

Geography Curriculum Overview 2023-2024

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Resource Base
Core Value Week Environmental Focus	Recycling and Looking After Our School	Recycling Why should we recycle?	Saving energy How can we save energy?	Deforestation How can we reduce the impact of deforestation?	Plastic Pollution How can we reduce the impact of plastic on our oceans?	Climate change – animals focus (links to science) How can we reduce our contribution to climate change?	Cost of energy sources How can we reduce our use of and therefore cost of energy consumption?	Recycling Why should we recycle? Saving energy How can we save energy?
Fieldwork Week 1 (All year groups to first sketch on an appropriate level during fieldwork prior to more focused map drawing skills)	Make a simple map and use some directional language	Make a simple map and use directional language (how to get to the playground/how to get from the playground to classroom).	Map of the playground using basic symbols.	Map of the outside area of school using symbols and a key.	Mapping the playground to scale. Plan the enquiry themselves including resources and methods.	Mapping the whole outside of the school using digital technology.	Mapping the whole school using digital technology. Software TBC	Map of the playground using basic symbols.
Science Unit	Light and Dark Plants	Plants and Trees	Life cycles and animals including humans	Forces and Magnets	States of matter	Living things and their habitats	Animals including humans	Life Cycles
Geography Unit	Maps	Where I live	Tour of the world Continent Study: Australasia	Continent Study: Africa	Continent Study: Asia with a focus on Earthquakes/Tsunamis and Volcanoes	Continent Study: South America – Focus on Rainforests	Continent Study: Europe	Explorers of the world
Fieldwork Week 2		Survey of human and physical features of the local area (Checklist)	Survey of human and physical features of the local area (More detailed collection)	River Study at Coombe Abbey Half day – River Study Half day – Applying mapping skills	Mapping the slough using skills taught in fieldwork week 1. Make to scale using technology	School playground wildlife survey (Camera on playground overnight, monitor for wildlife and compare to the rainforest)	Mapping the slough with the use of digital technology (software TBC)	Survey of human and physical features of the local area (More detailed collection)

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Physical and Human Geography Case Study	Identifying Human and Physical features of the school.	Identifying Human and Physical features of the local area.	Identifying Human and Physical features around the world.	Impact of weather on human and animals in Africa. Compare and contrast to the UK. Why are animals better suited to certain physical locations? Safari tourism and the implications on the local community.	Case study of Japan. Earthquakes, building, farming. How have humans adapted? Compare to Morocco recent earthquake 2023. Lack of farming space to grow crops. How have they adapted? Transport systems.	The rainforest. Why is the rainforest unique? What physical features create such a biodiverse and fertile environment? The fertile grounds, biodiversity, animals habitats. What impact are humans having on this?	Weather patterns in Europe and the impact this has on tourism. 2023 Heatwaves. Why do people go there? What are the physical and human features that attract visitors? What is the impact on the local community? How did covid effect this?	Identifying Human and Physical features around the world.
Progression	Identify physical and human features (verbally)	Identify and sort physical and human features (verbally)	Identifying and sorting a wider range of features and discussions about their purposes e.g. dams, reservoirs	Looking at weather patterns and the implications on humans and animals.	Looking at how humans adapt to physical conditions and challenges.	Looking at the impact humans are having on physical features within the world. Why those physical features exist in terms of weather patterns and global locations.	Looking at weather patterns and variations during the year and the impact this has upon the movement of people for tourism. What physical features attract humans? What is the impact on the local economy? Add study. What impact did covid/heatwaves have upon this?	Identify and sort physical and human features (verbally)