

# Geography Curriculum Planning Overview – Hormead CofE (VA) First School



“I have come that they may have life and have it to the full’ John 10.10

Love of Learning, Love of Life itself and Love of God

	Autumn 2	Spring 2	Summer 2
<b>EYFS</b>  <b>Nursery</b> <b>Reception</b>	Although Geography is not taught as a discrete subject in the Early Years curriculum, there is always a lot of opportunities to talk about our world in the 'Understanding the World' area of the EYFS Curriculum. Our school will provide opportunities for talk through half termly topics and using children's interests by: <ul style="list-style-type: none"> <li>• Knowing that there are different countries in the world and talking about the differences they have experienced or seen in photos.</li> <li>• Describing their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explaining 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.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>		
<b>Year 1</b>	<b>What is it like here?</b>  Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds.	<b>What is the weather like in the UK?</b>  Studying the countries and cities that make up the UK, the four seasons and their associated weather. Investigate the UK's hot and cold places using weather maps with a simple key.	<b>What is it like to live in Shanghai?</b>  Start recognising continents, oceans and countries outside the UK with a focus on China. Identify physical features of Shanghai using aerial photographs and maps
<b>Year 2</b>	<b>Would you prefer to live in a hot or cold place?</b>  Compare features in the North and South Poles and Kenya as well as the local area. Learn the four compass point names and location of the seven continents.	<b>Why is our world wonderful?</b>  Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Consider what is unique about the natural habitats in their locality.	<b>What is it like to live by the coast?</b>  Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.
<b>Year 3</b> <b>(Cycle 1)</b>	<b>Why do people live near volcanoes?</b>  Learning how the Earth is constructed and about tectonic plates and their boundaries. Learn how mountains are formed, different types of volcanoes and the cause of earthquakes. Consider the negative and positive effects of living in a volcanic environment	<b>Why are rainforests important to us?</b>  Investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.	<b>Where does our food come from?</b>  Distribution of the world's biomes and mapping food imports from around the world, learning about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. Exploring where the food for their school dinners comes from and the pros and cons of local versus global.
<b>Year 4</b> <b>(Cycle 2)</b>	<b>Who lives in Antarctica?</b>  Learning about latitude and longitude, the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. Explore the physical features of a polar region and how humans have adapted to working there, including Shackleton's expedition.	<b>Are all settlements the same?</b>  Exploring different types of settlements and land use, pupils consider the difference between urban and rural. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.	<b>What are rivers and how are they used?</b>  Exploring the different ways water is stored and moves, developing an understanding of the water cycle. Name and map major rivers both in the UK and globally. Learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.