

## Geography Curriculum overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p><b>Understanding the World, People, Culture and Communities- Forest Schools</b>            To explore the Forest School.            To look for and identify features of our natural environment including, trees, plants, pond, bridges, pathways.  <i>Diversity: The variety of physical features found in our forest school in comparison with other known areas (eg, the front of school, a town, their homes.)</i>            Can you identify and name some features of their own immediate environment?</p>		<p><b>Weather around the World</b>            To use a giant map of the world for discussing natural phenomena.  <i>Diversity: The range of countries and continents in the world are explored by comparing size and distance.</i>            (Linked text: Stormy weather - Debi Gliori)            Can you talk and comment on the world around you?</p>		<p><b>People Who Help Us</b>            To learn about and identify the different people within our community who help us.  <i>Diversity: The way the local environment reflects the cultures of its inhabitants is explored.</i>            Identify and name people in the community who help us such as; Police, Fire and Doctors.</p>	
<b>Reception</b>	<p><b>People, Culture and Communities- Where do you live?</b>  <i>Where do you live?</i></p> <p>To describe our immediate environment using knowledge from observation and experience.            To explore how we can look after our environment.            Look at where we live in Standish, learn their address write a letter to themselves and post it.            Look at where they live in comparison to school.            Walk around the school grounds and local area - Beach Walk wooded area, farm land / open fields at the end of Beach Walks, Bunny woods - chn to understand that even though we are near a busy centre we</p>		<p><b>People, Culture and Communities- What places are in the world and how do they differ?</b>  <i>What places are in the world and how do they differ?</i>  <i>Diversity: A range of images of developing countries is used to balance the focus of negative representations in the media.</i></p> <p>To consider and discuss similarities and differences between different religious and cultural communities in this country.            To use maps and explore non-fiction texts.            Explore cultures within our society and identify</p>	<p><b>People, Culture and Communities- How is it different here to Africa?</b>  <i>How is it different here to Africa?</i>  <i>Diversity: A range of images of developing countries is used to balance the focus of negative representations in the media.</i></p> <p>To explain some similarities and differences between life in this country and life in other countries- Africa.  <i>Diversity: The variety of human relationships with the physical environment are explored by looking at similarities and differences.</i>            To draw on our knowledge through</p>		

## Geography Curriculum overview 2024-2025

	<p>are also near open countryside.</p> <p><i>Diversity: The way the local environment reflects the cultures of its inhabitants is explored.</i></p>	<p>ourselves e.g where we live.</p> <p>To look in-depth at our class map of the world.</p> <p>Learn about celebrations as they occur throughout the year, e.g. Chinese New Year, Diwali etc.</p>	<p>stories, non-fiction texts and maps.</p> <p><i>Diversity: Migration and settlement are explored as common human experiences.</i></p>		
Year 1	<p><b>Local area study -Standish</b></p> <p>What is there to do and enjoy in Standish?</p> <p><i>Diversity: The way the local environment reflects the cultures of its inhabitants is explored.</i></p> <p>To understand what human and physical features are.</p> <p>To identify the human and physical features of the school and surrounding areas.</p> <p>To use fieldwork and simple maps to describe a route using compass points.</p> <p>To recognise what we have in Standish and what it provides for us. (butchers, bakers, hairdressers etc)</p> <p>To recognise landmarks of Standish and create a simple map from one landmark to their house.</p> <p><b>Fieldtrip around Standish-</b></p> <p>What are the Human and Physical features of Standish and what does it provide for us?</p> <p><i>Diversity: Pupils' own experiences and those of their families and communities are drawn on to</i></p>	<p><b>Hot and Cold</b></p> <p>How are the Antarctic and the Kalahari different and why?</p> <p>To know and understand that Antarctica is a continent.</p> <p>To know and locate the seven continents.</p> <p>To name and locate the oceans.</p> <p>To know what the Equator is.</p> <p>To know where the Equator is.</p> <p>To know where the North and South Poles are.</p> <p>(Compass points)</p> <p>To explain why countries are hot or cold.</p> <p>To identify seasonal weather patterns in UK</p> <p>To recognise weather symbols.</p> <p>To compare the weather in Kalahari to London.</p> <p><b>Fieldwork question: Compare the weather in the Kalahari and London.</b></p>	<p><b>The UK</b></p> <p>Can you describe what the UK is and which seas surround it?</p> <p>To know what a country is.</p> <p>To know the four countries of the UK.</p> <p>To know the surrounding seas.</p> <p>To know the capital cities of the UK.</p> <p>To know the differences between a city, town and village.</p> <p>To identify daily weather patterns in the UK.</p> <p><i>Diversity: Migration and settlement are explored as common human experiences.</i></p> <p><b>Fieldwork question:</b></p> <p><b>What capital city in the UK would you like to go to?</b></p>		<p><b>Seaside</b></p> <p>What is it like to visit Blackpool? What can you do there?</p> <p>To locate Blackpool on a map of the UK</p> <p>Use simple compass directions to describe the location of Blackpool</p> <p>To understand key human and physical features of seaside towns.</p> <p><i>Diversity: The ways in which different communities use or used natural resources and the impact of this is explored.</i></p> <p>To recognise the key landmarks of Blackpool</p> <p>To devise a simple map from one key feature to another in Blackpool.</p> <p><i>Diversity: The variety of human relationships with the physical environment are explored by looking at</i></p>

## Geography Curriculum overview 2024-2025

	<p>illustrate geographical subject matter.</p> <p><i>Fieldwork question: What are the human and physical features of Standish and what does it provide for us?</i></p>				<p>similarities and differences.</p> <p><i>Diversity: Migration and settlement are explored as common human experiences.</i></p> <p><i>Diversity: Pupils' own experiences and those of their families and communities are drawn on to illustrate geographical subject matter.</i></p> <p><i>Fieldwork question: How does a seaside town vary from where we live?</i></p>
Year 2	<p><b>Map skills</b> Locating capital cities of UK, the surrounding waters and the location of London.</p>	<p><b>Settlement and Cities</b> What is it like to live in London and what is there to do? <u>Focus Study: London</u></p> <p>Understand settlement types- hamlet, village, town, city</p> <p><i>Diversity: Migration and settlement are explored as common human experiences.</i></p> <p>To identify the characteristics of the 4 countries of the UK. To know some of the physical and human features of <b>London</b> Use aerial photographs/ simple maps to recognise landmarks of London.</p>	<p><b>Comparison of London and Cape Town</b> Where is South Africa in the world and how does it compare to London?</p> <p><i>Diversity: A range of images of developing countries is used to balance the focus of negative representations in the media.</i></p> <p>To know why Africa is a continent and what surrounds it. To describe the location of South Africa in relation to surrounding countries.</p>		

## Geography Curriculum overview 2024-2025

			<p>Plan a route using a simple map from one landmark to another.</p> <p>To understand the seasonal weather patterns for London.</p> <p>To explain the advantages and disadvantages of living in a city. ('A Walk in London' Salvatore Rubbino)</p> <p>Know how people move around London.</p> <p><i>Diversity: Pupils' own experiences and those of their families and communities are drawn on to illustrate geographical subject matter.</i></p> <p><i>Fieldwork question: How can we compare the Human and Physical features of Wigan and London?</i></p>		<p>To know what the weather patterns are like in South Africa</p> <p>To know some of the human features of Cape Town in South Africa.</p> <p>To know some of the physical features of Cape Town in South Africa.</p> <p><i>Diversity: The ways in which different communities use or used natural resources and the impact of this is explored.</i></p> <p>To compare the human and physical features of <b>London and Cape Town.</b></p> <p><i>Diversity: The variety of human relationships with the physical environment are explored by looking at similarities and differences.</i></p> <p><i>Diversity: Migration and settlement are explored as common human experiences.</i></p> <p><i>Fieldwork question: How does the rainfall in Standish compare with the rainfall in Cape Town?</i></p>	
<b>Year 3</b>	<p><b>Agriculture</b></p> <p><b>How are agriculture and farming interlinked?</b></p>		<p><b>Rivers</b></p> <p><b>How and why are rivers a vital human resource?</b></p>	<p><b>Mountains</b></p> <p><b>How do mountains interact with what is around them? (people,</b></p>	<p><b>Focus Study: River Nile-</b> the land-use and impact on people. (within History)</p>	

## Geography Curriculum overview 2024-2025

	<p>Know different types of farming (arable, pastoral, mixed)</p> <p>Know how farming changes the landscape.</p> <p><i>Diversity: The ways in which different communities use or used natural resources and the impact of this is explored.</i></p> <p>Know how the food we eat affects farming (seasonal, local, pesticides, organic food, vegetarian and plant-based food diets that don't use animals)</p> <p>Understand the link between food consumption patterns and farming; issues arising eg local sourcing.</p> <p><b>FIELDTRIP To Kenyon Hall farm.</b></p> <p><i>Diversity: Pupils' own experiences and those of their families and communities are drawn on to illustrate geographical subject matter.</i></p> <p><i>Fieldwork question: What is the farming like at Kenyon Hall farm?</i></p>		<p><u>Focus Study: River Indus- Himalayas.</u></p> <p>Locate the River Indus and describe its position</p> <p>Identify the source and course of the river. (Link to glaciers.)</p> <p>Investigate the use and environmental challenges,</p> <p>To understand the process of the water cycle.</p> <p>Know how rivers get their water- source, the springs, the water cycle.</p> <p>Know how rivers shape the land</p> <p>Understand the river's load.</p> <p>Know the effects and impact of rivers flooding (link back to agriculture)</p> <p><b>FIELDTRIP Rivers trip &amp; Map skills</b></p> <p><i>Fieldwork question: Identify the geographical features of a River and its surrounding area.</i></p>	<p><b>land-use, climate)- can you give examples?</b></p> <p>To know what a mountain is and how they are formed.</p> <p>To locate Snowdon, Ben Nevis, Scafell Pike, Slieve Donard.</p> <p>To identify and locate mountainous regions of the UK (Brecon Beacons, Lake District, Snowdonia, Pennines, Yorkshire Dales)</p> <p>To understand the relationship between weather and mountains. (refer back to water cycle)</p> <p><u>Focus Study- Snowdonia-</u></p> <p>To identify land- use patterns</p> <p>To understand why land-use is changing.</p> <p>To understand the relationship between people and mountains- why do people live there?</p> <p><i>Diversity: Migration and settlement are explored as common human experiences.</i></p> <p><i>Fieldwork question: Investigate the relationship between weather and mountains/ How does weather</i></p>	<p><i>Diversity: The variety of human relationships with the physical environment are explored by looking at similarities and differences.</i></p> <p><i>Diversity: Migration and settlement are explored as common human experiences.</i></p> <p><i>Diversity: The ways in which different communities use or used natural resources and the impact of this is explored.</i></p>	
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## Geography Curriculum overview 2024-2025

				change as I go up a mountain?		
<b>Year 4</b>	<p><b>Production of Chocolate and impact on Ghana</b> What is the impact upon Ghana in the production of cocoa? <i>Diversity: A range of images of developing countries is used to balance the focus of negative representations in the media.</i> To understand where cocoa is grown and why To understand how land-use and settlement has changed/ natural resources. <i>Diversity: The ways in which different communities use or used natural resources and the impact of this is explored.</i> To know how chocolate is made and the specific environmental conditions needed to grow. To understand what Fairtrade is and why it was set up. To explain the threats towards growing and selling cocoa. <b>FIELDTRIP- to Cadbury's World- Bean to Bar.</b> <i>Diversity: The variety of human relationships with the physical environment are explored by looking at similarities and differences.</i></p>		<p><b>Climate and Biomes</b> Explain the relationship between biomes and location and explain why the climate and biomes differ between Greece and UK. Know and locate different climate zones. Understand the relationship between the climate and oceans Know different types of biomes and their relationship with climate Locate continent of Europe and describe climate zones and biomes in relation to position  <u>Focus study:</u> Investigate the <b>Mediterranean</b> climate focusing on <b>Greece</b>. Understand the geographical similarities and differences between Greece and UK. (climate and biomes)  <i>Fieldwork question: How does locational position in the UK affect the average precipitation?</i></p>			<p><b>Volcanoes &amp; Earthquakes</b> How do volcanoes and earthquake happen and what is the impact on people? Know the structure and composition of the earth To know the formation of volcanoes (link back to formation of a mountain) and how and why they erupt. Know types of volcanoes To know why people still live by or visit volcanoes and how people have adapted the land- use Know causes of earthquakes Know how people have adapted settlement for humans to live in earthquake zones  <u>Focus study: Mount Vesuvius</u> Land- use (link back to agriculture) Link to settlements- why people still live by volcanoes. Why do people visit volcanoes (tourism, work, farming, science) <u>Focus study: North America</u></p>

## Geography Curriculum overview 2024-2025

	<p><i>Diversity: Pupils' own experiences and those of their families and communities are drawn on to illustrate geographical subject matter.</i></p> <p><i>Fieldwork question: How many products in our local shop are Fairtrade?</i></p>					<p>Adaptation of settlement</p> <p><i>Diversity: Migration and settlement are explored as common human experiences.</i></p> <p><i>Fieldwork question: Where in school is the riskiest place to be during a volcanic eruption?</i></p>
<b>Year 5</b>		<p><b>Polar Regions &amp; Oceans</b></p> <p>How has climate change impacted upon the polar regions and the oceans?</p> <p>To know the location of the oceans and polar regions.</p> <p>To know which countries (including Russia) are classed as within polar regions.</p> <p>Know the climate of the polar regions and different biomes (including deserts) within the Polar regions.</p> <p><i>Diversity: The variety of human relationships with the physical environment are explored by looking at similarities and differences.</i></p> <p>Know why the polar regions differ in habitability</p> <p>Know how people live in the Arctic</p>			<p><b>Agriculture in the Amazon Basin</b></p> <p>What are the different types of agriculture in the Amazon Basin and why are they significant to us?</p> <p>To know what the Amazon Basin is and where it is located.</p> <p>To revisit how rivers get their water.</p> <p>To locate the river Amazon, its source and course.</p> <p>To revisit the different types of farming present in the UK</p> <p>To know how farming and agriculture varies across the world and why.</p> <p>To know the types of agriculture in the Amazon Basin and who are responsible (poor farmers; corporations) for it.</p>	<p><b>Amazon Basin and its rainforest</b></p> <p>Why is the Amazon Rainforest so important to the world and why is it under threat?</p> <p>To locate the rainforests of the world in relation to the hemispheres and Tropics.</p> <p>To understand why the rainforest is a biome.</p> <p>To know the relationship between rainforests and climate and how climate change impacts upon the rainforest.</p> <p>To know how people have adapted to living in the rainforest and how human settlement and land- use has developed. (population distribution; economy)</p> <p><i>Diversity: Migration and settlement are</i></p>

## Geography Curriculum overview 2024-2025

		<p><i>Diversity: Migration and settlement are explored as common human experiences.</i></p> <p>Understand the causes and effects of climate change on the polar regions</p> <p>Understand the importance of the oceans on human life</p> <p>Understand how climate change affects the oceans and the impact on life.</p> <p><i>Fieldwork question: How is climate changing and what is the impact it is having?</i></p>			<p>To understand how agriculture and farming in the Amazon Basin is a key part of the global supply chain.</p> <p><i>Diversity: The ways in which different communities use or used natural resources and the impact of this is explored.</i></p> <p><i>Fieldwork question: Investigate the journey food takes from its source to the consumer.</i></p>	<p><i>explored as common human experiences.</i></p> <p>To understand the significance of deforestation in the Amazon Basin and its impact on the world.</p> <p><i>Diversity: The ways in which different communities use or used natural resources and the impact of this is explored.</i></p> <p><i>Fieldwork question: How is deforestation impacting the Amazon Rainforest?</i></p>
Year 6	<p><b>Coastal Processes and Landforms</b></p> <p><b>How does the location of a place affect its coastline and why?</b></p> <p>To know the process of erosion, transportation and deposition (refer back to rivers)</p> <p><u>Focus Study: Jurassic Coast-</u> to know the significance of its rocks, fossils and landforms (refer back to rocks science unit)</p> <p>To recognise coastal habitats</p> <p>To compare contrasting coastal habitats-</p>				<p><b>Wigan</b></p> <p><b>What would you find if you came to Wigan?</b></p> <p><b>How has Wigan developed?</b></p> <p><i>Diversity: The way the local environment reflects the cultures of its inhabitants is explored.</i></p> <p>Understand the key physical and human features of Wigan</p> <p>Understand Wigan land-use patterns; and how these have changed over time. (Refer to Digimap).</p>	



## Geography Curriculum overview 2024-2025

	<p>The Northern Indian Ocean (most important transport route for oil); coastal cities situated along the Indian Ocean are: Mumbai (India) , Singapore, Perth(Australia), Durban (South Africa)</p> <p><i>Diversity: The variety of human relationships with the physical environment are explored by looking at similarities and differences.</i></p> <p><i>Fieldwork question: What would happen if all coastal protection measures were removed?</i></p>				<p>FIELDTRIP- visit Wigan town centre and area of Pier/ canal.</p> <p><i>Diversity: Pupils' own experiences and those of their families and communities are drawn on to illustrate geographical subject matter.</i></p> <p><i>Fieldwork question: Why do people visit Wigan Town Centre?</i></p>	
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