






GEOGRAPHY CURRICULUM OVERVIEW

CYCLE A EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and my home	Colours and Celebrations	Bears	Planting and Growing	Seaside holidays	Seaside animals
UNDERSTANDING THE WORLD	<p><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i></p>					
ELGs	<p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p>		<p><i>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</i></p>	<p><i>Understand some important processes and changes in the natural world around them, including the seasons.</i></p>	<p><i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i></p>	<p><i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i></p>
Overview	<p>Navigating around our classroom and outdoor areas.</p> <p>Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to our local area – the shops and amenities in Carnforth</p>		<p>Compare animals from different places around the world.</p> <p>Nocturnal animals; animals that hibernate.</p> <p>Making sense of different environments and habitats.</p> <p>After close observation, draw pictures of the natural world, including animals and plants.</p>	<p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p>	<p>Look at different places to go on holiday including the seaside.</p> <p>Discuss how they got to school and what mode of transport they used.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p>	<p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <p>Environments – Features of local environment Look at simple maps of local area. Compare places on Google Earth – how are they similar/different?</p>






GEOGRAPHY CURRICULUM OVERVIEW

CYCLE A	Autumn 1st	Spring 1st	Summer 2nd
Year 1 & 2 Unit Title	 <p>Contrasting Localities: Carnforth and London</p>	 <p>Bears – Where in the world do we find them?</p>	 <p>Morecambe Bay and Mombasa</p>
National Curriculum	<p><i>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</i></p>	<p><i>Pupils should develop knowledge about the world. They should understand basic subject-specific vocabulary relating to human and physical geography and begin use it to compare different locations.</i></p>	<p><i>Pupils should develop knowledge about the world. They should understand basic subject-specific vocabulary relating to human and physical geography and begin use it to compare different locations.</i></p>
Overview	<p>In this unit, children will learn where we live and talk about how they get to school. They will learn that Carnforth is a town and look at maps of Carnforth. Children will use aerial maps and photographs to learn about the human and physical features of both Carnforth and London and then they will compare the similarities and differences, using key vocabulary. In this unit, children will also learn the names, locations and characteristics of the UK countries and the capital cities of the UK.</p>	<p>In this unit, children will learn the names of the seven continents and five oceans and where they are in the world, using atlases and globes. They will locate the hot and cold regions of the world are in relation to the Equator and the North and South Poles and recognise different weather and climate. Children will use aerial photographs and online resources to identify human and physical features and describe similarities and differences between different locations.</p>	<p>In this unit, children will learn that there are popular seaside locations in each of the countries of the UK. They will use aerial photographs and digital resources to find British capitals and seaside locations. They will also use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Children will locate the seaside in Mombasa, Kenya, which continent and ocean it is on and the similarities and differences between Mombasa and Morecambe.</p>
Geography Skills	<p>Locational knowledge: where Carnforth is on a map of UK. Locate UK countries and capital cities Place knowledge: How Carnforth and London have changed over time Human Geography: Identify on walk and maps E.G. train station, post office, fire station Physical Geography: beach, sea, canal Skills & Fieldwork: orienteering in school, local walk</p>	<p>Locational knowledge: name and locate the world's seven continents and five oceans Place knowledge: Similarities and differences in the places where bears live Human Geography: Identify human features of places where bears live Physical Geography: Identify physical features of places where bears live Skills & Fieldwork: Use maps, globes and atlases</p>	<p>Locational knowledge: Africa and surrounding oceans. Countries of the UK. Place knowledge: understand geographical similarities and differences through studying the human and physical geography of Morecambe and Mombasa Human Geography: Human features of seaside towns Physical Geography: Physical features of seaside towns Skills & Fieldwork: Visits to our local seaside – Morecambe Bay</p>



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CYCLE A	Autumn 1st	Autumn 2nd	Spring 2nd
<p>Year 3 & 4</p> <p>Unit Title</p>	 <p>Twin Towns</p>	 <p>Rivers: Keer to Kent</p>	 <p>Climate</p>
<p>National Curriculum</p>	<p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</i></p>	<p><i>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i></p>	<p><i>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i></p>
<p>Overview</p>	<p>In this unit, children will understand geographical similarities and differences through the study of human and physical geography of a region of Carnforth and Sully-sur-la-Lys. They will describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They will use the symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Carnforth and Sully-sur-la-Lys. 	<p>In this unit, children will learn the names and locations of some of the counties and major cities in the UK. They will learn the names and locations of the main rivers and mountains in the UK, using atlases to place them on a map of the UK. Children will study the nature of a river: that it flows downwards from high ground to the sea and that it has the power to erode and shape the landscape over time. They will label the key features of a river using key geographical vocabulary. They will use the words evaporation, condensation and precipitation and the part they play in the water cycle. They will know what happens as a river reaches the coast, including: estuaries, deltas, mudflats and salt marshes and why estuaries are so important for wildlife and nature reserves.</p>	<p>In this unit, children will learn what and where the climate zones are on earth and what the difference is between weather and climate. They will investigate what affects weather and climate, learn about climate change and how it is affecting our world, both locally and globally. They will learn how climate change is affecting different habitats? (Science link) and what we can do to help reduce climate change.</p> <p>In this unit, children will also locate the world's countries, using maps linked to the climate zone they are in. They will identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>






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	<p>Children will undertake fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		
<p>Geography Skills</p>	<p>Locational knowledge: Locate France, Sailly-sur-la-Lys and Carnforth using an atlas Place knowledge: Similarities and differences of Carnforth & Sailly-sur-la-Lys Human Geography: Of Carnforth & Sailly-sur-la-Lys Physical Geography: Of Carnforth & Sailly-sur-la-Lys Skills & Fieldwork: use maps, atlases, globes and digital/computer mapping use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (Carnforth & Sailly-sur-la-Lys)</p>	<p>Locational knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Place knowledge: Human Geography: settlements – who lives near a river Physical Geography: Rivers and the water cycle Skills & Fieldwork: Children will visit the River Keer and Leighton Moss to carry out fieldwork.</p>	<p>Locational knowledge: locate the world's countries, using maps linked to the climate zone they are in Place knowledge: Human Geography: describe and understand key aspects of human geography, including: the distribution of natural resources including energy and water Physical Geography: describe and understand key aspects of physical geography, including climate zones Skills & Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>



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CYCLE A	Autumn 1st	Autumn 2nd	Summer 1st
Year 5 & 6 Unit Title	 Energy in the Environment	 Sustainability	 Come Fly With Me to North America
National Curriculum	<p><i>As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</i></p> <p><i>Pupils should be taught to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food...</i></p>	<p><i>Pupils should be taught to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food...</i></p>	<p><i>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i></p> <p><i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</i></p>
Overview	<p>In this unit, children will recap different energy sources. They will learn about fossil fuels and non-renewable energy such as coal, gas, oil and the countries with the most of these sources and our trade links with them and they will learn about renewable energy such as wind, solar, hydroelectric, geothermal, biomass. They will visit the local nuclear power station and afterwards children will debate the advantages and disadvantages of non-renewable energy versus renewable energy sources.</p> <p>Children will learn where our food comes from and which foods give us energy. Finally, they will learn how to save energy and understand the effect this will have on the environment.</p>	<p>In this unit, children will learn to define the term 'sustainability'. They will carry out in depth studies about how the cities of Curitiba in Brazil and Freiberg in Germany have become more sustainable (including researching the human and physical features of both places)</p> <p>Children will explore how well UK communities measure up to the example of Curitiba and Freiburg. They will research how sustainable our local area/community is and what can be done to improve. They will learn about the idea of Fairtrade and how this can benefit both farmers and the environment by promoting sustainable farming. Focus study: Ghana</p> <p>Children will take part in fieldwork around the local area, surveying houses which have solar</p>	<p>In this unit, children will learn about the location and the countries of North America, how it is split into regions and explore some of the capital cities. They will research some of the geographical (human and physical) features of North America and how they influence the lives of people who live there. Children will understand that there are many different biomes in North America and they will investigate and compare the climate zones of North America. They will explore the various time zones of North America and how these compare to other time zones around the world. Finally, they will compare a region in the UK with a region in North America (mountain environment Scafell Pike and The Rockies)</p>



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	Children will take part in fieldwork around the local area, surveying houses which have solar panels and visiting the wind farm at the local quarry.	panels and visiting the wind farm at the local quarry.	
Geography Skills	<p>Locational knowledge: Places such as Russia (Europe) USA (North America) and Saudi Arabia/Qatar/Dubai (the Middle East/Asia)</p> <p>Place knowledge:</p> <p>Human Geography: How the middle East E.G. Dubai has changed due to its oil trade</p> <p>Physical Geography:</p> <p>Skills & Fieldwork: Survey renewable energy sources in Carnforth. How to save energy in school and our homes. Visit to local nuclear power station.</p>	<p>Locational knowledge: Europe – Germany – Frieberg & South America – Brazil – Curitiba</p> <p>Place knowledge:</p> <p>Human Geography: Of Frieberg & Curitiba</p> <p>Physical Geography: Of Frieberg & Curitiba and how this influences the inhabitants</p> <p>Skills & Fieldwork: Visits and visitors (from town council) to see how Carnforth is becoming more sustainable</p>	<p>Locational knowledge: Identify the regions of North America & states of USA using a map</p> <p>Place knowledge: Biomes of North America – how location and climate affects flora and fauna</p> <p>Human & Physical Geography: Describe key physical and human characteristics and environmental regions of North America E.G. compare European/UK and American locations with similar issues regarding deforestation, coastal erosion and pollution.</p> <p>Skills & Fieldwork: Use maps, globes and atlases North America rivers and mountains using six-figure grid references</p>