

## GEOGRAPHY CURRICULUM OVERVIEW

Year Group	Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<b>Reception</b>	Where we live...learn address (door number and street), Identify school on Google Earth, a selection of children's homes and relative closeness to school and other local places e.g., New Cross Hospital, Bentley Bridge Retail Park, draw a route from home to school.	Season mind maps e.g. 'What do you know about Autumn...' Discuss major features and signs of each season and revisit mind map at the end of topic to show progress in knowledge. Comparisons between different countries and the environment.	Google Earth Simple routes from home to school. Seasonal walks- observing the signs of the season. Children comment on what they observe and any changes from the previous season e.g., weather getting cooler
<b>I can...</b>	Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world (UW:TW)	Show care and concern for living things and the environment. (UW:TW) Show an interest in diverse ways of life (UW:P&C)	Look closely at similarities, differences, patterns, and change. (UW:TW) Talk about why things happen and how things work. (UW:TW)
<b>Year 1</b>	British Isles and their famous landmarks – map/atlas, Google Earth, large scale birds eye view and drawing their own simple maps of the local area	animals living in different environments – link to climates around the world and map work	Map skills relating to the UK. Study of housing and comparing to those other countries/climates. <b>(Need KS1-friendly atlases)</b>  Begin to look at other countries linked to animal environments  Dudley Zoo visit
<b>I can...</b>	Name, locate and identify the characteristics of the 4 countries and capital cities of the UK., including landmarks of Wolverhampton (Molineux)  Understand the geographical similarities and differences through studying the human and physical geography of contrasting areas within the UK – Wolverhampton and Blackpool (seaside)	Identify the human and physical features of the two localities studied: <ul style="list-style-type: none"> <li>- Wolverhampton and Wales</li> <li>- Wolverhampton and The Scottish Highlands</li> <li>- Wolverhampton to Ireland</li> </ul> Begin to understand that various parts of the world have different weather/climate – link to animals living in different environments	Ask simple geographical questions e.g. What is it like to live in this place? Use simple maps of the local area e.g., large scale print, pictorial etc. Use locational language (e.g., near, and far, left and right) to describe the location of features and routes on a map  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment e.g., note taking, videoing, data collection, sketches, observations.

Year 2	<p>Exploring the continents and oceans – Google Earth compared to world atlas, fact sharing for each continent</p> <p>Link with school in Zambia</p> <p>Recapping on the UK</p>	<p>Considering climates around the world including hot and cold areas in relation to the Equator and the North and South Poles</p> <p>Environmental Awareness – Blue Planet</p> <p>Link with school in Zambia</p> <p>Sea Life Centre visit</p>	<p>Map skills – birds eye view for castle topic, introduction to grid reference and simple keys, the 4-point compass</p> <p>ICT – map of school including basic orienteering</p> <p>Comparing and contrasting our local area with a non-European country and considering environmental conditions that have global and local impact (<b>Zambia link</b>)</p> <p>Wild life project – Save the Bees.</p>
I can...	<p>Name and locate the world’s 7 continents and 5 oceans, understanding the terms ‘continent’ and ‘ocean/sea’.</p> <p>Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from.</p> <p>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>Identify the human and physical features of the two localities studied.</p>	<p>Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Fieldwork to develop knowledge and understanding of the school and local area.</p> <p>Use simple compass directions North, South, East, and West to begin to describe the location of features and routes on a map</p>
Year Group	<b>Locational and Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
Year 3	<p>Africa study relating to water (<b>need to add more of a focus on Africa</b>). Italy/UK comparison and natural disaster. New York study.</p>	<p>Water topic linking to the water cycle, rivers and the struggles in Africa. Italy study and natural disaster. New York Study</p>	<p>Map skills – O.S. maps, atlas, Google Earth, birds eye view, using/creating keys, grid reference and the 8-point compass</p>
I can...	<p>Use maps, atlases, globes, and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia.</p> <p>Locate the world’s countries, using maps to focus on Europe and North/South America</p>	<p>Describe aspects of physical geography including: rivers, mountains (avalanche) and the water cycle</p> <p>Identify key landmarks within Italy and later a focus on New York</p>	<p>Understand the 8 compass points and use them to explain/identify points on a map and to describe one country in relation to another in terms of position</p>

	<p>Identify the key physical and human characteristics, countries, and major cities e.g., rivers, mountains, capitals, landmarks.</p> <p>Know the position and significance of the Equator, the Tropic of Cancer, and the Tropic of Capricorn.</p> <p>Compare a region of the UK with a region of Italy with a different climate – Abruzzo avalanche. Identify similarities and differences between this region of Italy and a region of the UK.</p>		
Year 4	<p>Identify and plot the location of famous mountains/ranges and volcanoes within the UK and across Europe/the world.</p> <p>Comparative study between UK and modern Greece (<b>smaller topic in-between mountains/volcanoes and additional to orienteering</b>)</p>	<p>Study of mountains (including avalanches) volcanoes and earthquakes, identifying specific regions that have the above. How these form/happen/are measured and how people learn to live in these regions</p> <p>Comparative study between UK and modern Greece – location and geology, weather, food</p>	<p>Locating and plotting mountains and volcanoes using an atlas.</p> <p>Carry out independent research on a mountain/range of their choice (<b>can also be carried out for home learning/mini project</b>)</p> <p>Orienteering opportunities on school site</p>
I can...	<p>Understand geographical similarities and differences of a region of the UK, European country and elsewhere</p>	<p>Describe and understand the key aspects of physical geography including: mountains, volcanoes, earthquakes/avalanches e.g., naming the 5 types of mountain formation and how they are formed</p>	<p>Use maps, atlas, computers to locate and describe features studied</p> <p>Orienteering: using the correct skills and equipment to plan and carry out on site orienteering around school</p>
Year 5	<p>Deserts, rainforests, and polar lands topics</p> <p>Local area study of Wednesfield and comparison to other local villages</p>	<p>Study of the animals which live in certain climates/environments (desert/rainforest/polar) and how they have adapted to these regions. Comparing the lives of people in the rainforest and in the desert and how climate can affect lives</p>	<p>Local area study of Wednesfield – photographs, town history, surveys, off-site visits, testimonies (<b>Link to local history</b>) (<b>Visit to St Thomas' church</b>)</p>
I can...	<p>Understand the difference between the Northern and Southern hemisphere.</p>	<p>Describe and understand key aspects of physical geography including: climate zones and biomes that can be studied through desert/rainforest/polar lands</p>	<p><b>Fieldwork study – Wednesfield</b></p> <ul style="list-style-type: none"> <li>- e.g., Survey the use of land in the immediate locality of the school e.g., local</li> </ul>

	<p>Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications.</p> <p>A focus on biomes: A <b>biome</b> is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rain Forest. Identify where some of these are on the world map.</p> <p>Focus on the biomes of Antarctica and on the Amazon rainforest (covered within existing topics).</p> <p>Whilst studying the Amazon and Antarctica, make comparisons with the UK.</p>	<p>Describe aspects of human geography: types of settlement and land use, plus the distribution of natural resources</p>	<p>high street, walking distance area, using the following classifications:</p> <ul style="list-style-type: none"> <li>• <b>Residential:</b> houses, flats, hotels, hostels</li> <li>• <b>Retail:</b> food, clothing, footwear, sports, toys, furniture, etc....</li> <li>• <b>Professional/ Commercial:</b> solicitors, banks, building societies, company offices etc....</li> <li>• <b>Industrial and Storage:</b> machine tools, engineering, factories, warehouses</li> <li>• <b>Entertainment/ Leisure:</b> theatres and cinemas, public houses, restaurants, cafes</li> <li>• <b>Public Authorities:</b> local government offices, police, libraries, hospitals, churches, chapels, schools</li> <li>• <b>Other:</b> vacant property, car parking, open spaces, development sites</li> </ul> <ul style="list-style-type: none"> <li>- Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed</li> <li>- Undertake a survey of buildings and materials</li> <li>- Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work</li> <li>- Compare shops in the local area with the nearest city centre</li> </ul> <p>Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits (<b>practicalities of carrying out</b>)</p>
--	---	--	---

<p style="text-align: center;">Year 6</p>	<p>Study of South America linked to Mayan topic, including comparison of climate, economic situation (physical and human features)</p>	<p>Population study linked to UK key cities and why population changes. Distribution of natural resources.</p> <p>Discuss globalisation and fair trade</p>	<p>Map and atlas skills, plus O.S. map skills</p>
<p>I can...</p>	<p>Locate the worlds countries using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position ad significance of latitude/longitude, equator, hemisphere, and tropics (plus time zones)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a UK region, a region in Europe (France) and a region in South America (Chile)</p>	<p>Identify the lines of latitude/longitude, equator and the hemispheres and tropics</p> <p>Describe and understand the key aspects of physical geography including climate zones</p> <p>Time zones (including Maths's link)</p>	<p>Use maps, atlases, globes, and digital mapping to locate countries and describe features studied</p> <p>Use 6-figure grid references, symbols and keys, longitude, and latitude</p> <p><b>(Possibility of small topics that build on from Year 5 learning e.g., rainforest links and equator etc after SATs)</b></p> <p><b>(Possibility of a cross-curricular project between History and Geography?)</b></p> <p><b>(Time constraints to deliver topics due to SATs preparation – focus after SATs?)</b></p>