



## Geography Topic Overview



	Autumn	Spring	Summer
Nursery	<p style="text-align: center;"><b>All about Me</b></p> <p>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 style="text-align: center;"><b>Terrific Tales</b></p> <p>Begin to understand the need to respect and care for the natural environment and all living things with support</p>	<p style="text-align: center;"><b>Patterns and Prints!</b></p> <p>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 style="text-align: center;"><b>Ticket to Ride – Who helps us?</b></p> <p>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 style="text-align: center;"><b>Amazing Animals!</b></p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p style="text-align: center;"><b>Come Outside!</b></p> <p>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 style="text-align: center;"><b>All About Me</b></p> <p>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 style="text-align: center;"><b>Celebrations and Festivals</b></p> <p>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 style="text-align: center;"><b>Terrific Tales</b></p> <p>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 style="text-align: center;"><b>People Who Help Us</b></p> <p>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 style="text-align: center;"><b>Amazing Animals!</b></p> <p>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 style="text-align: center;"><b>Holidays!</b></p> <p>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>	<p><b>Where I live</b></p> <p>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.</p>	<p><b>Contrasting Locations 1</b></p> <p>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 &amp; S poles. Compare and contrast.</p>	<p><b>Exploring the Seaside</b></p> <p>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.</p>
<b>Year 2</b>	<p><b>Contrasting Locations 2</b></p> <p>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.</p>	<p><b>Mapwork</b></p> <p>Exploring map reading using compass points (NSEW) and simple coordinates before creating their own simple map. Use aerial photographs. Use locational and directional language.</p>	<p><b>Exploring the Countryside</b></p> <p>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.</p>
<b>Year 3</b>	<p><b>Cities and Counties of the UK-</b></p> <p>Focus on identifying the four countries (England, Scotland, Wales, Northern Ireland) and their respective capital cities (London, Edinburgh, Cardiff, Belfast). Key activities could include map-based exercises, learning about the human and physical features of each country, and researching famous landmarks to understand the UK's geography and culture.</p>	<p><b>Natural Disasters</b></p> <p>Children will look at different types of natural disasters. explore tectonic plates, the water cycle and extreme weather.</p>	<p><b>Iberia</b></p> <p>Pupils first learn about the Iberian peninsula. They then explore some of the main geographical features of Spain itself and categorise these into human (e.g. cities) and physical (e.g. mountains).</p>
<b>Year 4</b>	<p><b>Regions of the UK</b></p> <p>Planning involves teaching children the four countries (England, Scotland, Wales, and Northern Ireland) and how England is further divided into nine regions: North West, North East, Yorkshire and the Humber, East Midlands, West Midlands, East of England, South East, South West, and London. Planning focus on mapping these regions and countries, and also on exploring human and physical geography within a chosen region or by comparing it to the local area.</p>	<p><b>Impact of Trade</b></p> <p>This unit involves lessons on how trade has changed over time, the UK's role in global trade, and the impact of trade on different people and countries. Resources often focus on key concepts like imports, exports, global supply chains, and fair trade, and activities can include comparing fair and non-fair trade products, researching supply chains (like chocolate), or analysing trade data for the UK.</p>	<p><b>River Mersey</b></p> <p>Locate Liverpool and its identifying characteristics focusing on the river. Describe and understand key aspects of physical geography. Explain how human features are linked to physical features. Look at land use patterns and understand how these have changed over time.</p>
<b>Year 5</b>	<p><b>The Amazon</b></p> <p>Locate North and South America. Locate countries in South America and label key physical human features. Explore the impact of humans on the Amazon.</p>	<p><b>Natural Resources</b></p> <p>To know a range of natural resources and understand their importance. Understand and explain the distribution of natural resources. Understand the impact of trade of natural resources.</p>	<p><b>Lake District</b></p> <p>Name and locate counties of the UK. Describe and understand key aspects of human geography. Use maps and atlases to locate and describe features. Understand geographical controversies.</p>
<b>Year 6</b>	<b>Climate Change</b>	<b>Sustainable Tourism</b>	<b>Land Use and Industry</b>

	<p>Explain the human impact on climate change. Describe and understand climate zones. Describe and understand biomes, vegetation belts. Explore how humans can impact on geography positively.</p>	<p>Understand what sustainable tourism is and what it looks like in the UK. Explain the cultural and geographical significance of sites. Look at how tourism has changed over time. Use a range of evidence to explain the significance of sustainable tourism</p>	<p>Describe and understand how population changes over time. Understand key changes in economic activity and land use. Explain how trade links have impacted our environment. Explore the environmental impact of population.</p>
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