

Childwall Church of England Primary School - Geography Curriculum Overview

EYFS Continuous targets throughout the year			
	Autumn	Spring	Summer
Year 1	<p>What's it like where we live? In this unit the children will develop locational knowledge based on the view from the school and local walks. They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps.</p> <p>Geographical skills and fieldwork: Using simple maps of our local area – using language to describe location, i.e near, far, left and right.</p>	<p>What are seasons? In this unit, the children will learn about weather and seasons. This unit has a focus on the local area as well as looking at the wider perspective of the UK. Simply looking out of the window, collecting data in the playground and thinking about what is happening around them, can be perfect ways to support making sense of a changing world. They will observe spot seasonal patterns and talk about changes by using weather-related vocabulary.</p> <p>Geography and fieldwork: Visit to local park (Calderstones to observe changing weather patterns)</p>	<p>Where does our food come from? This unit links the everyday experience of buying and eating food within the UK with the children's growing geographical understanding of the world. As with many units in KS1, there is a strong element of local area study.</p> <p>Geography and fieldwork: Visit to local farm (Farmer Teds) to show connection between the food we buy and how much comes from a UK.</p>
Year 2	<p>What will we see on our journey around the world? In this unit, the children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations.</p> <p>Geographical skills and fieldwork: Using maps of our local area and the UK– using simple compass directions to describe location and routes on a map, i.e North,</p>	<p>Where do different animals live? This unit gives a geographical context to children's interests in, and prior knowledge of, animals through a study of five continents. It looks at pandas, penguins, sharks and elephants, as well as lesser-known birds, such as the swallow. The unit also focuses the children on specific landscapes, people and issues associated with real places. It starts by showing what these animals' homes are like and addressing misconceptions they might have. It offers a chance to introduce North and South America,</p>	<p>What are the seven wonders of the world? In this unit, the children will bring together the ideas introduced in the previous units. This is designed to enhance and solidify their geographical general knowledge. It will also give them an appreciation of the world by introducing natural and man-made, as well as ancient and modern 'wonders' from around the world.</p>

	<p>East, South, West. Walk around local area to complete map of school locality.</p>	<p>which is studied in the KS2 Geography Programme of Study.</p> <p>Geographical skills and fieldwork: Visit to the local zoo (Chester Zoo) talk with zoo keepers about natural habitats etc</p>	<p>Geographical skills and fieldwork: Using map and atlas and digital maps of the world, continue to use compass directions.</p>
Year 3	<p>Where on Earth are we?</p> <p>In this unit, the children will understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.</p> <p>Geographical skills and fieldwork: Using map and atlas and digital maps of the world, continue to use compass directions.</p>	<p>Do you like to be beside the seaside?</p> <p>In this unit, children will learn about the coast of the British Isles. Many children will have been to the seaside and enjoyed playing on the beach, so there is plenty of scope for building on their natural enthusiasm. Children will consider some of the advantages and disadvantages of living by the coast. Throughout the unit they will also be introduced to some contrasting coasts around the world, extending their coastal and locational knowledge.</p> <p>Geographical skills and fieldwork: Visit to the coast – New Brighton or Southport.</p>	<p>Can the Earth shake, rattle and roll?</p> <p>Our earth is dynamic and ever-changing. In this unit children will explore the dynamism of the earth, learning about the structure of the earth, looking particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the ‘Pacific Ring of Fire’, the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are many different types. In the Big Finish, the children will make their own erupting volcano!</p> <p>Geographical skills: Use map. Atlas, globes and digital mapping.</p>
Year 4	<p>How does water go round and round?</p> <p>This unit focuses on rivers, providing excellent opportunities for fieldwork and school-based practical work that children love. In addition, the unit looks at mountains, the source of many rivers, and is underpinned by the water cycle. It looks at how people interact with rivers as well as their geographical features. The children will undertake a case study of our local river – The River Mersey. Cameos of some of the world’s great rivers and mountain environments are included to extend children’s geographical general and locational knowledge.</p>	<p>Can you come on a great American road trip?</p> <p>This unit travels the North and South American continents, and distinguishes between the terms ‘continent’, ‘country’, ‘state’ and ‘city’ along the journey. Finding and using images and maps on the internet, children will make notes on cities and record their States. They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents. For ‘The Big Finish’ children will use popular songs as the stimuli for composing their own rap, or creating a map about American cities.</p>	<p>Is climate cool?</p> <p>In this unit, the children will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity.</p> <p>Geographical skills: use maps and atlases to locate countries and describe features/ use 8-point compass directions.</p>

	Geographical skills and fieldwork: Visit to River to observe and record physical features in the local area.	Geographical skills: use maps and atlases to locate countries and describe features/ use 8 point compass directions.	
Year 5	<p>How is our country changing?</p> <p>In this unit, the children will find out about the regions of the United Kingdom, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area, writing a magazine article and working towards The Big Finish.</p>	<p>Where should we go on holiday?</p> <p>In this unit, the children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate. They create a storyboard or digital book on mountain formation, design a sustainable eco-resort and produce literature for visitors to the area using geographical vocabulary. The unit builds on previous work the children may have done investigating their local area and other regions of the UK earlier in this series.</p>	<p>Are we damaging our world?</p> <p>In this unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.</p>
Year 6	<p>What is it like in the Amazon?</p> <p>In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region, as well as how it is being damaged and how it can be protected. The unit builds on previous work the children may have done in Key Stage 1 on rainforests, and the unit of work on North America, earlier in this series.</p>	<p>Where does all our stuff come from?</p> <p>In this unit, the children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children may have done in KS1 looking at the geography of food. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods.</p>	<p>How will our world look in the future?</p> <p>In this unit, as the children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit help them see change as positive and to feel optimistic about the changes that lie ahead.</p>