ul>	<ul style="list-style-type: none"> <li>Wk 1: Holiday News</li> <li>Discussing places visited during Easter holidays. Where are they? What are they like?</li> <li>Why do people visit these places?</li> <li>Looking at different environmental changes and why. ie growing of plants, animals.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of growth, decay and changes over time.</li> <li>Show care and concern for living things and the environment</li> </ul>	<p>Wk 1: The Savannah Show chn where Africa is on the world map. Show pictures of the Savannah. What are grasslands like? What types of animals would you find there?</p> <ul style="list-style-type: none"> <li>Wk 2: Sea creatures/ oceans</li> <li>Show map of the world. Ask chn to indicate what parts are land and what parts ocean? Repeat with UK? Intro term island.</li> <li>Wk 4: Going on A Bear Hunt. Read book. Chn act out story in PE/ class using appropriate positional language and names of different terrains.</li> <li>Sorting correct sound to terrain. Why that sound/ action?</li> <li>Using pictures/ photos/ actual objects chn order and map journey.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>Talk about some of the things they have observed such as plants, animals, and found objects.</li> <li>Talk about why things happen and how things work.</li> </ul> <p><b>People and their Communities</b></p> <ul style="list-style-type: none"> <li>Remember and talk about significant events in their own experience.</li> <li>Recognise and describe special times or event</li> </ul>	<ul style="list-style-type: none"> <li>Wk 1: Around the world: different cultures and countries</li> <li>Read 'Harry and the Dinosaurs go to Australia'. Locate Australia on the World map. Discuss how different to UK.</li> <li>Try foods from different continents.</li> <li>Look at a significant landmark from each of the continents e.g Pyramids in Africa, Great Wall of China in Asia.</li> <li>Wk 4: Secret map adventure</li> <li>Read 'Penny's Map' – what are the features of a map?</li> <li>Using a teacher drawn map of the classroom/ outdoor area – chn have to locate 'treasure'.</li> <li>Look at drawn maps (rather than plans). Chn draw and label a map of the back playground (e.g outreach centre, play equipment. Trees)</li> <li>Wk 7: Hot and cold countries</li> <li>Look at a globe and world map.</li> <li>Children sort pictures and animals into hot and cold places.</li> <li>Sorting into a suitcase what might wear on a holiday to a hot place/ cold place and why.</li> </ul>



# Geography Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus:	Locational and Place Knowledge; Human and Physical Geography; Fieldwork	Locational and Place Knowledge; Human and Physical Geography; Fieldwork	Locational and Place Knowledge; Human and Physical Geography; Fieldwork	Human and Physical Geography; Fieldwork	Locational and Place Knowledge; Human and Physical Geography; Fieldwork	Human and Physical Geography; Fieldwork
Autumn 2	<u>My Local Area</u>	<u>The UK</u>	<u>Features of the UK</u>	<u>California</u>	<u>Chembakolli</u>	<u>The Mediterranean</u>
Concepts and skills taught:	<ul style="list-style-type: none"> <li>To produce a simple plan</li> <li>To investigate/ record land use using photos/ sketches</li> <li>To mark a route on a given map</li> <li>To answer a simple question</li> <li>To compare and contrast</li> <li>To use basic key vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>To use paper and digital maps and the internet to locate, name and identify characteristics of the 4 countries and capital cities of the UK</li> <li>To use simple compass directions</li> <li>To use basic key vocabulary</li> <li>To explain the effect of location/ land type on the way people live.</li> <li>To produce a pictorial map of a route</li> </ul>	<ul style="list-style-type: none"> <li>To name and locate counties, cities, key human and physical geographical features of the UK.</li> <li>To use key features to explain land use.</li> <li>To use key geographical vocabulary</li> <li>To design a fieldwork questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>To use different scale maps to locate California.</li> <li>To use maps/ climate tables to compare/ contrast California with London</li> <li>To explain extreme weather/ earthquakes in relation to California's location</li> <li>To begin to use the 8-point compass</li> <li>To understand the human and physical implications of tourism</li> </ul>	<ul style="list-style-type: none"> <li>To use different scale maps and a globe to locate Chembakolli.</li> <li>To produce climate graphs to compare weather/ seasons with England.</li> <li>To identify and explain similarities and differences between Chembakolli and England (human and physical)</li> <li>To recognise OS map symbols.</li> <li>To produce a map with symbols.</li> </ul>	<ul style="list-style-type: none"> <li>To use different scale maps to locate The Mediterranean.</li> <li>To explain the impact of location on trade links and GDP.</li> <li>To explore the pros and cons of tourism.</li> <li>To use 6 figure grid references.</li> </ul>
Spring 2	<u>Basic World Knowledge</u>	<u>Australia</u>	<u>The Continents of the Northern Hemisphere</u>	<u>Brazil: The rainforest</u>	<u>Changes in our Local Area</u>	<u>Natural Phenomena</u>
Concepts and skills taught:	<ul style="list-style-type: none"> <li>To use world maps to locate the UK, world's continents, oceans and hot and cold places</li> <li>To produce a simple pictorial map</li> <li>To follow a plan</li> </ul>	<ul style="list-style-type: none"> <li>To use a world map and globe to locate Australia.</li> <li>To use and devise a simple key</li> <li>To recognise and explain human and physical similarities and differences between local area and a contrasting non-European area.</li> </ul>	<ul style="list-style-type: none"> <li>To use different scale maps to locate Europe and some of its countries and capitals.</li> <li>To use a physical map to identify key physical features.</li> <li>To use aerial photos to identify human and physical similarities and differences between contrasting areas of the UK</li> <li>To recognise and interpret key map symbols (inc OS)</li> </ul>	<ul style="list-style-type: none"> <li>To describe the position of Brazil using appropriate locational vocabulary.</li> <li>To understand features/ structure of a rainforest biome.</li> <li>To understand the need for balance between human and physical processes; the effect if this balance isn't maintained; and how we, as individuals can help maintain balance.</li> </ul>	<p>To use Google Earth to identify land use.</p> <p>To produce a plan.</p> <p>To ask and answer a question through carrying out of and analysing fieldwork: questionnaires.</p>	<ul style="list-style-type: none"> <li>To name and locate key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</li> <li>To explain volcanoes and earthquakes – linking their location to the Earth's structure (plate tectonics and 'the Ring of Fire').</li> </ul>
Summer 2	<u>Weather</u>	<u>The Seaside</u>	<u>Improving the Local Area</u>	<u>Climate Change</u>	<u>Latitude and Longitude</u>	<u>Recycling</u>
Concepts and Skills taught:	<ul style="list-style-type: none"> <li>To identify seasonal and daily weather patterns</li> <li>To observe and record weather</li> <li>To explain the effects of weather</li> </ul>	<ul style="list-style-type: none"> <li>To use basic key vocabulary</li> <li>To recognise and explain human and physical similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>To use Google Earth to identify physical and human features</li> <li>To ask and answer a question through carrying</li> </ul>	<p>To explain the significance of climate change</p> <p>To answer a given question through carrying out and</p>	<ul style="list-style-type: none"> <li>To explain the purpose and function of lines of longitude and latitude.</li> </ul>	<p>To understand the importance of recycling</p> <p>To ask and answer a question through carrying out of and analysing fieldwork</p>



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	<ul style="list-style-type: none"><li>To use fieldwork to answer a simple question</li></ul>	<p>between contrasting areas within UK</p> <ul style="list-style-type: none"><li>To investigate/ record land use using photos and sketches.</li><li>To use aerial photos to recognise human and physical features.</li></ul>	<p>out of and analysing fieldwork: photos/ recording on a map</p> <ul style="list-style-type: none"><li>To use 4 figure grid references</li><li>To produce a plan</li></ul>	<p>analysing fieldwork: tally chart or questionnaire (with support). To describe/ follow a route using appropriate directional language/ 8-point compass.</p>	<ul style="list-style-type: none"><li>To use longitude and latitude to locate key places.</li><li>To relate understanding to the 24-hour clock and the world's biomes.</li></ul>	<p>using an appropriate method of choice. To use map scales to calculate actual distances. To produce a scaled plan.</p>
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