

# Geography Whole School Overview

EYFS		KS1		LKS2		UKS2		
Nursery/Reception		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
AU1	<p><b>Marvellous Me</b></p> <p><b>Understanding the World</b></p> <p><b>The Natural World</b></p> <p>Nursery: -Children showing respect and care for their environment. -Children talking about their home environment and school environment. -Children exploring their world and environment through their senses.</p> <p>Reception: -Explore the natural world and describe what I see, hear and feel when outside -Understand the effects of the changing seasons around me – autumn -Talk about harvest</p>		<p><b>Our Wonderful World</b> <b>Geographical skills and fieldwork</b></p> <p><b>NC:</b> Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the united kingdom and it's countries as well as the countries, continents and oceans study at this key stage. Use basic geographical vocabulary to refer to key physical and human features (see specific vocabulary list in NC)</p> <p><b>Skills:</b> I can ask and answer geographical questions</p> <p>I can use world maps, atlases and globes to identify the United Kingdom and its countries as well as continents and oceans.</p> <p>I can name, locate the world's continents and oceans</p> <p>I can use basic geographical vocabulary to refer to: • <b>key physical features</b>, beach, coast, forest, hill, mountain, ocean, river, soil, vegetation and weather etc.</p>				<p><b>South America</b> <b>Geographical skills and fieldwork</b></p> <p><b>NC:</b> Locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <p><b>Skills:</b> I can identify and describe how the physical features affect the human activity within a location.</p> <p>I can name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>I can collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>I can understand some of the reasons for geographical similarities and differences between countries.</p> <p>I can describe how countries/geographical regions are interconnected/interdependent.</p>	
	<p><b>Why?</b> Learning about the natural world in Autumn 1 provides the children with an engaging and sensory-rich introduction to the changing environment around them. During this time, children can observe firsthand the seasonal changes, such as falling leaves, changing weather. These experiences spark curiosity and help children develop a deeper connection to the world around</p>		<p><b>Why?</b> To develop a global perspective, enhancing their understanding of the Earth's geography. It sparks curiosity about different countries, cultures, and environments, fostering an appreciation for the world's diversity.</p>				<p><b>Why?</b> To explore the continent's diverse geography, cultures, and physical features, such as the Andes Mountains and major rivers, learning how the environment and resources shape life in different areas. This topic also gives pupils an understanding of South America's role in the global context and how its landscapes and climates influence the way people live.</p>	

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<p>them. By exploring the natural world in this early stage, children also build foundational skills in observation, critical thinking, and language as they describe and discuss what they see. Additionally, learning about nature fosters a sense of responsibility and environmental awareness, which is important for nurturing a long-term appreciation for the planet.</p>						
<p><b>Why now?</b> Teaching about the natural world in the first half term is important, partly because it builds on the insights gathered during home visits. These visits offer a valuable opportunity to understand children's backgrounds, interests, and prior knowledge, which can be used to tailor learning experiences. In autumn, children often come into the classroom with a fresh sense of curiosity, having seen seasonal changes at home or outdoors, and introducing the topic of nature early on helps connect their personal experiences to formal learning. Additionally, starting the academic year with a topic like this engages children's natural curiosity, making it easier to capture their attention and foster a sense of excitement and wonder about the world around them. By connecting the natural world to their own lives, children feel more invested and motivated in the learning process.</p>		<p><b>Why now?</b> Building on and reinforcing EY and Y1 skills, children further develop their understanding of the world's geography. Developing their knowledge and experiences from the UK to different countries and cultures where they can begin to foster the world's diversity.</p>			<p><b>Why now?</b> This topic leads on from the final Geography unit in Year 4 (Amazon Rainforest and Arctic Tundra), where children now look at South America as a continent. They can compare the physical and human features to what they have learnt previously in Year 4 about North America, and use their previous knowledge to identify how the physical features of the continent affects daily life and human activity.</p>	
<p><b>AU2</b></p> <p><b>Let's Celebrate!</b></p> <p><b>Understanding the World</b></p> <p><b>The Natural World</b></p> <p>Nursery: -Children exploring the changing weather and seasons -Children continuing to explore using their senses. -Children naming parts of the body. -Children showing more of an interest in the world.</p> <p>Reception: -Begin to describe what I see, smell and feel in the natural world -Talk about recycling – linked to recycling week -Begin to understand the</p>	<p><b>Baidon Glen</b> <b>Geographical skills and fieldwork</b> <b>NC:</b> 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 Use ariel 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 Understand simple compass directions, north, south, east and west and locational and directional language. To describe a location. Use basic geographical</p>		<p><b>Counties and Cities</b> <b>Geographical skills and fieldwork</b> <b>NC:</b> 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. Use maps, atlases, globes and digital computer mapping to locate counties and describe features studied.</p> <p><b>Skills:</b> I can ask and answer geographical questions about the physical and human characteristics of a</p>	<p><b>North America</b> <b>Geographical skills and fieldwork</b> <b>NC:</b> Locate the world's countries, using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <p><b>Skills:</b> I can ask and answer geographical questions about the physical and human characteristics of a location.</p>		<p><b>Earthquakes and Volcanoes</b> <b>Geographical skills and fieldwork</b> <b>NC:</b> Describe and understand key aspects of physical geography including volcanoes and earthquakes Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <p><b>Skills:</b> I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  I can identify and describe how the physical features affect the human</p>

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<p>negative impact that humans can have on the environment</p>	<p>vocabulary to refer to key physical and human features (see specific vocabulary list in NC)</p> <p><b>Skills:</b> I can ask and answer geographical questions</p> <p>I can recognise landmarks and basic physical features.</p> <p>I can use simple fieldwork and observational skills to study the geography of the school and the key human and physical features in the surrounding environment.</p> <p>I can devise a simple map; and use and construct simple key.</p> <p>I can identify land use around the school.</p> <p>I can use compass directions (NSEW) and location language (e.g. near and far) to describe the location of features and routes on a map.</p>		<p>location.</p> <p>I can explain own views about locations, giving reasons.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>I can describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, seas, oceans</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul> <p>I can use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>I can explain own views about locations, giving reasons.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>I can use a range of resources to identify the key physical and human features of a location.</p> <p>I can describe geographical similarities and differences between countries.</p> <p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains,</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul>		<p>activity within a location.</p> <p>I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>I can describe how locations around the world are changing and explain some reasons for change.</p> <p>I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (incl. day and night).</p> <p>I can understand some of the reasons for geographical similarities and differences between countries.</p>
<p><b>Why?</b> Teaching the children about recycling and the impact humans can have on the environment is crucial for fostering a sense of responsibility and environmental awareness from a young age. At this stage, children are highly impressionable, and introducing concepts like sustainability and conservation helps them understand the importance of taking care of the world around them. By learning about recycling, they develop a foundational understanding of how their actions can make a positive difference, encouraging them to become responsible global citizens as they grow. Exploring the senses in the natural world as part of this topic enriches their learning by providing opportunities for sensory exploration and connection with nature. Children can experience</p>	<p><b>Why?</b> To connect children with their local geography, fostering curiosity about their environment and creating a sense of place. They develop key skills like observation, map reading, and fieldwork while beginning to understand how their area relates to the wider world.</p>		<p><b>Why?</b> To understand the UK's geography and regional differences, exploring various landmarks, cultures and connections between different areas. This knowledge helps children develop a deeper understanding of the UK's physical and human features.</p>	<p><b>Why?</b> To explore a vast and diverse continent, from its landscapes to its cultures. It provides an opportunity to study different countries, climates, and environments, enhancing their understanding of the world, gaining insight into the continent's role in global connections.</p>		<p><b>Why?</b> To understand the geographical processes that shape the Earth's surface. Children learn about the locations of earthquake zones and active volcanoes around the world, understanding how these natural events influence human settlements, infrastructure, and landscapes. This gives children a deeper understanding of the Earth's physical features and how they impact the environment and people in different regions.</p>

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<p>firsthand how the environment engages their senses—through the feel of different textures, the sounds of nature, the colours of the changing leaves, and the smells in the air. This multi-sensory approach not only makes learning more engaging but also helps children form a deeper, more personal connection to the environment, making the concepts of recycling and sustainability more meaningful. Ultimately, this combination nurtures both environmental awareness and a curiosity for the natural world, which are key elements in developing a well-rounded understanding of the world.</p>						
<p><b>Why now?</b> Teaching the topic of recycling and the impact of humans on the environment in Autumn 2 is particularly important because it aligns with National Recycling Week, which typically occurs during this time. This provides an ideal opportunity to link learning to real-world events, making the topic feel more relevant and timelier for children. By focusing on recycling and environmental responsibility during this period, children can engage with national efforts and discussions around sustainability, reinforcing the importance of these actions. Additionally, Autumn 2 is a time when the natural world is transitioning into winter, offering another layer of context for teaching about the environment. As children observe changes in nature, they can begin to understand how human actions, such as waste and pollution, can affect the world around them. By teaching recycling and environmental awareness in this context, children are not only connecting with the seasonal changes but are also gaining valuable skills and knowledge that will help them make more environmentally conscious choices as they grow.</p>	<p><b>Why now?</b> Building on their learning experiences in EY, children now look at the natural world and focus in on their locality. They continue developing skills of observation, maps and fieldwork. This develops a sense of place but also allows them to start to understand their localities place within the wider world.</p>		<p><b>Why now?</b> Teaching counties and cities in the second half of the autumn term for Year 3 leverages mild weather, integrates curriculum requirements, and develops map and compass skills. It enhances student engagement through interactive learning and fosters community awareness by exploring local geography and historical changes.</p>	<p><b>Why now?</b> It helps students to develop a deeper understanding of the world around them. This knowledge fosters cultural awareness, enhances global perspectives, and promotes empathy by exposing students to diverse customs and traditions and how the impact of mass immigration has changed the continent over time. It broadens students' geographical knowledge and understanding of different regions. They will be given the opportunity to apply their learning of physical and human geography learnt in Year 3.</p>		<p><b>Why now?</b> To build on the children's understanding (developed in key stage 1) of human and physical characteristics of their environment and specific locations, by applying their skills and understanding to volcanoes, earthquakes and the processes which influence settlements, infrastructure and landscapes over time.</p>

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SP1	<p><b>Wonderful World</b></p> <p><b>Understanding the World</b></p> <p><b>The Natural World</b> Nursery: -Children exploring a range of materials and natural objects. --Children exploring the changing weather and seasons</p> <p>Reception: -Know the name of the road, and the name of the village where my school is located -Compare the weather in winter to the weather in autumn -Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what I have read</p>	<p><b>Hot and Cold Places</b> <b>NC:</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical and human features (see specific vocabulary list in NC)</p> <p><b>Skills:</b> I can ask and answer geographical questions</p> <p>I can 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.</p> <p>I can use world maps, atlases and globes to identify the United Kingdom and its countries as well as continents and oceans.</p> <p>I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can use compass directions (NSEW) and location language (e.g. near and far) to describe the location of features and routes on a map.</p>	<p><b>Europe</b> <b>Geographical skills and fieldwork</b> <b>NC:</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Use the 8 points of a compass to build their knowledge of the wider world</p> <p><b>Skills:</b> I can use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p>I can describe key aspects of: • <b>physical geography</b>, including: rivers, mountains, seas, oceans • <b>human geography</b>, including: settlements and land use.</p> <p>I can name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>I can describe geographical similarities and differences between countries.</p>	<p><b>Rivers, Mountains and the Water Cycle</b> <b>Geographical skills and fieldwork</b> <b>NC:</b> Describe and understand key aspects of physical geography including the water cycle, rivers and mountains Use 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><b>Skills:</b> Describe and understand key aspects of: • <b>physical geography</b>, climate zones, rivers, mountain and the water cycle etc. • <b>human geography</b>, settlements, land use, and the distribution of natural resources including energy, food, minerals, and water supplies etc.</p> <p>I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>I can identify and describe how the physical features affect the human activity within a location.</p> <p>I can describe geographical diversity across the world.</p>
	<p><b>Why?</b> Teaching the children about our Wonderful World helps them develop a curiosity and appreciation for the natural world around them. In Nursery, children explore a variety of materials and natural objects, fostering sensory experiences and understanding of the environment. As they observe the changing weather and seasons, they begin to make connections to the world's patterns. In Reception, children build on this by recognizing local landmarks, comparing different seasons, and identifying similarities and differences between environments. This exploration supports their developing</p>	<p><b>Why?</b> To understand the Earth's climate zones and how they influence the environment. By exploring these areas, children develop an understanding of geographical features and begin to grasp the relationship between temperature, location, and daily life across the world.</p>	<p><b>Why?</b> To expand geographical knowledge beyond the UK. It allows pupils to explore different countries, cultures, and landscapes, while developing an understanding of Europe's place in the world, gaining insight into the diversity and connections between European nations.</p>	<p><b>Why?</b> To understand key physical features of the Earth and how they are interconnected. Children learn about the processes that shape landscapes, such as erosion and deposition. Studying the water cycle helps pupils grasp the movement of water through the environment, from rainfall to evaporation, and its importance for ecosystems and human activity. This knowledge deepens their understanding of natural systems and the impact of water on the planet.</p>

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	<p>understanding of geography, science, and the world they live in.</p> <p><b>Why now?</b> Teaching the topic of "Wonderful World" in Spring 1 in EYFS is ideal because it aligns with the season's changes, providing children with real-world experiences to connect to what they are learning.</p>		<p><b>Why now?</b> Building on their knowledge of seasons from the Year 1 topics, children now widen their understanding into the Earth's climate zones and how they impact on the environment. Through this study, children begin to understand geographical features the relationship between temperature and location and the impact of these on people's daily life.</p>	<p><b>Why now?</b> Teaching Year 3 children about Europe and the UK in the first half of the Spring term is ideal because it allows them to build foundational geography skills early in the year. The Spring term ties well with exploring European weather patterns, seasonal changes, and holidays like Easter. It also provides an opportunity to connect geography lessons with real-world events and celebrations, making the learning experience more relevant and engaging.</p>		<p><b>Why now?</b> In Year 5's Spring term, students explore rivers and mountains, building on their understanding of physical geography across different continents. Through this topic, they apply their knowledge to locate key rivers and mountain ranges around the world, deepening their awareness of how these natural features are formed. They also investigate the characteristics of rivers and mountains, including their structure, processes, and the impact they have on the environment. This learning helps them make meaningful connections between geography and the physical world around them.</p>	
<p><b>SP2</b></p>	<p><b>Come Outside</b></p> <p><b>Understanding the World</b></p> <p><b>The Natural World</b></p> <p>Nursery: -Children exploring the changing weather and seasons (Spring), -Children learning about new life and plants based around Spring time -Children growing plants from seeds and caring for them -Children exploring how these plants grow and change over time.</p> <p>Reception: -Talk about signs of spring / changes from winter to spring – spring walk. -Understand the effect of changing seasons on the natural world around me -Explore the natural world around me, making observations and drawing pictures of animals and plants -Explore non-contact forces (gravity and magnetism)</p>	<p><b>United Kingdom</b> <b>NC:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to key physical and human features (see specific vocabulary list in NC)</p> <p><b>Skills:</b> I can ask and answer geographical questions</p> <p>I can use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>			<p><b>Recycling and Resources</b></p> <p><b>Geographical skills and fieldwork</b> <b>NC:</b> Describe and understand key aspects of human geography the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <p><b>Skills:</b> I can ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>I can explain own views about locations, giving reasons.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>I can use fieldwork to observe and record 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>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains,</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul>		<p><b>Climate and the World</b></p> <p><b>Geographical skills and fieldwork</b> <b>NC:</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <p><b>Skills:</b> I can identify and describe how the physical features affect the human activity within a location.</p> <p>I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>I can describe how locations around the world are changing and explain some reasons for change.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</li> <li>• <b>human geography</b>,</li> </ul>

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						<p>settlements, land use, and the distribution of natural resources including energy, food, minerals, and water supplies etc.</p> <ul style="list-style-type: none"> <li>• Create maps of locations identifying patterns (land use, climate zones etc.)</li> </ul>
	<p><b>Why?</b> Teaching a "Come Outside" topic to EYFS children is valuable because it provides hands-on learning experiences that help children connect with the natural world. In Nursery, focusing on the changing weather and seasons, particularly Spring, allows children to witness and explore the arrival of new life, plants, and the process of growth. By growing plants from seeds and caring for them, children develop a sense of responsibility and learn about the life cycle. In Reception, the Spring walk encourages children to observe and talk about the changes from winter to spring, reinforcing their understanding of the seasons' effects on the environment. Through exploration of non-contact forces like gravity and magnetism, children also begin to make scientific observations about how the world works, deepening their curiosity and understanding of the natural world.</p>	<p><b>Why?</b> To help children understand how their local area connects to the wider nation. Exploring its four countries and key cities fosters a sense of belonging and national identity. It develops their geographical knowledge, introduces them to landmarks and regions, and builds map skills while helping them appreciate the diversity and unity within the UK.</p>			<p><b>Why?</b> To understand how resources like energy, food, minerals, and water are spread across the world. It enables them to explore how these resources are used and the impact of their availability on different regions and populations. This knowledge deepens their understanding of human geography and the factors that influence settlement patterns, trade, and global connections.</p>	<p><b>Why?</b> To understand the Earth's diverse environments and how they are shaped by factors like temperature, rainfall, and latitude. By studying different climate zones, such as tropical, temperate, and polar, children learn how these areas support specific biomes, like forests, deserts, and tundra, exploring how vegetation belts, like rainforests or grasslands, are linked to climate and geographical features. Understanding these aspects of physical geography helps pupils see the interconnectedness of the Earth's ecosystems and the role they play in sustaining life.</p>
	<p><b>Why now?</b> Teaching the "Come Outside" topic in Spring 2 for EYFS is especially effective because it aligns with the season's full arrival, providing children with rich opportunities to observe and engage with the changes happening in nature. During this time, Spring is in full swing, offering children the chance to see the new life and growth they've been learning about firsthand. The natural world is vibrant, with plants blooming and animals becoming more active, which supports children in making meaningful observations about the changing environment. Additionally, as the weather becomes warmer, outdoor learning becomes more accessible, allowing for more hands-on exploration of plant growth, animal behaviour, and</p>	<p><b>Why now?</b> Developing their knowledge of locality, this topic widens their understanding of the UK and the countries it is made up of. It develops knowledge of the four capital cities of the UK and further fosters their sense of belonging and national identity. This topic also continues to develop their map reading and creating skills, understanding landmarks and regions within the UK.</p>			<p><b>Why now?</b> It helps students to develop a deeper understanding of physical and human geography. Children develop their perception of natural resources like energy, food, and water. This knowledge fosters the children's insight of geographical skills such as using maps, atlases and digital mapping. It broadens their understanding of settlement patterns, trade and global connections enabling better understanding of resource distribution.</p>	<p><b>Why now?</b> To deepen their understanding of the Earth's diverse environments and the factors that shape them, such as temperature, rainfall, and latitude. This knowledge builds on their previous learning in earlier year groups, where they were introduced to basic geographical concepts and local environments. To develop this foundational knowledge and apply it to a broader understanding of global environments and ecosystems. This progression ensures a well-rounded geographical education that equips students with the skills and knowledge to appreciate and protect our planet.</p>

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	natural forces. This time of year is ideal for reinforcing the seasonal changes and providing engaging experiences that connect children to their surroundings, making their learning both timely and relevant.					
SU1	<p><b>Traditional Tales</b></p> <p><b>Understanding the World</b></p> <p><b>The Natural World</b></p> <p>Nursery: -Children developing an idea of 'belonging'. - Children beginning to understand what the 'wider world' is and how we all play a part and get along with one another. (Earth Day)</p> <p>Reception: -Explore simple maps -Understand why some people say the world is special -Talk about what I think is special about the world - Describe my local habitat and compare with a contrasting country (Earth Day)</p>	<p><b>Saltaire vs. African Village</b> <b>Geographical skills and fieldwork</b></p> <p><b>NC:</b> 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. 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. Use basic geographical vocabulary to refer to key physical and human features (see specific vocabulary list in NC)</p> <p><b>Skills:</b></p> <p>I can use compass directions (NSEW) and location language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>I can ask and answer geographical questions</p> <p>I can use simple fieldwork and observational skills to study the geography of the school and the key human and physical features in the surrounding environment.</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a contrasting non-European country.</p>	<p><b>Settlements</b> <b>Geographical skills and fieldwork</b></p> <p><b>NC:</b> Describe and understand key aspects of human geography, including types of settlement and land use, economic activity. Use fieldwork to observe, measure, record and present the human and physical features using a range of methods including sketch map, plans and graphs and digital technologies.</p> <p><b>Skills:</b></p> <p>I can use fieldwork to observe and record 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>I can ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>I can explain own views about locations, giving reasons.</p> <p>I can describe how the locality of the school has changed over time.</p> <p>I can describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, seas, oceans</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul>	<p><b>Global Trade</b> <b>Geographical skills and fieldwork</b></p> <p><b>NC:</b> 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, minerals and water. Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4 and 6 figure grid references symbols and key including the use of ordinance survey maps to build their knowledge of the UK and the wider world.</p> <p><b>Skills:</b></p> <p>I can collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>I can identify and describe how the physical features affect the human activity within a location.</p> <p>I can describe how countries/geographical regions are interconnected/interdependent.</p> <p>Create maps of locations identifying patterns (land use, climate zones etc.)</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (Ordnance Survey standard symbols) to communicate knowledge of the UK and the world.</p>		

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			I can devise a simple map; and use and construct simple key.				
	<p><b>Why?</b> Teaching a traditional tale topic in the early years offers a rich opportunity to introduce children to the wider world and explore why our planet is special. Through the lens of familiar stories and the celebration of Earth Day, children begin to understand the importance of caring for the Earth and appreciating its natural beauty. This topic also encourages them to describe their local habitat, deepening their connection to their immediate environment, while comparing it to a contrasting country helps broaden their perspective, fostering curiosity, respect for diversity, and an early awareness of global responsibility.</p>		<p><b>Why?</b> To understand different ways of life and cultures. It encourages curiosity about the environment, housing, and daily activities in another part of the world. This comparison fosters an appreciation for diversity and helps children develop a broader view of how people live in different places.</p>	<p><b>Why?</b> To understand how communities are organised and why people live in different places. By exploring rural, urban, and suburban areas, children learn about the characteristics of each settlement and the factors that influence where people live.</p>		<p><b>Why?</b> To understand how goods and services move around the world and the connections between countries, gaining insight into the global economy and the importance of trade routes. This topic also introduces concepts like imports, exports, and the impact of trade on people's lives and environments, helping pupils see how countries are interdependent and how economic decisions affect the world.</p>	
	<p><b>Why now?</b> Summer 1 is the ideal time to teach this topic, as it aligns with the natural changes children can observe in their environment. The improving weather encourages outdoor learning, providing meaningful opportunities to explore and describe local habitats. With Earth Day falling in April, this term offers a timely context to reflect on why our planet is special and the importance of looking after it. Comparing local surroundings with a contrasting country also broadens children's understanding of the wider world, nurturing curiosity, appreciation of diversity, and a sense of global responsibility.</p>		<p><b>Why now?</b> Building on their knowledge of a wider world and different countries, children begin to understand different ways of life and cultures in other countries. This links to housing, environments and daily lives. They will then be able to compare these lives and cultures to those of their own and their own immediate environments. This will foster a further appreciation of diversity across the world and a broader view of others.</p>	<p><b>Why now?</b> Teaching settlements enhances fieldwork skills, understanding of human geography, and critical thinking. Students engage in interactive learning, connect with their community, and develop environmental awareness. Favourable weather supports outdoor activities, making the experience effective and enjoyable.</p>		<p><b>Why now?</b> In the Summer term, Year 5 students explore Global Trade, building on their previous learning in geography, including mountains and rivers, to understand the challenges some countries face in trade. They consider how factors such as being landlocked, poor transport links, and difficult terrain can hinder global trade and economic development. This unit also encourages them to think critically about the environmental impact of trade, preparing them for deeper discussions and debates in Year 6. By making connections between physical geography and global economies, students develop a broader awareness of the world and the factors that shape it.</p>	

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<p>SU2</p>	<p><b>Under The Sea</b></p> <p><b>Understanding the World</b></p> <p><b>The Natural World</b></p> <p>Nursery: -Children exploring the changing weather and seasons (Summer), -Children noticing changes such as ice melting in the sun and offering a reason why.</p> <p>Reception: ELG: The Natural World: I can..... -Explore the natural world around me, making observations and drawing pictures of animals and plants -Know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class -Understand some important processes and changes in the natural world around me, including the seasons and changing states of matter</p>	<p><b>Weather and Seasons</b> <b>NC:</b> Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to key physical and human features (see specific vocabulary list in NC)</p> <p><b>Skills:</b> I can ask and answer geographical questions</p> <p>I can identify seasonal and daily weather patterns in the United Kingdom</p>			<p><b>Amazon Rainforest and Arctic Tundra</b> <b>Geographical skills and fieldwork</b> <b>NC:</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4 figure grid references and symbols to build their knowledge of the wider world.</p> <p><b>Skills:</b> I can ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>I can explain own views about locations, giving reasons.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>I can use a range of resources to identify the key physical and human features of a location.</p> <p>I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>I can describe geographical similarities and differences between countries.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>		<p><b>Yorkshire vs the World</b> <b>Geographical skills and fieldwork</b> <b>NC:</b> 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. Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. Continue to use the 8 points of a compass, 4 and 6 figure grid references symbols and key including the use of ordinance survey maps to build their knowledge of the UK and the wider world.</p> <p><b>Skills:</b> I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>I can identify and describe how the physical features affect the human activity within a location.</p> <p>I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>I can describe how countries/geographical regions are interconnected/interdependent.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</li> <li>• <b>human geography</b>, settlements, land use, and the distribution of natural resources including energy, food, minerals, and water supplies etc.</li> </ul> <p>• Use the eight points of a compass, four-figure grid references, symbols</p>
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							and a key (Ordnance Survey standard symbols) to communicate knowledge of the UK and the world. <ul style="list-style-type: none"> <li>• Create maps of locations identifying patterns (land use, climate zones etc.)</li> </ul>
	<p><b>Why?</b> Teaching an "Under the Sea" topic in EYFS engages children with the natural world and seasonal changes. In Nursery, they explore how the sun melts ice, offering reasons for the changes. In Reception, they compare underwater and land environments, observe animals and plants, and learn about natural processes like changing states of matter and the seasons. This topic fosters curiosity and a deeper understanding of the natural world.</p>	<p><b>Why?</b> To understand the world around them and how it affects daily life. It encourages observation and curiosity about natural patterns, such as temperature changes and daylight hours. By exploring these concepts, children develop key geographical and scientific skills, such as recording data, recognizing patterns, and understanding how seasons impact people, plants, and animals.</p>			<p><b>Why?</b> To understand how the Earth's invisible lines, like the Equator and the Arctic Circle, influence climate and ecosystems. By exploring these distinct environments, children learn how the location of these biomes affects temperature, vegetation, and wildlife. Studying rainforests and tundra gives pupils a clearer understanding of how Earth's geographical divisions shape the natural world and the creatures that live in these extreme climates.</p>		<p><b>Why?</b> By comparing landscapes, climates, and human activities, children explore how people adapt to their environment in different regions. This study allows pupils to examine factors like industry, population, and natural resources in each area, and how this influences local life. Understanding these comparisons deepens their knowledge of the world and the connections between places across continents.</p>
	<p><b>Why now?</b> Teaching the "Under the Sea" topic in the last half term of EYFS is important as it connects with the summer season and helps children understand natural processes, like ice melting. It provides an engaging way to consolidate their knowledge of the natural world and supports the transition to Key Stage 1 by encouraging hands-on exploration and creative learning.</p>	<p><b>Why now?</b> This topic continues to build on the Year 1 learning widening their experiences from their locality to the UK, to the wider world. It allows the children to continue to develop observational skills, recording data, recognising patterns and develop their understanding of seasons in their locality and across the UK.</p>			<p><b>Why now?</b> Teaching these topics now is timely due to the increasing importance of environmental awareness and conservation. Understanding these unique ecosystems helps students appreciate the urgency of protecting our planet and the interconnectedness of global environments.</p>		<p><b>Why now?</b> To deepen their knowledge of the world and the connections between places across continents. This understanding fosters a global perspective, encouraging students to appreciate the diversity and complexity of human-environment interactions. Building on previous knowledge developed in other year groups, children are equipped to apply their prior knowledge to a broader context, comparing different regions. This progression ensures a comprehensive geographical education, preparing students for more advanced studies and fostering a sense of global citizenship.</p>