

### Geography Overview 2023/24

Year Group	Autumn	Spring	Summer
EYFS 2's	<ul style="list-style-type: none"> <li>-Create people using the blocks and role play with them.</li> <li>-Looking at our classroom at the different features.</li> </ul>	<ul style="list-style-type: none"> <li>- Likes and dislikes of food</li> <li>-Chinese food tasting</li> </ul>	<ul style="list-style-type: none"> <li>-A walk to the local park, what can we hear? What can we see? How could we get there? What transport could we use</li> </ul>
EYFS Pre-School	<ul style="list-style-type: none"> <li>-Who lives on my street? Real photos of my house.</li> <li>Explore the outdoor gardens, what can we see?</li> <li>- Create a display that the children can talk about people we know.</li> <li>-develop language to what is human features: Nursery, school, shop, house</li> </ul>	<ul style="list-style-type: none"> <li>-Identify features in our environment</li> <li>- local church, park, shops</li> <li>-Night and day</li> <li>- Likes and dislikes of nursery and our school - use pictures from our walks to point out features and make comments about the area, what do we remember</li> <li>- Explore farms- grouping animals together -Naming some animals.</li> </ul>	<ul style="list-style-type: none"> <li>-A walk to the local park, what can we hear? What can we see?</li> <li>-Maps-</li> <li>Resources to stimuli to create maps and talk about where they have been, darwen, woods, park</li> <li>-Develop geographical language to describe physical features in the environment, beach</li> </ul>
EYFS Reception	<ul style="list-style-type: none"> <li>Where we live and the surrounding area of Darwen.</li> <li>Community walk - explore the area around school.</li> <li>Our town of Darwen.</li> </ul>	<ul style="list-style-type: none"> <li>Identify features of the environment</li> <li>- local church, park, woods, shops.</li> <li>Night and day</li> <li>Likes and dislikes of the local environment</li> <li>Explore forests, farms and jungles, naming most animals.</li> </ul>	<ul style="list-style-type: none"> <li>Maps - visit a different location and follow a map.</li> <li>Develop geographical language to describe physical features in the environment; beach, forest, hill, cliff, river.</li> <li>Where we would like to go.</li> <li>Transport - air/sea/land.</li> </ul>

<p>Year 1</p>	<p><u>Our School (local area)</u> <u>Field Work Opportunity</u></p> <ol style="list-style-type: none"> <li>1. To begin to understand where our school is and what it's like.</li> <li>2. To understand about signs and symbols around school.</li> <li>3. To use directional and geographical language.</li> <li>4. To begin to understand the difference between human and physical features around school.</li> <li>5. To identify positive aspects of our school.</li> <li>6. To think about how we can improve our environment.</li> </ol>	<p><u>Seasonal and Daily Weather</u></p> <ol style="list-style-type: none"> <li>1. To discover how to monitor the weather locally and make predictions based on evidence.</li> <li>2. To understand that there are weather variations around the country.</li> <li>3. To think about appropriate clothing for different seasonal weather.</li> <li>4. To discover the seasons.</li> <li>5. To learn that weather extends outside their locality.</li> <li>6. To gather all the information recorded about the weather.</li> </ol>	<p><u>The United Kingdom</u> <u>Field trip opportunity</u></p> <ol style="list-style-type: none"> <li>1. To be able to locate the UK on a world map, identify the four countries of the UK and locate them on a map.</li> <li>2. To identify the capital cities of the four countries of the UK.</li> <li>3. To investigate a capital city in the UK.</li> <li>4. To investigate a UK town.</li> <li>5. To investigate the UK countryside.</li> <li>6. To investigate the UK seaside.</li> </ol>
<p>Year 2</p>	<p><u>Continents and Oceans</u></p> <ol style="list-style-type: none"> <li>1. To name and locate the seven continents and five oceans of the world on a map or globe.</li> <li>2. To notice links that we have in the world through</li> </ol>	<p><u>Hong Kong</u></p> <ol style="list-style-type: none"> <li>1. To learn about scale, location and direction through maps of the journey to Hong Kong.</li> <li>2. To learn about modes of transport and how they integrate with each other.</li> </ol>	<p><u>The Seaside</u> <u>Field trip opportunity</u></p> <ol style="list-style-type: none"> <li>1. To know where our nearest seaside towns are.</li> <li>2. To understand about jobs and tourism in a seaside town.</li> </ol>

	<p>people we know and places we have been.</p> <ol style="list-style-type: none"> <li>To understand that the food we eat comes from different places in the world.</li> <li>To understand more about the continent of Europe.</li> <li>To know that Asia is the largest continent in the world.</li> <li>To recognise amazing places in the world and decide whether their features are human or physical.</li> </ol>	<ol style="list-style-type: none"> <li>To develop geographical language and description, and build a sense of place.</li> <li>To understand daily life, lifestyles and culture in Hong Kong.</li> <li>To understand some of the challenges facing people in the city-region of Hong Kong.</li> <li>To use data and evidence to understand human and natural challenges in Hong Kong</li> </ol>	<ol style="list-style-type: none"> <li>To learn about where fish comes from and how it is caught.</li> <li>To know about the seaside town of Whitby and what it's like to live there.</li> <li>To consider whether it is better to go on holiday to Whitby or to Malaga in Spain.</li> <li>To understand how beaches are formed.</li> </ol>
Year 3	<p style="text-align: center;"><u>London</u></p> <ol style="list-style-type: none"> <li>To understand different types of settlement and locate London on a map.</li> <li>To understand the key factors that have influenced the location of London as a settlement in the past.</li> <li>To understand what population is and understand why London has a diverse population</li> <li>To understand why London is a tourist destination.</li> </ol>	<p style="text-align: center;"><u>Human Changes (local area)</u> <u>Local Field trip opportunity</u></p> <ol style="list-style-type: none"> <li>To locate the UK on a world map and identify the four countries of the UK.</li> <li>To develop a sense of place by studying changes in our town.</li> <li>To identify towns, villages, and cities in our locality.</li> <li>To understand that there can be more than one county in a geographical area</li> <li>To compare and contrast two different areas of the country</li> <li>To share what they have</li> </ol>	<p style="text-align: center;"><u>Rivers</u> <u>Field work opportunity</u></p> <ol style="list-style-type: none"> <li>To understand the importance of water and its impact on rivers, and to identify a range of river features.</li> <li>To recognise how a river changes along its course, and that it changes the landscape.</li> <li>To recognise how a river changes along its course, and that it changes the landscape (continuation of lesson 2).</li> </ol>

	<ol style="list-style-type: none"> <li>5. To understand the difference between weather and climate.</li> <li>6. To understand the role of the River Thames and the parks in London for its population and visitors.</li> </ol>	learned with an audience	<ol style="list-style-type: none"> <li>4. To locate the main rivers in the UK on a map.</li> <li>5. To develop an understanding of the causes of floods.</li> <li>6. To recognise ways to prevent flooding</li> </ol>
Year 4	<p><u>Earthquakes and Volcanoes</u></p> <ol style="list-style-type: none"> <li>1. To identify features of a volcano and understand how they are created.</li> <li>2. To begin to understand why some people live near a volcano.</li> <li>3. To understand why volcanoes attract tourists.</li> <li>4. To use geographical language to describe a volcanic eruption, and be aware of its impact</li> <li>5. To understand what an earthquake is and where it might happen.</li> <li>6. To understand that earthquakes have different magnitudes which impact differently.</li> </ol>	<p><u>Region in Europe</u></p> <ol style="list-style-type: none"> <li>1. To understand Europe is a continent, to locate it on a map and identify some key countries, human and physical features,</li> <li>2. To understand that Europe is a proper continent, and that the Mediterranean is a proper sea.</li> <li>3. To identify key features of the Mediterranean sea.</li> <li>4. To locate the country of Italy on a map and investigate some key human and physical features,</li> <li>5. To study the town of Bologna as a city of education and food.</li> <li>6. To know what everyday life is like in Bologna.</li> </ol>	<p><u>Polar Regions</u></p> <ol style="list-style-type: none"> <li>1. To recognise what makes a place cold globally, and where these are located.</li> <li>2. To identify the location of polar regions and describe why they are so cold.</li> <li>3. To identify countries within the Arctic circle, and to know what happens here with changing seasons.</li> <li>4. To know where Antarctica, the Antarctic and the South Pole is, and what it's like there.</li> <li>5. To know about different types of wildlife found in the Arctic and recognise the impact of seasonal change on these creatures.</li> </ol>

			6. To know about different types of wildlife found in the Antarctic and to recognise why and how the wildlife adapts to living there.
Year 5	<p style="text-align: center;"><u>Mountains</u></p> <ol style="list-style-type: none"> <li>1. To recognise and label key mountain features and weather conditions.</li> <li>2. To research the features of a particular mountain range.</li> <li>3. To identify and name a famous mountain.</li> <li>4. To understand about the first successful ascent of Mount Everest</li> <li>5. To locate UK mountains on a map, and use OS maps</li> <li>6. To understand the role plate tectonics have had in shaping mountains and name different mountain types.</li> </ol>	<p style="text-align: center;"><u>World Trade</u></p> <ol style="list-style-type: none"> <li>1. To understand how we are linked commercially to other places in the world.</li> <li>2. To understand trade and how it affects people and places in different ways.</li> <li>3. To describe the spread of familiar consumer brands around the world, using the example of a supermarket chain.</li> <li>4. To understand how we are connected to, and affect, other people, places, and environments through global trade and production.</li> <li>5. To understand how goods reach or leave the UK.</li> <li>6. To describe how some of the everyday choices we make can affect other people, places and the environment</li> </ol>	<p style="text-align: center;"><u>Local Area Study - Darwen</u> <u>Fieldwork study</u></p> <ol style="list-style-type: none"> <li>1. To understand that our town is dynamic and in constant change</li> <li>2. To identify types of buildings and activities found in our town</li> <li>3. To investigate the buildings in town and carry out a survey</li> <li>4. To collate data collected in the field and to draw conclusions from fieldwork information</li> <li>5. To identify traffic issues and choose possible solutions</li> <li>6. To communicate the findings from the study to an audience.</li> </ol>
Year 6	<u>UK Geography</u>	<u>The Amazon</u>	<u>Travel to School Study (2 week local area study)</u>

	<ol style="list-style-type: none"> <li>1. To locate the UK, and know its constituent countries and their key physical and human features</li> <li>2. To name and locate key topographical features of the UK, and to know the climate zones of the UK.</li> <li>3. To know and locate counties of the UK in relation to agriculture and food.</li> <li>4. To name and locate UK cities and industrial land use and to understand how these aspects have changed over time.</li> <li>5. To compare and contrast two cities of the UK, and understand geographical similarities and differences between them.</li> <li>6. To understand migration, multiculturalism and ethnicity in the UK.</li> </ol>	<ol style="list-style-type: none"> <li>1. To know that Brazil is part of the South American continent, to learn about the location and size of Brazil and to learn about the diverse nature of Brazil's environment and people</li> <li>2. To recognise that settlements are different all over Brazil, to understand that lifestyles vary in different locations and to recognise that there are similarities and differences in the way people live in Brazil</li> <li>3. To appreciate what a rainforest is like, to identify key features of a rainforest and to use geographical vocabulary to describe the rainforest</li> <li>4. To identify food products from the rainforest</li> <li>5. To recognise that the Brazil nut has a complex life cycle</li> <li>6. To understand how to survive in the rainforest</li> </ol>	<p style="text-align: center;"><b>Fieldwork study</b></p> <ol style="list-style-type: none"> <li>1. To develop an understanding of what travel plans are, and why travel plans are originally put in place. To use a range of maps to compare the local land use and the impact this could have on a travel plan.</li> <li>2. To know that land use affects how people move about in an area.</li> <li>3. Use maps and digital mapping to locate places and describe the features studied. Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge.</li> <li>4. Identify unsafe areas on their journey to school and annotate on a map. Identify key issues around sustainable travel to school. Think about why they travel to school in a certain way and be encouraged to use</li> </ol>
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			<p>information to make future choices.</p> <ol style="list-style-type: none"><li>5. Think about Environmental issues that surround the mode of travel.</li><li>6. To create a persuasive speech about making informed choices about travel to school options</li><li>7. Use field work 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 tech.</li><li>8. Apply their knowledge and understanding of the hazards and safety measures to make more informed choices in travelling to their new school and to use in future.</li></ol>
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