



Geography Curriculum Overview

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Long-term planning Overview

Reception	Autumn		Spring		Summer	
Planning is always flexible in order to respond to children's changing needs and interests.	All About me <ul style="list-style-type: none"> • Exploring my class and my school • My family, about me • Where I am from, where I live CST	Terrific Tales and Celebrations <ul style="list-style-type: none"> • Celebrating cultures CST	People who help us <ul style="list-style-type: none"> • Learning about occupations and their effects on society CST	Ticket to ride <ul style="list-style-type: none"> • Around town • How do I get there? • Where we do we live in the UK? 	Minibeast <ul style="list-style-type: none"> • What is a minibeast? • Exploring minibeasts that crawl, minibeast that can fly, without legs, with legs. • Where, in our location, do we find minibeasts? CST	Fun at the seaside <ul style="list-style-type: none"> • Under the sea, Maritime transport, off on holidays, recycling. • Seasides around the world
Skills (explored through independent learning)	<ul style="list-style-type: none"> • Identify similarities and differences between themselves and their peers CST • To know that people come from different countries and have different cultures CST • Use their senses to explore their environment CST • To know about other cultures CST • Know that there are building that are special to people • Recognise the changing seasons CST • Explore and talk about our local area • Look at maps • Explore similarities and differences between life in this and other countries CST 					

KS1	Autumn	Spring	Summer
Cycle A	<ul style="list-style-type: none"> Senses walk – Local area Use simple locational and directional language (for example, near and far; left and right), to describe the location of features on a route. 	Bridges CST <ul style="list-style-type: none"> Investigating Key physical and human features Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Bridges of the UK and the World 	United Kingdom CST <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes to identify the UK and its countries.
Cycle B	Local area CST <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the and the key human and physical features of its surrounding environment Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Contrasting locality – India CST <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	Seasons CST Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Link to Explorers CST <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans Use world maps, atlases and globes to identify the countries, continents and oceans studied Compare aspects of life in different periods – look at two explorers – Christopher Columbus and Neil Armstrong.
LKS2	Autumn	Spring	Summer
Cycle A	Topic: Romans CST <ul style="list-style-type: none"> Locate Roman towns in Britain using a map Identify ‘towns ending with ‘chester’ and ‘caster’ and understand that these were forts and roman settlements in the past 	Topic: Anglo Saxons and Vikings CST <ul style="list-style-type: none"> The changing landscape of Britain - From the end of Roman rule to the Kingdoms of Anglo Saxons and Viking. Place names-atlas work Maps to show movement of tribes. Where Saxons came from- European maps/ Comparing Anglo Saxon Kingdoms to now 	Topic: Our world CST <ul style="list-style-type: none"> Researching landmarks and understanding their importance Explore life in different towns and cities around the world - comparing climate zones Explore different Biomes of the world. Explore what animals live in different climate zones, their habitats and adaptations Local-map reading – Tilehurst UK (including rivers, cities, seas) World geography - locating countries using atlases (digital and written), capitals, continents and physical features, migration
Cycle B	Topic: Egypt CST <ul style="list-style-type: none"> Locate Egypt on a map. Understand how the Nile shaped the development of Ancient Egypt. 	Topic: Rainforest CST <ul style="list-style-type: none"> Rainforests around the World - How are rainforests different to other forests? Climate vs Weather Layers of the rainforest Animals of the rainforest Tribal life in the Rainforest Comparing tropical and temperate forests Musical Rainforests Find out about the effects of Deforestation Discuss PROs and CONS of deforestation Learn about the causes and effects of climate change What we can do to save the rainforest 	Topic: World War Two CST <ul style="list-style-type: none"> Use map of Europe. Work out which countries are Germany’s neighbouring countries. To visualise which countries Hitler started to invade.

UKS2	Autumn	Spring	Summer
Cycle A	Topic: North and South CST <ul style="list-style-type: none">• Compare Manchester and Portsmouth- location/population growth, linked to industry/location, climate• Human geography- migration of British people and those from overseas• Ordinance survey maps• GPS• Plotting route from Portsmouth to Manchester on a map	Topic: China CST <ul style="list-style-type: none">• Location, population, climate- compare with UK• Cultural differences across the country• 5 provinces of China• Vegetation and crops• Location of China on World map- different time zones across the country• Tourism	Topic: Chocolate CST <ul style="list-style-type: none">• South American Physical and Human Geography• Fair Trade/Distribution of national resources• Journey of the Cacao bean, from plant to bar• Climate zones
Cycle B	Topic: California CST <ul style="list-style-type: none">• Location in the USA• Settlements and migration• Earthquakes and natural disasters• Native Americans- cultural focus: impact of human movement from Europe.• Town and City development• Railroad- impact on industry and city growth	Topic: Crime and Punishment CST <ul style="list-style-type: none">• Human geography- impact on behaviour and settlements• Crime patterns vs. location	Topic: Olympics/Ancient Greece CST <ul style="list-style-type: none">• Greek islands- location, climate, crops/vegetation• Tourism• Wildlife/Geographic features• Coastlines• Compare to UK