Geography Curriculum Overview

Throughout all units:

- -pupils will be given opportunity to develop their locational knowledge through the use of maps and globes (see progression for 'Space and Scale' for detail).
- -pupils will undertake fieldwork (see detail in 'Map and Fieldwork Skills' progression)
- -pupils will identify geographical similarities and differences (human and physical) of different locations

29 should be in all units in KS2

		R	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
	Enquiry Question	What is in my school? How is the city of Nottingham different to the village of Cropwell Bishop?	What is special about where we live? (local Geog)	Where are we, Cropwell Bishop or Bagamoyo? (Compare our school and surrounding area with school and surrounding area in Tanzania).	How is land used differently in the UK? (Citys in the UK)	What makes a mountain?	What makes Japan so unique? (Comparisons to life in a non-European country and its culture)	How do tectonic plates affect the landscape? (volcanoes and earthquakes)
Autumn 1	National Curriculum coverage	*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps *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. *Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 *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 *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	5 7 8 11 13	3/4/7/8/9/11/12 /13	15/26		16 (latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere) 24/26	23/24/29/30 (study of physical features of mountains, volcanoes and earthquakes and their impact)

	Enquiry Question	Where are the north and south poles? What do they look like? Who lives there?	History focus	History focus	History focus	History focus	History focus	
Autumn 2	National Curriculum coverage	*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps *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. *Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 *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 *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	History focus	History focus	History focus	History focus	History focus	
		R	1	2	3	4	5	6
1	Enquiry Question	Where is China? How has the woodland changed now its winter?	What is special about the UK?	Where in the World am I? (Cropwell Bishop in relation to the rest of the UK built upon from year 1)	Why do we go to Europe on holiday? (compare and contrast UK and European countries/cities)	What makes Australia unique?	Would you want to live in the Arctic? (Start of biomes topic, looking at the polar regions)	What will happen when all of the natural resources run out? (Global action to tackle climate change)
Spring	National Curriculum coverage	*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,	2 5 7 8 9 10 11	1,6,9,10	17/18/30 (8 points of a compass) 20, 26, 28.	20/21 (Australia focus/desert and savannah) 15 17/19	16(latitude and longitude, N/S hemispheres, Arctic and Antarctic circle) 20/21/26	

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		non-fiction texts and – when						
		appropriate – maps.						
		*Explore the natural world						
		around them, making						
		observations and drawing						
		pictures of animals and						
		plants; 15						
		*Know some similarities and						
		differences between the						
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		their experiences and what						
		has been read in class						
		*Understand some						
		important processes and						
		changes in the natural world						
		around them, including the						
		seasons and changing states						
		of matter.						
	Enquiry	How can Little Red	History Focus					
	Question	Riding hood take care	,	,	,	,	,	,
	Question	of the woodlands?						
		Sustainability						
		Sustamability						
	National	*Describe their immediate	History Foors	History Foors	History Foots	History Foors	History Foods	History Foots
		environment using	History Focus					
	Curriculum	knowledge from						
	coverage	observation, discussion,						
	coverage	stories, non-fiction texts and						
		maps						
		*Explain some similarities						
		and differences between life						
		in this country and life in						
		other countries, drawing on						
		knowledge from stories,						
7		non-fiction texts and – when						
هر		appropriate – maps.						
-		*Explore the natural world						
Spring 2		around them, making						
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		*Understand some						
		important processes and						
		changes in the natural world around them, including the						
		seasons and changing states of matter.						
		or matter.						

		R	1	2	3	4	5	6
	Enquiry Question	Why is there a tractor in my village?	How does nature let us know that spring is here?	Why are some countries hotter than others?	Why are rivers so important? (Study of rivers, including links to sustainability)	Where in the world is North America and what is it like to live there? (Study of N America using all key concepts)	How do rainforests differ from other places in the world? (Continuation of biomes topic, looking at rainforests)	Where does our food come from?
Summer 1	National Curriculum coverage	*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps *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. *Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 *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 *Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	5 7 8 10		22/25/26/31	14(North)/26/27 (Including comparison between region in UK and region in North America 17/19)	16(Tropics of C/C, N/S hemispheres) 20/21/26 14/19(South America)	16, 29, 30 (revise latitude and longitude; Prime/Greenwich Meridian and time zones including day and night; 6 figure grid references and Ordnance Survey maps)
	Enquiry Question	How do you use a treasure map?	History Focus	History Focus	History Focus	History Focus	History Focus	History Focus
Summer 2	National Curriculum coverage	*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps *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.	History Focus	History Focus	History Focus	History Focus	History Focus	History Focus

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Possible Questions (also in key concepts progression)

	EYFS	KS1	Y3/4	Y5/6
Change & Change & Human Impact	 What does your house look like? What does your new school look like? What happened to the woodland after littering? What has changed in the farmer's field? 	 What has changed? What caused a change? How are people trying to make something better? 	 How has a locality changed over time? What are the different views about an environmental issue? How could a locality be changed and improved? 	 How has a locality changed over time? How can people manage their environment? How do people affect the area – positively or negatively? How can natural resources be sustained? How is it linked to other places? How has human activity caused an environment to change?

	Personal Viewpoint	 What do you like about your house? What do you like about school? How do you feel about littering in the woodland? 	What do you like/dislike about a locality?	 Why might people be attracted to live by e.g. rivers, coasts? Why are people attracted to live in cities or villages? 	How could a locality be changed and improved?
Human		 What do I have in my home? What does my new school have? How has littering changed the woodland? Do farms around the world look the same? 	 What facilities might a town or village need? What types of buildings/housing is in this locality? What might they wear if they lived in a very hot or very cold place? 	 What types of buildings/housing is in this locality? What is the infrastructure like e.g. roads, railways, facilities, electricity? Why does a locality have certain human features? How do people use the key features of the land? How are people are trying to manage their environment? 	 How does a location fit into its wider geographical location with reference to human and economical features? What might a place be like in the future, taking account of issues impacting on human features? What are the key imports /exports for a locality?
Physical		 How do you get to school? What do you see on your journey? Can you describe what you can see? What is the weather like today? What can you see in the woodland? 	 What season is it now? How do we know? What is your address? What key physical features can they see in the place they live e.g. river, hills etc? Can you describe a given place (non-European)? Can you describe features associated with an island? Can you find the longest/shortest route? What makes a locality special? 	 Why is X a popular holiday destination? What are the main features of a village? What are the key differences between cities and villages? Why does a locality have certain physical features? 	 How are earthquakes created? Why do people's lives vary due to the weather? Why does a locality have certain physical features?
Space & Scale		Where is it?What is it like?	 Continent- Which continent is it in? Oceans and seas – Which oceans and sees are nearby? 	 Other places – where is it in relation to other places we have studied or know about, including countries and 	 Hemisphere – Which hemisphere is it in? Introduced in year 5 Other places – where is it in relation to other places we have studied or

• <mark>W</mark> eather- What is the	continents (usir
weather like there? Is it hot	compass)?
or cold there? Is it near the	 Climate – Which
Equator or the poles?	zone(s) is it in?
 Who and What – Who 	(Tropical/Dry/T
(people) and what (animals	inental/Polar) ir
and plants) live there?	year 4
• <mark>S</mark> ee – What would we see	 Us – Where is it
there? What is natural? What	our
has been made by humans?	village/town/cit try?
What is your address?	 Bodies of water
 What country do they live in? 	bodies of water
What is the capital?	 Where are thing
Can you describe a given place (non-	this place? (dev
European)?	concepts of ord pattern?)

- sing 8 points of a
- ch Climate /Temperate/Cont introduced in
- it in relation to city/county/coun
- er Which er are nearby?
- ngs located in eveloping the der and
- What biome(s) is this place located in? Introduced in year
- How is it similar/different to other places?

How am I linked with people and environments in other places?

- know about, including countries and continents (using 8 points of a compass)?
- Time zone Which timezone (s) is it in? Introduced in year 6
- Climate Which Climate zone(s) is it in? (Tropical/Dry/Temperate/Continent al/Polar)
- Us Where is it in relation to our village/town/city/county/country?
- **B**odies of water Which bodies of water are nearby?
- Where are things located in this place? (developing the concepts of order and pattern?)
- What biome(s) is this place located in?
- How is it similar/different to other places?

How am I linked with people and environments in other places?