



Our Curriculum

GEOGRAPHY



“It’s about more than just memorizing places on a map; it’s about understanding the complexity of our world.”
- Barack Obama

EYFS
Early Learning Goal Links:
Use all their senses in hands-on exploration of natural materials.
Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Show interest in different occupations, in our local community.
Draw information from a simple map.
Recognise and 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.
Recognise some environments that are different to the one in which they live. (For example, life in the city vs life in the country)
Describe their immediate environment

YEAR 1
Children will learn about:
Autumn:
Local Area: their address; similarities and differences of geographical features in their own environment; N, E, S and W on a compass
Spring:
South Pole (Antarctica): hot and cold areas of the world; locate the Equator
UK: the four countries making up the British Isles & the 3 main seas surrounding the UK
Seasons and weather: hot and cold seasons; weather patterns and weather symbols
Summer:
Africa: make comparisons between the UK and Kenya, including landscape, cities and villages.

YEAR 2
Children will learn about:
Autumn:
Where I Live In The World: key geographical features of the world including the 7 continents & 5 oceans, the equator, North and South Pole; countries and capital cities of the UK; atlas and map reading
Summer:
Sun, Sea and Sand: using simple compass directions and locational and directional language; exploring the location of seaside in the UK and around the world; identifying the physical and human features of a seaside town; identify the similarities and differences between Mousehole, a tropical seaside destination and our local area (including climate)

YEAR 3
Children will learn about:
Autumn:
Poles Apart: Roald Amundsen; Captain Scott.; extreme weather; polar conditions; animal adaptation
Spring:
Ancient Egypt : rivers; settlement; development; man made and natural features
Summer:
Down Our Road : map reading; orienteering; co-ordinates; satellite imagery; local landmarks; continent; country; county; borough



YEAR 4
Children will learn about:
Autumn:
India: the importance of the river Ganges; exploring the beliefs, practices and impact of Hinduism (locally and globally)
Spring:
The World’s Geography: continents, countries, capital cities and their geographical features
Extreme Earth: natural disasters, including volcanic eruptions, tsunamis, tornados and extreme weather conditions
Summer:
The Environment: deforestation; global warming

YEAR 5
Children will learn about:
Autumn:
Chocolate: chocolate growing countries and climates, including Ghana
Spring:
South Africa: map skills; physical and human features of South Africa; world geography; countries and capitals and cultural differences
Summer:
The Isles of Scilly: human and physical geography; coastal features; effects of erosion; tourism; comparison of urban and coastal locations in Britain.
London vs Tokyo: London Landmarks; human geography; The River Thames; bridge; transport system; London compared to Tokyo

YEAR 6
Children will learn about:
Autumn:
Rivers: rivers around the world; a river’s journey from source to sea; the water cycle; erosion and pollution
Spring:
South America: world geography (countries and capitals and cultural differences; comparisons between countries within South America; travelling around South America
Summer:
Earth Explorers (a study of Nigeria, Japan, Germany and Mexico): location; terrain; changes over time—both human and physical; create maps of locations to identify land use; geographical connections (i.e trade); the link between geographical location = thriving economy



INTENT
Children will be curious and fascinated about the world and its people. We equip children with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth’s key physical and human processes. Their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

IMPLEMENTATION
Children will learn through year group studies taught in blocks and these units address local, national and global themes to encourage children to make connections in their learning. The teaching of geography underpins much of our cross-curricular approach; key English texts are chosen to support the geography unit and many activities across the curriculum, from art and design to music and English, are linked to the geography focus. In addition, the our local environment is utilised.

IMPACT
Children will be able to demonstrate their understanding through completing a topic front page outlining what they knew before the unit, and comparing this with an end of study mindmap which is used to capture their knowledge and understanding of each specific geographical unit studied.