



## Geography Topic Overview 2023 - 24



	Autumn	Spring	Summer
Nursery	<p><b>All about Me</b> Begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos with adult support.</p> <p><b>Terrific Tales</b> Begin to understand the need to respect and care for the natural environment and all living things with support</p>	<p><b>Patterns and Prints!</b> Talk about what they see, using a wide vocabulary. Make sense of their surroundings. Continue to show interest in and explore how things work.</p> <p><b>Ticket to Ride – Who helps us?</b> Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences and changes they notice. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><b>Amazing Animals!</b> Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Come Outside!</b> Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced.</p>
Reception	<p><b>All About Me</b> Begin to be aware of what maps are and what they can tell us. Begin to be aware of the weather and the season they are in.</p> <p><b>Celebrations and Festivals</b> Be aware of maps and the information we can get from them. Explore the natural world around them. Begin to be aware of the weather and the season they are in.</p>	<p><b>Terrific Tales</b> Develop skills in gathering information from a map. Explore the natural world around them. Develop skill in describing what they see, hear and feel whilst outside.</p> <p><b>People Who Help Us</b> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Continue to recognise some environments that are different to the one in which they live. Continue to develop skill in understanding the effect of changing seasons on the natural world around them.</p>	<p><b>Amazing Animals!</b> Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p><b>Holidays!</b> Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Confidently describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.</p>

<b>Year 1</b>	<b>Where I live</b> Exploring the location of our home, school, city and country. Know our place in the world. Introducing map work, in particular aerial maps. Identify the four countries of the UK.		<b>Contrasting Locations 1</b> Exploring the natural and human activity both in the Arctic and Antarctic regions. Become familiar with the oceans and continents of the world. Locate equator, N & S poles. Compare and contrast.		<b>Exploring the Seaside</b> Exploring the human and physical features of the coastline. Introduction to seaside tourism. Name and locate beach locations. Become familiar with location of hot and cold areas.	
<b>Year 2</b>	<b>Contrasting Locations 2</b> Contrasting location of our home with a non-European country (St Lucia). Name and locate Oceans and Continents. Identify UK and St Lucia on a world map.		<b>Mapwork</b> Exploring map reading using compass points (NSEW) and simple coordinates before creating their own simple map. Use aerial photographs. Use locational and directional language.		<b>Exploring the Countryside</b> Exploring the features of the countryside and a look at tourism. Exploring differences between the countryside and the city. Observational fieldwork skills. Identify a range of human and physical features.	
<b>Year 3</b>	<b>OW- Rivers</b> The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River local agriculture, pollution problems.	<b>OW- Mountains</b> Highest mountain in each of the four countries of the UK. Mountain ranges and regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather and mountains and people	<b>OW- Settlements</b> Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – Two cities: Cardiff and London, including economy & transport. How do people move about? Patterns of settlement.	<b>OW- Agriculture</b> Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia,	<b>OW- Volcanoes</b> Structure and composition of the earth How and why volcanoes erupt Types and Formation of volcanoes . Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science)	<b>OW-Climate &amp; Biomes</b> Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison
<b>Year 4</b>	<b>OW- The Rhine &amp; The Mediterranean</b> Cologne the Rhine Rotterdam and the mouth of the Rhine	<b>OW- Population</b> Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London.	<b>OW- Coastal Processes and Landforms</b> Diversity in the UK coastline. Processes of erosion, transportation	<b>OW-Tourism</b> Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting	<b>OW- Earthquakes</b> Depth focus: The Christchurch earthquake, New Zealand. Causes of earthquakes: tectonic plates, fault lines Depth	<b>OW-Deserts</b> Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in

	<p>Mediterranean Sea Suez Canal This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).</p>	<p>Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity</p>	<p>&amp; deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast</p>	<p>friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism.</p>	<p>focus: California &amp; San Andreas fault, Indian Ocean tsunami Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) Revisits knowledge on volcanoes from Year 4 Spring 1.</p>	<p>deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert</p>
Year 5	<p><b>OW- Why is California so Thirsty?</b> Water as a resource Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3) Water resources in California Farming - intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California.</p>	<p><b>OW- Oceans</b> Locational framework – world oceans, seas in Europe Oceans and trade, oceans and climate, major currents. Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America. Oceans and climate change, the human impact on oceans.</p>	<p><b>OW-Migration</b> migration stories Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. Refugees, persecution, asylum, asylum seekers; challenges for refugees How does migration change places? Migration and identity: Understanding place in relation to scale.</p>	<p><b>OW- North &amp; South America</b> Human and physical characteristics of North and South America, including population distribution and climate. Megacities Urban-rural migration in Brazil, including informal settlements, like favelas. Challenge stereotypes.</p>	<p><b>OW- The Amazon</b> focus on the Amazon as a region in South America. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes. Causes and effects of deforestation. Futures for the Amazon rainforest.</p>	<p><b>OW- Interconnected Amazon</b> Farming in the Amazon. The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation. Social connections, globalisation.</p>
Year 6	<p><b>OW- Why is California so Thirsty?</b> Water as a resource Depth focus on California (region in North America), continuing natural resources theme (revisit</p>	<p><b>OW-Migration</b> migration stories Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. Refugees,</p>	<p><b>OW- North &amp; South America</b> Human and physical characteristics of North and South America, including population distribution and climate. Megacities Urban-rural</p>	<p><b>OW- The Amazon</b> focus on the Amazon as a region in South America. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and</p>	<p><b>OW- Interconnected Amazon</b> Farming in the Amazon. The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade.</p>	<p><b>OW- Oceans</b> Locational framework – world oceans, seas in Europe Oceans and trade, oceans and climate, major currents. Oceans and the land masses we've studied in</p>

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