



Curriculum overview for parents and carers

Geography

Summary of key Geography learning for Reception to Year 5/6.

Geography Curriculum overview for parents and carers (EYFS: and Key stage 1)

Reception (EYFS)

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.

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.

Year 1/2 Cycle B

Autumn

Where am I?

Locating the countries of the UK on a map and recognising features within the school grounds. Children use directional language to explore the location of features on maps. They create their own map using symbols to represent features and think about how places on the school grounds make them feel.

Spring

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.

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.

Year 3/4 Cycle B	
Autumn	<p>Who lives in Antarctica?</p> <p>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.</p>
Spring	<p>Are all settlements the same?</p> <p>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.</p>
Summer	<p>What are rivers and how are they used?</p> <p>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.</p>

Year 5/6 Cycle B	
Autumn	<p>Why does population change?</p> <p>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.</p>
Spring	<p>Why do oceans matter?</p> <p>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.</p>
Summer	<p>Can I carry out an independent fieldwork enquiry?</p> <p>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.</p>