




# Geography Overview 2024

|   | Autumn  | Spring  | Summer   |
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| Whole School Theme (1)  | This is me; I have a voice!   | Heritage & Culture  | Building our Sustainable World   |
| Whole School Theme (2)  | a Citizen of the World  | Innovation, Inventions and Ideas  | Discovery, Health & Wellbeing  |
| Whole School Christian Value  | Friendship<br>Justice   | Wisdom<br>Forgiveness   | Perseverance<br>Thankfulness   |
| <b>Reception</b><br><br><b>EYFS Curriculum</b><br><br><b>Understanding The World</b>  | <p><b>We're Going On a Bear Hunt</b><br/>Talk, discuss and ask questions about the world around them. Read, retell and role play 'We're Going on a Bear Hunt' Go on their own bear hunt in Forest School<br/>Explore settings seen within the story.<br/>Explore the Meadow outside area.</p> <p><b>Billy and the pirates</b><br/>Explore a range of stories, rhymes and poems about pirates. <br/>Explore maps, underwater animals and famous explorers. Show care and concern for living things and the environment.<br/>Use ICT to interact with age-appropriate computer software. Look at geographic features, create and follow simple maps.</p>                                       | <p><b>The Three Little Pigs</b><br/>Explore houses around the world and in our local Community.</p> <p>Explore a variety of house building materials and their properties.<br/>Explore our local area and the geographical features within it.<br/>Explore programmable devices to make and follow directions.</p> <p><b>Whatever Next</b><br/>Know some similarities and differences between the natural world around them and contrasting environments.<br/>Read, act out, retell and explore the story 'Whatever Next' and other space related stories, rhymes, poems and songs.<br/>Explore non-fiction books and film on space travel and exploration. (Past and present)- see the earth from space.<br/>Use a variety of media to create space/earth related crafts, pictures, maps and models.</p> | <p><b>The Very Hungry Caterpillar</b><br/>Identify insects/plants in our local environment and make observations.</p> <p><b>What the Ladybird heard</b><br/>Explore prepositions and the variety of geographical features within the story setting<br/>Identify and discuss similarities and differences of geographical features of our local environment and on the farm.<br/>Identify that some food comes from other places in the world and why.<br/>Map making.</p>  |
| <b>Y1</b><br><br><b>KS1 National Curriculum</b><br><br><i>Location knowledge<br/>Place knowledge<br/>Human &amp; physical geography<br/>Geographical skills &amp; fieldwork</i> | <p><b>Our School (Autumn 2)</b><br/>Where do we live?<br/>What is it like where we live?</p> <p>Fieldwork and observational skills based on our school, The Meadow, allotment, our route to church and our immediate surrounding environment.</p> <p>Identify and name key human and physical features of this area, using basic geographical vocabulary to describe it.</p> <p>Using developing knowledge and understanding about maps, make physical and drawn maps using construction equipment, toys and creative materials to create simple maps and plans of our school, its grounds and the features surrounding school.</p> <p>Use Google Earth and/or simple aerial photos of our school and immediate environment to plan perspectives and recognise landmarks.</p> | <p><b>Amazing Animals</b><br/>Begin to explore the seven continents; and find out which animals live in different parts of the world. Make connections between what the place is like- physical and human features- and the animals that live there.</p> <p>With support, begin to name and locate Europe, Africa, North and South America, Asia, Antarctica and Oceania</p> <p>Use basic atlases, Google Earth, maps and globes to begin to find, name and recognise these places.</p> <p>With support, find and name the four nations that form the United Kingdom.</p> <p>Use basic geographical vocabulary to describe human and physical features of these places.</p> <p>Recognise the season of winter and what happens.</p>   | <p><b>Rain or Shine?</b><br/>Look at weather and seasonal changes from Spring to Summer.<br/>Name and recognise weather patterns in the UK.<br/>Identify daily changes in weather. Identify seasonal changes across a year.<br/>Recognise weather symbols.<br/>Explain some dangers of the weather.</p> <p><b>What is it like to live in Mnara?</b><br/>Name and locate Europe and Africa as continents.<br/>Begin to understand geographical similarities and differences between Mnara, a small Tanzanian village and Worcester, our UK city.</p> <p>Explore the physical and human geography of these contrasting areas. Use simple geographical vocabulary to describe features of a city and a village.</p> <p>Use world maps, Google Earth and globes to identify the UK and Africa.</p> |
| Seasonal Change and daily weather patterns ongoing- how do seasons change throughout the year?  |   |   |  |

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| <p><b>Y2</b></p> <p><b>KS1 National Curriculum</b></p> <p><i>Location knowledge<br/>Place knowledge<br/>Human &amp; physical geography<br/>Geographical skills &amp; fieldwork</i></p> | <p><b>Our Capital City</b></p> <p>Where is our capital city?<br/>What is our capital city like?</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London).</p> <p>Deepen understanding of perspectives and maps; recognise landmarks and basic human and physical features of London.</p> <p>Name and locate the countries and the capital cities of Wales, Scotland and Northern Ireland and their surrounding seas.</p>   | <p><b>Our Amazing World</b></p>  <p>Compare the climate, physical and human features of Worcester, UK to Quito, Ecuador and Sisimuit in Greenland.</p> <p>Locate the equator and the poles on a world map and atlas.</p> <p>Revisit knowledge that Europe and Africa are continents and begin to recognise that there are more, including The Arctic.</p> <p>Find all seven continents and five oceans on globes, maps and interactive tools.</p> <p>Use geographical vocabulary to describe places, geographical features and people, animals and habitats.</p> | <p><b>Let's Go On Safari</b></p> <p>Use simple compass directions (North, East, South &amp; West) and locational and directional language.</p> <p>Describe and follow routes on a map eg through simple maps and plans related to Cotswold Wildlife Park visit and/or simple orienteering within our school grounds or close locality.</p> <p>Use simple fieldwork and observational skills to study habitats in the school environment.</p>   |
| <p><b>Y3</b></p> <p><b>KS2 National Curriculum</b></p> <p><i>Location knowledge<br/>Place knowledge<br/>Human &amp; physical geography<br/>Geographical skills &amp; fieldwork</i></p> | <p><b>Our UK Coastline</b></p> <p><b>Why might people who live near the coast be for or against tourism?</b></p> <p>Who has visited the coast? What is it like at the coast?<br/>How is it different to where we live?<br/>How can we protect our coastline from pollution?</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 coasts and understand how some of these aspects have changed over time.</p> <p>Case study Lyme Regis (Jurassic coastline) linked to learning on fossils, rocks and soils in Aut 1.</p> <p>Begin to use and explore Ordnance Survey maps related to Lyme Regis, Dorset.</p> | <p><b>Escape from Pompeii</b></p> <p><b>How did the eruption of Mount Vesuvius impact the people and place of Pompeii in AD 79?</b></p> <p>How has the eruption effected the land surrounding Mount Vesuvius?</p>  | <p><b>Living In Our City</b></p> <p><b>How would you improve our High Street?</b></p> <p>Local area study and field work: Worcester High Street.</p> <p>Does the High Street still need shops? What else does the High Street include to support the people of Worcester?</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area including sketch maps, plans, graphs and digital technologies. Undertake a traffic survey to compare the range of vehicles travelling past our school and through the city.</p> <p>Begin to use and explore Ordnance Survey maps related to Worcester High Street.</p> <p>Reinforce and use with confidence the four points of a compass, symbols and a key in simple maps.</p>       |
| <p><b>Y4</b></p> <p><b>KS2 National Curriculum</b></p> <p><i>Location knowledge<br/>Place knowledge<br/>Human &amp; physical geography<br/>Geographical skills &amp; fieldwork</i></p> | <p><b>Energy and Climate Change</b></p> <p>How is climate change affecting the world?</p> <p>How environmental changes can affect living things and their habitats.</p> <p>Positive solutions to climate issues both locally, nationally and globally.</p>   | <p><b>Climates and Biomes</b></p> <p>How do rainforests and deserts (tundra) differ?</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts within a tundra (desert) and rainforest biome. Link to states of matter and the water cycle in science.</p> <p>The effects of climate change and conflicts of deforestation.</p>   | <p><b>Globetrotters</b></p> <p>A European study- Case Study: either our Worcester city twin town in Le Vesinet France or Kleve in Germany or other selected European place.</p> <p>Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>To include location, human &amp; physical features, trade links, population, culture and religion, time zones and natural resources.</p> <p>Research project on contrasting areas with children choosing a country from Europe including Russia. Compare and present their research knowledge.</p> <p>Contextual geography:<br/>Trip to Battle of Bosworth Field, Leicestershire<br/>Residential Trip to West Malvern</p> |

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| <p><b>Y5</b></p> <p><b>KS2 National Curriculum</b></p> <p><i>Location knowledge<br/>Place knowledge<br/>Human &amp; physical geography<br/>Geographical skills &amp; fieldwork</i></p> |  <p><b>Worcestershire in the English Civil War</b></p> <p>The geography of the English Civil War 1642-1651.<br/>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 and rivers), and land-use patterns; and understand how some of these aspects have changed over time.<br/>Use maps and other sources to make a local comparison: Worcester then and now (from a human and physical geographical perspective).<br/><br/>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.</p> | <p><b>Raging Rivers</b></p> <p>How does a river change from source to mouth?<br/>Describe and understand key aspects of physical geography including rivers. Locational knowledge of local and national rivers.</p> <p>Fieldwork and mapping skills including: Use the eight points of a compass, four figure grid references, symbols and key and ordnance survey maps of Worcester and other UK rivers.</p> <p>Links to forces in science. Case study: The River Severn, our local river.</p>  | <p><b>History focus this term: Ancient Egypt</b></p> <p>Geographical contextual links and skills:<br/><br/>Case study of the River Nile: understanding the impact of the River Nile on past, present and future life in Egypt.<br/><br/>Identify the position and significance of latitude/longitude and the Greenwich Meridian and time zones, (night and day).<br/><br/>Identify the position and significance of Tropics of Cancer and Capricorn.</p>                                  |
| <p><b>Y6</b></p> <p><b>KS2 National Curriculum</b></p> <p><i>Location knowledge<br/>Place knowledge<br/>Human &amp; physical geography<br/>Geographical skills &amp; fieldwork</i></p> | <p><b>History focus this term: WW2</b></p> <p>Geographical contextual links and skills: London in the Blitz; evacuation throughout Great Britain. The geographical context of the allies and axis.<br/><br/>Comparative maps, then and now. Consolidating understanding of locational knowledge, place knowledge, human and physical geography in relation to WW2.</p>  | <p><b>Mountains: Do you have what it takes to survive?</b></p> <p>Describe and understand key aspects of physical geography, including mountains and vegetation belts. Local study and fieldwork of the Malvern Hills.<br/>Use Ordnance survey map of Malvern Hills including 8 points of the compass, 4 and 6 figure grid references.<br/>Physical geography: Investigate how hills and mountains are formed</p> <p>Locate the main world mountain ranges on a map.<br/>Explain why people climb mountains<br/>Research living in a mountain area<br/>Understand the impact of tourism in a mountain area</p> | <p><b>History focus this term: The Ancient Greeks The Mayan Civilisation</b></p> <p>Geographical contextual links and skills: where was Ancient Greece? Where was the Mayan civilisation?<br/>What physical and human features still remain?<br/><br/>Relate these places to the position and significance of latitude/longitude and the Greenwich Meridian and time zones, (night and day). Relate these places to the position and significance of Tropics of Cancer and Capricorn.</p> |
|  |   | <p><b>Extreme Earth</b></p> <p>Describe and understand key aspects of physical geography, including plate tectonics, earthquakes, volcanoes, tsunamis<br/>Combating the impacts of climate change</p>  |   |

## Development of Core Concepts:

|                 | Reception  | Year 1  | Year 2  | Year 3   | Year 4   | Year 5   | Year 6   |
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| Local Area      | Our school, our allotment, The Meadow, our church                      | Our School and our local community<br><br>What is it like to live in Mnara?                           | Let's go on safari: habitats in the school environment.   | Living in Our City   | Energy and climate change. Visit from Envirosort (Local company)   | Worcestershire in the English Civil War<br><br>Case study: The River Severn<br><br>How do we stop Worcestershire flooding?   | The Malvern Hills  |
| Place           | Our school grounds<br><br>Exploring places we have visited or lived in | Worcester, UK<br><br>Mnara, Tanzania  | London, UK<br><br>Quito, Ecuador<br><br>Sisimuit in Greenland.  | Lyme Regis, Dorset<br><br>Bath, Wiltshire<br><br>Cirencester, Gloucestershire<br><br>Worcester, UK   | The rainforest, South America<br><br>Case Study: either our Worcester city twin town in Le Vesinet France or Kleve in Germany or other selected European place.      | Case Study: The River Nile, Egypt  | London, UK<br><br>The countries involved in WW2<br><br>Ancient Greece<br><br>Mayan civilisation, South America   |
| Maps            | Explore school maps and plans  | Maps and aerial plans of school grounds including The Meadow<br><br>World continent map.<br>Map of UK | Map of UK – including capital cities<br>World map – including equator and poles<br><br>Locate Quito, Ecuador and Sisimuit in Greenland.<br>Reinforce maps with google earth | Explore Ordnance Survey maps related to Lyme Regis, Dorset, Bath, Cirencester and Worcester High Street<br><br>Orienteering skills within our school grounds and close locality and at Bath Highline<br><br>Reinforce and use with confidence the four points of a compass, symbols and a key in simple maps |  | Use modern and historic maps: Worcester then and now<br><br>Explore Ordnance Survey maps for Worcestershire to map river routes<br><br>River Nile maps and google Earth aerial plans   | Comparative maps for Europe. (1930-1950 and modern times).<br><br>Ordnance survey map of Malvern Hills including 8 points of the compass, 4 and 6 figure grid references<br><br>Latitude/longitude and the Greenwich Meridian and time zones |
| Human geography | Explore houses around the world.                                       | Explore local Community including houses and services   | Comparison of cities, homes, location of cities in different parts of the world. Begin to look at land use in around cities.  | Settlements in UK. Comparison of life in different UK locations – inland and coastal. Impact of traffic in a city.<br><br>Impact of tourism.<br><br>Begin to explore settlements from Roman times (invasions and defences)   | Environmental changes can affect living things and their habitats<br><br>Geographical similarities and differences through the study a region in a European country. | UK land-use patterns; and how some of these aspects have changed over time.<br><br>Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.<br><br>Impact of flooding on land use in Worcester | Impact on UK land use during WW2. Change in political boundaries through WW2.<br><br>Impact of evacuation in UK.<br><br>Potential human impacts and land use change due to climate change.<br><br>Impact of tourism in a mountain area       |

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|  |   |   |  |  |   | Impact of the River Nile on past, present and future life in Egypt.  |  |
| <b>Physical geography</b>                                      | Layout and features around school and outside spaces – Meadow and Forest School | Local features including river, canal, roads, parks.<br><br>Comparison of land and habitat features with Mnara. | Climate in contrasting parts of the world.<br><br>River Thames in London.<br>Mountains in Equador.<br>Glaciers in Greenland. | Topography of coastlines.<br><br>Caves and volcanos.   | Comparison of rainforests and deserts (tundra) including climate, biomes and vegetation belts   | Local physical characteristics: topographical features (including hills and rivers), and land-use<br><br>Causes of flooding related to the regional climate and weather patterns.<br><br>Flooding prevention approaches. | Mountains and vegetation belts<br><br>How hills and mountains are formed<br><br>Locate the main world mountain ranges<br><br>Plate tectonics, earthquakes, volcanoes, tsunamis   |
| <b>Environmental interaction &amp; Sustainable development</b> |   | Visits to the meadow and litter picking in our Local area topic. Looking after our immediate environment.       |  | Protecting our coastline from pollution<br><br>The sustainability of the high street in Worcester. | Environmental changes can affect living things and their habitats.<br><br>Positive solutions to climate issues both locally, nationally and globally.<br><br>Conflicts of deforestation | Climate change.<br><br>Flooding prevention approaches.<br><br>Year 5 Eco Project.  | Extreme Earth: Describe and understand key aspects of physical geography, including plate tectonics, earthquakes, volcanoes, tsunamis<br>Combating the impacts of climate change |

Geography is mapped against whole school themes to ensure progression and breadth of study

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| <b>This is me; I have a voice!</b>      | Children explore their place in the world; a sense of friendship, community and personal responsibility for their school, local area, country and the wider world. Children explore the physical and human characteristics of their local area in a systematic and progressive way. They begin to understand and develop human and physical knowledge of the UK.  |
| <b>A Citizen of the World</b>           | Locational knowledge is introduced and embedded within prior learning with a specific focus on developing a sense of the wider world. Case studies of areas of the world are the focus to continue to build children's understanding of physical and human characteristics across the globe, including map work skills and using a range of maps, globes and digital atlas.   |
| <b>Heritage and Culture</b>             | Human geography knowledge supports the development of heritage and culture. They begin by studying areas of importance and significance to them and progress to studying areas of Europe and the wider world. The core concept of space will also be a focus for all children. Children explore a range of different information that can be represented in plans, maps, aerial photos, atlases and globes. Map skills are introduced and practised throughout all year groups. Children in KS2 also learn how to use Ordnance survey maps in an age appropriate way. |
| <b>Innovation, Inventions and Ideas</b> | Children will build on their ability to locate different cities, countries and continents on a range of maps. Children will investigate further as to what life is like in the areas located both from a human and physical geography perspective. As part of their research, children will consider the impact of innovation, inventions and ideas on people and places, as well as considering future geographical developments.<br>The core concept of scale will be focused on in this unit.  |
| <b>Building our Sustainable World</b>   | Children explore and develop the skills and knowledge needed to benefit and improve our planet throughout their lifetimes. This pupil led theme encourages  |

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|   | <p>children to consider big questions, begin to understand the impact that they and others have on our world and look for positive and creative solutions to combat climate change. Children focus on the core concept of Environmental Interaction and Sustainable Development so that they can look after God's world for future generations.</p>  |
| <p><b>Discovery, Health &amp; Wellbeing*</b></p>        | <p>This unit gives children the opportunity to complete a local area fieldwork project. Children will decide on or investigate a key question related to our school grounds, immediate community or local area. Children will collect, observe and measure data enabling them to answer their question using their geographical knowledge and vocabulary.</p>  |
| <p><b>Geographical contextual links and skills:</b></p> | <p>Contextual and purposeful links are made between science, history and geography, for example, the theme of forces in science can be used to contextualise the physical formation of rivers or, the study of WW2 can consolidate children's prior knowledge of our capital city, the counties of Great Britain and exploring maps past and present.</p> <p>This benefits learning by creating links and meaningful conceptual development.</p> |