

Curriculum Overview

EYFS

Geography in Reception: Understanding the World

1. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
2. Talk about places that are familiar to them, including:
 - their home; their school; their classroom; their local area; places they have visited.
3. Use simple geographical vocabulary, including:
 - place; map; near; far; journey; weather; season; land; water; town; countryside; environment.
4. Explore simple maps, photographs, globes and aerial images to talk about places.
5. Notice and describe features of their classroom, school grounds and local environment.
6. Begin to identify human and physical features, including:
 - houses; roads; shops; schools; trees; rivers; hills; fields; weather; plants and animals.
7. Know some similarities and differences between life in this country and life in other countries.
8. Recognise some environments that are different from the one in which they live.
9. Explore the natural world around them, making observations of plants, animals, weather and seasonal change.
10. Know some similarities and differences between the natural world around them and contrasting environments.
11. Understand the effect of changing seasons on the natural world around them.
12. Begin to ask and answer simple geographical questions, including:
 - Where is this place?
 - What can we see?
 - What is it like there?
 - Is it near or far?
 - What is the same?
 - What is different?
 - How do people live there?
13. Begin to understand how people care for places and the natural world.
14. Develop curiosity about the world through stories, maps, outdoor learning, local walks, role play, photographs and real-life experiences.

Autumn	Spring	Summer

KS1/KS2

Route A

Subject	Year 1 / 2			Year 3 / 4			Year 5 / 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Geography	What is the weather like in the UK? → Link: Science (seasonal changes) Seasons, climate, weather patterns	What can you see at the coast? → Link: Science (ocean protection), Art Physical features, coastal environments	Fieldwork & mapping skills Recap & enrichment	Why are rainforests important? → Link: Science (habitats), Art Biomes, climate, human impact	Where does our food come from? → Link: History (Roman settlements), DT Food miles, trade, farming	Fieldwork & map skills Consolidation & enrichment	Would you like to live in the desert? → Link: Science (materials/Earth), Art Climate, adaptation, biomes	Where does our energy come from? → Link: Science (electricity), DT (electrical systems) Renewable energy, sustainability	Fieldwork enquiry Independent geographical investigation

Route B

Subject	Year 1 / 2			Year 3 / 4			Year 5 / 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Geography	Where am I? → Link: Maths (coordinates & direction) Maps, locational knowledge, compass directions	Would you prefer to live in a hot or cold place? → Link: Science (comparing animals / materials) Climate zones, adaptation	What is it like to live in Shanghai? → Link: History (monarchs), Spanish (conversations) Non-European contrasting locality	Why do people live near volcanoes? (Who lives in Antarctica) → Link: Science (classification & habitats), Art Extreme environments, wildlife, climate	Why do people live in different places? (Are all settlements the same) → Link: History (children's lives), Computing (networks) Human geography, land use, villages/towns/cities	How does climate shape biomes? (What are rivers and how are they used?) → Link: Science (habitats), Art Biomes, climate, human impact → Link: Science (states of matter / sound / plants) Water cycle, river processes, flooding	Why does population change? → Link: History (census data), Computing (Big Data) Migration, demographics, local/global	Why do oceans matter? → Link: Science (life cycles), DT (digital world) Ocean currents, conservation, climate	Independent fieldwork enquiry → Link: Science (evolution), Computing (photo & research) All geographical skills applied