Geography Curriculum Overview

NOTES	This overview lists key objectives in an expanded format from those simplified versions which appear on the Knowledge organisers found in the 'Geography' Subject Leader folder. The Objectives highlighted in green refer to fieldwork skills from the National Curriculum that are embedded across each year group.

Year Group	Autumn	Spring	Summer
Nursery	**Understanding the World** ● **Seasons (Changes in Autumn/Winter)**	**Understanding the World** ● **Seasons (Changes in Spring)** ● **Notice seasonal changes. How can we celebrate the changing of the seasons?** ● **How do people show care and concern for the natural world?**	**Understanding the World** ● **Seasons (Changes in Summer)** ● **Places around the world**
	Communication and Language ● **To consider the future and past tense such as, "I am going to the park" and "I went to the shop"** ● **To use their talk to organise their play such as "Let's go on a bus. You sit there, I'll be the driver" .** **Literacy** ● **Selected Stories throughout the year..** **Following children's interests will add further topics throughout the year.**		
Reception	**Physical Development (Outdoor Learning)** ● **Exploring the Reception learning environment.** ● **Exploring the whole school grounds.** ● **Developing learning opportunities in the Reception garden.** **Literacy (core texts)** ● **Talk through selected stories related to topic.** **Understanding the World** ● **Seasons (Changes in Autumn and Winter)**	**Physical Development (Outdoor Learning)** ● **Developing learning opportunities in the Reception garden.** **Literacy (core texts0** ● **Talk through selected stories related to the topic.** **Understanding the World** ● **Seasons (Changes in Spring)**	**Physical Development (Outdoor Learning)** ● **Developing learning opportunities in the Reception garden.** **Literacy (core texts)** ● **Talk through selected stories related to topic.** ● **Non fiction texts to discuss holidays and known locations.** ● **Writing a letter and posting it home - linked to The Jolly Postman.** ● **Recount of the Easter holidays / school trip.** **Understanding the World** ● **Seasons (Changes in Summer)** ● **Past and Present - Holidays in the past.** ● **People and Communities - Travelling to different places.**

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Year 1		Hertford, UK (Small Area Case Study)	Seasons and Weather	Continents and Oceans
		- To identify key features of my classroom. - Recognise features of my school grounds and put these on a map. - To know that Herford is in the Uk, and Uk is made up of 4 countries. - To identify Hertford on a map. - To locate key features of Hertford such as the school and Hartham Common. ==To use directional languages to describe where things are in Hertford and at school.==	- To recognise features of the four seasons of the UK. ==To observe weather outside at a particular time and record how it changes by day.== - To know that different parts of the UK often experience different weather. - To know that a weather forecast is when someone tries to predict what the weather will be like. - To know that extreme weather such as hurricanes and Snowstorms can happen.	- To identify the 7 continents of the world and understand where these are on a world map. - To identify the 5 oceans and recognise that the Pacific is the biggest. - To locate the hottest parts of the world and know that the hottest areas are around the equator. - To recognise that the coldest parts of the world are around the poles and understand what life is like there. - To recall that the UK is made up of 4 countries and identify famous landmarks around the UK.
Year 2		Coasts	Food and Farming	Shanghai, China (Small Area Case Study)
		- To locate the main bodies of water and some key seaside resorts in the UK. - To identify key physical features of a coastline - To identify key human features of a coastline ==Compare features of a Coastline with Hertford.== - To begin to understand why people visit the seaside. - Recognise that how we use the coast has changed over time.	- To identify local and seasonal foods grown in the UK. - To identify foods grown abroad and understand these are imported to the UK. ==To locate the Isles of Scilly on a map and describe position using a 4 point compass bearing.== - To recognise the importance of dairy farming to the Isles of Scilly. ==To draw a sketch map of Troytown Farm and label features.==	- To locate China on map and recognise where it is in relation to the UK. - To recognise the key physical and human features of China such as Mount Everest and the Great Wall. - To identify important settlements in China such as Shanghai. - To investigate what life is like in the city of Shanghai. ==To compare and contrast life in Shanghai with life in the UK.==
Year 3		Biomes	Land Use	Amazon Rainforest Region Case Study
		- To identify the Climate of the UK . - To know that a biome is an area sharing a similar climate and to locate the 7 biomes of the world. - To locate the equator and the tropics as lines lines of latitude. - To compare how climate, wildlife and vegetation varies between different biomes. - To know why we need to look after different biomes.	==To map a route from a known location in Hertford to the school or another landmark and identify features along the way.== ==To use a key to show land use at the school.== - To identify different types of land use in the UK such as transport, housing or industry.. - To identify how the land around me is used. - To recognise the difference between rural and urban areas. - To recognise the importance of farming to the UK.	- To locate the Amazon Region on a map and identify key features such as the river Amazon and the countries it flows through. - To explore the climate of the Amazon Rainforest and recognise that it is tropical. - To identify the features of a rainforest ecosystem with regard to the layers of the rainforest. ==To compare and contrast life in Amazon with life in the UK.== - To recognise the impacts of deforestation on the Amazon Rainforest.

Year 4	**Volcanoes and Earthquakes**	**Energy and Climate Change**	**East Anglia Region Case Study**
	• To identity how a volcano is formed. • To know that what an earthquake is and that it happens due to plates. • To locate famous volcanoes in the world around the ring of fire. • To know how people stay safe during an earthquake. • To compare the effects of a famous eruption to a famous earthquake.	• To recognise key sources of Non - Renewable energy and Renewable Energy and recognise that non-renewable energy affects Climate. • To analyse how energy production has changed over time. • To know that Climate Change is long term changes in weather and identify some causes. • To identify the main effects of Climate Change on the planet. • To use 8 figure compass bearings.	• To identify the region of East Anglia on a Map and locate key settlements such as Cambridge, Ipswich and Norwich. • Recognise key human and physical features of a coastline like the one at East Anglia. • To compare and contrast the physical features of East Anglia with those of the Amazon Rainforest to recognise the differences in topography and climate. • To recognise the importance of offshore wind power and farming to East Anglia. • To use 2 and 4 figure grid references to describe position on a map.
Year 5	**Rivers**	**Global Geography**	**The Alps Region Case Study**
	• To identify the main features of a river system. • To identify the UK's most important Rivers and the counties and major cities they run through. • To locate the world's longest rivers. • To recognise why people would build cities on a river. • To understand how the use of water has changed over time. • To identify the key parts of the water cycle.	• To locate the world's most populous and least populous countries. • To identify what makes London a city and locate others around the world. • To recognise how population changes between cities and rural areas in the the UK. • To recognise OS map symbols on a local map. • To use 6 figure grid references to describe position on a local map.	• To identify the world's Mountain ranges including the Himalayas, The Rocky mountains, the Andes and the Alps. • To locate the Alps region and identify the key human and physical features. • To recognise the importance of tourism to the Alps. • To understand how the climate of the Alps differs to that of the UK. • To compare and contrast life in the Alps with life in the UK.
Year 6	**California Region Case Study**	**Global Trade**	**Geographical Investigations/Fieldwork Skills**
	• To locate California on a map and know where it is in relation to the UK and Europe. • To recognise key physical features of California. • To identify the climate of California and compare this to the UK. • To identify the key human features of the Los Angeles area and identify that the cities population has grown due to film. • To compare and contrast how the population of California has changed over time relative to Hertford. • To identify time zones and what the	• To identify that trade is an exchange of goods for money and identify the UK's main imports and exports. • To know that a supply chain is a system used to move goods. • To recognise what 'fairtrade' means. • To map the world's largest importing and exporting countries. • To use charts to show how UK trade has changed over time.	• To take precise measurements of the classroom and replicate it on a scale map. • To study an OS map and describe a route from point A to point B using grid references. • To compare and contrast two different regions of the world that have been previously studied (Amazon, East Anglia, California). • To study a coastline and recognise how it has changed over time because of Erosion. • To recall understanding of compass bearings and follow a waymarked route

	Prime meridian is.		to a destination.