



## Curriculum overview

Subject: Geography

Curriculum Leader: Jade Holt

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>		
Reception	Throughout Reception, children will draw information from simple maps, recognise similarities and differences between life in this country and another, explore the natural world and identify differences to their environments and others. They will describe their immediate environment using observations and drawing on discussions in class. They will have a simple understanding of the natural world around them, including the seasons.				
Year 1	<p><b><u>Prehistoric Predators</u></b>  <i>“understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom”</i></p> <ul style="list-style-type: none"> <li>Human and Physical features of their own environment</li> </ul> <p>Children will begin to talk about their own environment using key geographical language.</p>	<p><b><u>Let’s Celebrate!</u></b></p>	<p><b><u>Extreme Explorers</u></b>  <i>“understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom”</i></p> <ul style="list-style-type: none"> <li>Compare human/physical features of Horley to another place.</li> </ul> <p>Children will begin to talk about their own environment using key geographical language. They will begin to compare the similarities and differences between their locality and the environment studied in this topic.</p> <p><i>“name and locate the world’s seven continents and five oceans” “identify seasonal and daily weather patterns in the United Kingdom and</i></p>	<p><b><u>Dungeons and Dragons</u></b>  <i>“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”</i></p> <ul style="list-style-type: none"> <li>Locations of Castles/ Map Skills</li> </ul> <p>Children will use a simple map to identify castles. They will begin to look at keys and identify the important features on the map.</p>	<p><b><u>Creepy Critters</u></b>            Where plants and animals live- <i>Link to Science.</i></p> <p><i>“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”</i></p> <ul style="list-style-type: none"> <li>Natural environment</li> </ul>

			<p><i>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles”</i></p> <ul style="list-style-type: none"> <li>Name and locate the 7 continents and 5 oceans.</li> </ul> <p>Children will be able to name the 5 oceans and 7 continents. They will begin to talk about the weather in these continents and how the equator has an effect.</p>		<p>Children will begin to explore the school environment and identify some of the key human and physical features.</p>
Year 2	<p><b><u>Bright Lights, Big City</u></b></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>Using a Map to locate London and compare this to a map of London in 1666</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use maps to locate landmarks around London. Use Google Earth as an extra resource.</p>	<p><b><u>Aye Aye Captain</u></b></p> <p><i>“name and locate the world’s seven continents and five oceans”</i></p> <p><i>“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”</i></p> <ul style="list-style-type: none"> <li>Name and locate the 7 continents and 5 oceans.</li> </ul> <p>Children will be able to name and locate on a map/globe the 7 continents and 5 oceans. They will begin to talk about the differences between them.</p> <p><i>“name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas”</i></p> <p>Name, locate and identify characteristics of the UK including capital cities and surrounding seas.</p> <p><i>“use basic geographical vocabulary to refer to: key physical features,</i></p>	<p><b><u>Wow, Pow, Smash and Bang!</u></b></p>	<p><b><u>Rocking all over the world</u></b></p> <p><i>“understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country”</i></p> <ul style="list-style-type: none"> <li>Compare UK to each of the countries we “visit”</li> </ul> <p>Children will be able to talk about the similarities and differences between the UK and another country and can talk about the key features.</p> <p><i>“identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles”</i></p> <p><i>“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”</i></p> <ul style="list-style-type: none"> <li>Identify the Equator, North and South Pole and compare</li> </ul>	

	<p>Draw maps with key landmarks and use symbols with a key.</p>	<p><i>key human features</i></p> <p>Using geographical vocabulary to identify key physical features, key human features</p> <p><i>“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”</i></p> <ul style="list-style-type: none"> <li>• Locate and identify oceans to observe sailing routes</li> </ul> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> <li>• Explore the use of a compass and talk about its significance to pirates</li> </ul> <p>Children will be able to identify the directions on a compass and use these to explore details about pirates.</p>	<p>Children will be able to discuss the changes in the weather and use the countries geographical locations to inform their judgements.</p> <p><i>“use basic geographical vocabulary to refer to: key physical features, key human features”</i></p> <ul style="list-style-type: none"> <li>• Identify the key physical and human features of each country.</li> </ul> <p>Children will be able to name and describe the key features of each country visited. They will be able to discuss whether the features in manmade or natural and begin to describe why it is significant.</p> <p><i>“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”</i></p> <ul style="list-style-type: none"> <li>• Use different resources to locate and explore each country</li> </ul> <p>Children will be able to locate each country on a map or a globe and identify its continent.</p>
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