Werneth Primary School Curriculum Synopsis for Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Children in EYFS will develop their understanding of the world through first-hand experiences, observation, discussion, stories, non-fiction texts, photographs and simple maps. They will describe their immediate environment and familiar routes, using positional and directional language, and draw information from simple maps. They will begin to understand that the world is made up of different countries and recognise similarities and differences between life in this country and other countries, including different environments, weather and ways of life. Children will explore the natural world around them, using their senses to make observations of plants, animals, weather and seasonal changes. They will recognise similarities and differences between natural environments and begin to understand how changing seasons, weather and climate affect people and the natural world. They will develop geographical vocabulary to describe places and environments, understand some important natural processes and changes, and begin to understand the importance of respecting and caring for the natural environment and living things.**					
Nursery		During our Songs, Stories and Celebrations topic children in Nursery will learn and perform a selection of traditional nursery rhymes and the Christmas story. The children will have opportunities to discuss different celebrations and traditions. This links in to the Reception topic Songs, Stories and Celebrations, where the children will become familiar with a range of traditional tales and celebrations.	During our Under the Sea topic children in Nursery will learn about a variety of sea creatures. They will be able to name some sea creatures and understand these animals live under the sea and other countries. This links in to the Reception topic Under the Sea, where the children will revisit prior learning to create fact files to explore different sea creatures and underwater habitats.	During our Everyday Heroes topic, children in Nursery will explore their local community and the different people and places that are familiar to them. Through role play and discussion, children will develop an understanding of their immediate environment and the roles of people within their community. They will begin to use geographical language to describe familiar places and talk about where people live and work. This links to the Reception topic Superheroes, where children will further develop their understanding of different places and communities and explore similarities and differences between people and the places they live.		During our Wild Things topic children in Nursery will learn about different animals and where the animals live. The children will look at different habitats and countries. This links in to the Reception topic Wild Things, where children will explore woodland animals and talk about similarities and differences.
Reception	During our 'All About Me topic' children in Reception will recognise some similarities and differences between life in this country and in other countries, whilst discussing holidays and where extended family may live.	During our Songs, Stories and Celebrations topic children in Reception will become familiar with a range of traditional tales and celebrations from other countries and cultures. Children will be able to discuss characters from stories including those from stories set in different eras. The children will also learn about the local area and draw information from a simple map whilst planning their route to the local parish church. They will also draw a sketch map of Little Red Riding Hood's walk through the woods to Grandma's house. This links in to the Year 1 unit on Our Local Area, where children learn about their community and environment.	During our Under the Sea topic children in Reception will revisit prior learning to create fact files to explore different sea creatures and underwater habitats. Children will have opportunities to look at environments that are different from the one in which they live. Children will explore the natural world around them by learning about different plants and animals and the characteristics of their habitats. The children will make observations about animals during an EYFS trip. Reception will also learn to compare weather in the seasons; Autumn and Winter. This builds upon the learning of famous people that was made during Reception in 'Understanding the World'.	During our Superheroes topic children in Reception will learn about different abilities and places. Children will continue to develop positive attitudes about the differences between people and recognise some similarities and differences between life in this country and life in other countries. This links in to the Year 1 unit on Hot and Cold Places, where children learn about life in other countries.	During our Growth topic, children in Reception will explore different plants, seeds and vegetables, observing how they grow and change over time. They will explore the concepts of growth and decay and talk about where some foods come from, including food grown on farms. Children will use language such as 'before', 'after' and 'in the future' to describe changes over time and develop their understanding of seasonal change by comparing the weather in Spring and Summer. This provides a foundation for the Year 1 unit on Contrasting UK Places, where children will develop their understanding of farms and the countryside and compare different places within the UK.	During our Wild Things topic, children in Reception will explore woodland animals and the environments in which they live. They will talk about similarities and differences between different environments, including hot and cold countries, and develop their understanding of the natural world through photographs, stories and observations. Children will use geographical language to describe familiar environments and compare them with different places around the world. This links to the Year 1 unit on Contrasting UK Places, where children learn about different environments, including farms and the countryside, and begin to compare places within the UK.
Year 1		**Our Local Area** The unit starts with finding out what pupils already know about where they live. During this unit children study location and conduct a walk around the local area surrounding our school. They use a United Kingdom map to locate England, Wales, Scotland and Northern Ireland and where their city, town or village is. Then use a local map to pinpoint where the school and their house is. Use a simple street map with the children and get them to realise that every street or road has a name. Familiarise them with symbols such as school, church. petrol station and post office and get them place these on a map. Use a street map of the immediate locality and ensure that they can find the street the school is located on in the first place and then find the street that they live		**Hot and cold places** The unit starts with finding out what pupils already know about the differences in the weather across the world Start by focusing on locations Use a world map to locate the equator, North Pole and South Pole. Use a United Kingdom map to locate England, Wales, Scotland and Northern Ireland. Know what is meant by a season. Children should be introduced to the names of the seasons and associate different types of weather associated with them They should know that the same pattern does not exist in other countries across the world. Children explore why people live near the Equator/North and South Poles.	**Contrasting UK places** This unit begins with reviewing what children know about their local area and the differences between hot and cold places. In Year 1, the pupils study the countryside and related themes. This builds on from our local area topic in Autumn 2 which enables children to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Children begin to use aerial photographs and plans. They also devise a simple map using compass directions and construct a key. Children begin to use related key vocabulary. **Key knowledge and skills** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop,	

		on. If there are any specific features like a shop or post office let them locate these too. Children learn about road and street symbols and what they tell us, and learn about different ways to travel around the UK. **Key Knowledge and skills** Use simple compass directions - know which is North, East, South, West on a compass Know the name of their nearest town or city Be able to locate their town or city on a map of the United Kingdom. Use world maps, atlases and globes Use aerial photos, construct simple maps Undertake simple fieldwork within school locality		Children focus on the weather in our country and on holiday destinations. **Key knowledge and skills** To compare the human and physical features of hot and cold countries Pupils should name the four seasons of the year and know the weather associated with each Pupils should know where the equator is and point to it on a globe Pupils should know where the North and South Poles are and point to them on a globe Pupils should know which animals live close to the equator, North Pole and South Pole.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2			**London** This unit starts with finding out what the children know about London. This unit follows the history unit 'The Great Fire of London' so children should have some knowledge of London. Children start by focusing on locations: Use a UK map to locate London and where pupils live. Use a United Kingdom map to locate other major cities such as Manchester, Birmingham, Cardiff, Edinburgh, Glasgow, Belfast, Newcastle and Liverpool. Take time to reinforce the names of the seas that surround the United Kingdom. Part of the focus is on getting across the concept of what a capital city is. Pupils will understand that some capital cities have remained the capital city for many years. Others have been changed recently; other countries have just created a capital city. Ensure pupils know the names of the four capital cities of the UK. Every country has many, many cities. All these cities are special to that country and have their own importance in one way or the other. But often one city is called the capital. Children focus on human and physical geography. How can we travel around London? Children study London's most famous landmarks and buildings. **Key knowledge and skills** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes to identify the United Kingdom and its countries Know the names of all the four countries in the UK. Know the names of all the capital cities for each of the four countries in the UK Name the three seas that surrounds the UK Identify where London is on a UK map	**Kenya** The unit starts with finding out what pupils already know about Africa. this builds on knowledge and skills taught in Year 1, where children compared contrasting locations in the UK. Starts by focusing on locations. This builds on knowledge and skills taught in Year 1, where children compared contrasting locations in the UK. Use a world map to locate the UK and Kenya. Use a United Kingdom map to locate the place in England you want to contrast with the place in Kenya. At the same time, take time to locate the continent of Africa and the continent of Europe. After establishing where these two continents are, locate the other five continents, including Antarctica. If we were to travel by sea, talk about the oceans that would be involved in the journey. Then, locate all the oceans of the world. Use a globe with the pupils and identify once more the equator and the North and South Poles. Children focus on both human and physical geography. Comparing the main differences between Kenya and where we live. Children focus on animals and fruits that we have in England and the different fruits and animals found in Kenya. **Key skills and knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Name and locate the world's seven continents and five oceans Know the main differences between a place in England and that of a small place in a non-European country		

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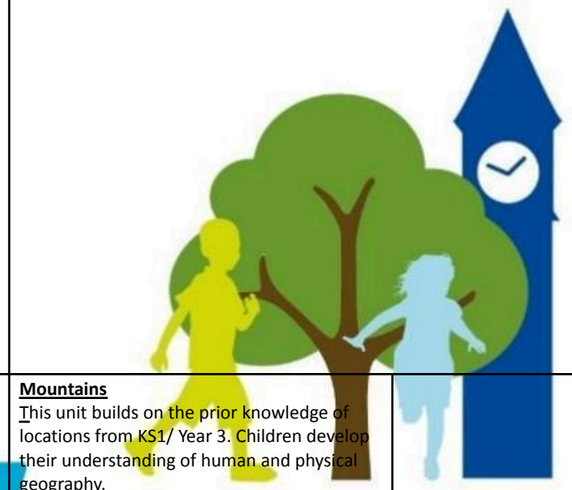
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3		**Volcanoes** This unit begins with finding out what children know already about volcanoes. The unit builds on the locational knowledge from prior topics taught in year 1 and 2. Children focus on location finding out where in the world the most famous and dangerous volcanoes are found. Children begin to understand why volcanoes are so deadly and dangerous and the processes that explain 'how' and 'why' they erupt. Children compare a non-volcanic area with a volcanic area and why some people choose to live in a volcanic area. **Key knowledge and skills** Know what a tectonic plate is Know the names of a number of the world's most famous volcanoes and can locate them on a map. Know where the equator, Northern and Southern hemispheres are on a world map. Know what causes a volcano to erupt and can describe different types of volcanoes. Know why people live near volcanoes. Make comparisons between non-volcanic and volcanic areas				**Rivers (Flooding)** The unit starts with finding out what pupils already know about rivers, especially their positive and negative features. The children focus on locational knowledge and build on prior knowledge from the KS1 topics and Year 3 volcanoes topic. Use a map of the UK to find the most well-known rivers of the UK. Focus on the counties that the rivers start (source), and the counties that the rivers enter to sea (estuary). Children create a model river including all of the different parts. Children then study the impact that rivers have on people's lives. **Key skills and knowledge** Know, name and locate the main rivers in the UK. Know and label the main features of a river. Know the name of and locate a number of the world's longest river Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, **rivers**, mountains, volcanoes and earthquakes, and the water cycle.
Year 4		**Earthquakes and Tsunamis** The unit builds on prior knowledge learnt in KS1 and Year 3 Volcanoes. Children focus on location, studying where the most famous earthquakes have taken place. Children then focus on physical geography and the dangers of earthquakes. Children look at physical geography and look at the differences between tsunamis and earthquakes. **Key knowledge and skills** Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Know what a tectonic plate is Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map Know what is meant by the term 'tropics' Know what causes an earthquake	**Mountains** This unit builds on the prior knowledge of locations from KS1/ Year 3. Children develop their understanding of human and physical geography. Children develop their location knowledge by identifying the world's most famous mountains. Children develop their human and physical knowledge by studying how mountains form. Children build on the work from years 1, 2 and 3 by comparing and contrasting locations. **Key knowledge and skills** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		

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			Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Know the difference between mountains and hills Know the different mountain ranges in the UK Know the different mountain ranges in the world Know how mountains are formed Know the benefits and difficulties of living in the mountains Understand different climates on different mountains			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5			**<u>Europe</u>** The unit starts with finding out what pupils already know about Europe, especially in relation to countries visited. The children build upon their locational knowledge from KS1 and LKS2. Children develop their location knowledge by identifying countries in Europe/ countries they have visited and countries they may have been born in. Children develop their understanding of physical and human geography, research countries in the Mediterranean and the impact tourism has on a country. Children then study a range of important cities and their landmarks. **<u>Key knowledge and skills</u>** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Know the names of and locate at least eight European countries. Know at least five differences between living in the UK and a Mediterranean country. Use maps to locate European countries and capitals.			**<u>Biomes Rainforests</u>** The unit starts with finding out about what children know about rainforests. Focus on relevance. What is a rainforest and why is it relevant to the children? Location- use a map to locate the world's rainforest. Children look at the rainforests and why they are endangered- why this is important to us. **<u>Key knowledge and skills</u>** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Describe and understand key aspects of physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Pupils should know what a biome is. Pupils should know where many of the world's rainforest are situated Pupils should know about the main features of a rainforest Pupils should use the terms: biome, emergent layer, canopy, understory and forest floor
Year 6			**<u>South America- Brazil</u>** This unit begins with finding out what children know about South America. Children have some prior knowledge following on from the Year 5 topic Biomes and rainforests. Children also build on their knowledge of locations from KS1/KS2 and Year 5. Children focus on location. Where is South America and what are its many countries? Children focus on the human and physical geography studying what fruits and natural resources Brazil is famous for. Children study human issues in Brazil. **<u>Key knowledge and skills</u>** Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Know the names of, and locate, a number of South or North American countries		**<u>Mapping Skills</u>** This unit builds on children's prior knowledge of mapping skills and locations. 1: Our Local Area Locality: (Map work) Year 1: Hot and cold places. Year 2: Comparing countries and capital cities in UK Year 2: Kenya Year 3: Rivers Year 4: Mountains Year 5: Europe This unit begins by reviewing what knowledge children have of maps/ the different types of maps and their uses. children learn about the different symbols on a map and also about scales and route planning. **<u>Key knowledge and skills</u>**	**<u>Field work</u>** Children will receive the opportunity to visit Alexandra Park within their local area to carry out some field work. As part of this, children will observe and explore their local area, identifying and discussing a range of geographical features, including natural, human and physical features. They will use maps to locate and identify key features within the local environment, developing their understanding of place and their ability to use geographical resources. **<u>Key knowledge and skills</u>** Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including

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		Know main human and physical differences between developed and third world countries Know about time zones and work out differences Use Google Earth to locate a country or place of interest and to follow the journey of a river		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	sketch maps, plans and graphs, and digital technologies.

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