

Langley Primary School

Geography Curriculum

	0-3 Preschool	3-4 EYFS 1	4-5 EYFS 2	Links to KS1 Curriculum
EYFS Area of Learning	Understanding the World			
Fundamental Knowledge	<ul style="list-style-type: none"> • I enjoy playing with small world reconstructions, building on my first-hand experiences (visiting farms, garages, train tracks, walking by a river or lake) • I can notice detailed features of objects in the environment 	<ul style="list-style-type: none"> • Enjoys looking at pictures of themselves, their families and other people. • Talks about an important person in their life. • Talks about their home and who they live with. • Describes a significant event they have experienced. • Shows some understanding of past and present within their own lives. 	<ul style="list-style-type: none"> • Remembers a past significant event they have experienced. • Differentiates between old and new things in a familiar context. • Comments on images of familiar situations in the past. • Identifies how some things have changed and developed over time. • Distinguishes between objects and traditions of the past and what we currently have/do. • Talks about past and present events in their own lives and in the lives of family members. • Compares and contrasts characters from stories, including figures from the past. • Understands some of the reasons why people's lives were different in the past. • Identifies some key historical events of the past. 	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
Early Learning Goal	<p><u>People, Cultures & Communities</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Exploring the Natural World around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class. 			

	Autumn 2	Spring 2	Summer 2
Year 1	<i>What is it like here?</i>	<i>What is the weather like here?</i>	<i>How is life different in China?</i>
	Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.	Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Beijing using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Beijing to features in the local area and make a simple map using data collected through fieldwork.
Year 2	<i>What is it like to live in India?</i>	<i>What makes our natural world wonderful?</i>	<i>What is it like to live by the coast?</i>
	Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and India as well as in the local area. They learn the four compass points and the names and location of the seven continents.	Learning the names and locating the oceans of our world, children consider how we use water. They identify features and major characteristics of the UK, the highest points in the world's mountain ranges and find out about some of the wonders of the world. Finally, they consider what is unique about our locality and use fieldwork to present this.	Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.
Year 3	<i>Why do people live near volcanoes?</i>	<i>Who lives in Antarctica?</i>	<i>Are all settlements the same?</i>
	Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.	Learning about latitude and longitude and how this links to climate. Pupils consider the tilt of the Earth and how this impacts the Antarctic circle and global temperature. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.	Exploring the different types of land use and how this differs between urban and rural areas, children consider their prior learning on mountains and explain why these areas are more sparsely populated. They describe the different types of settlements and study how the local area has grown over time and the impact of this. They make land use comparisons with India to find key similarities and differences between settlements.

	Autumn 2	Spring 2	Summer 2
Year 4	<i>What evidence is there that the Romans lived in Britain?</i>	<i>Where does our food come from?</i>	<i>What are rivers and how are they formed?</i>
	Looking at maps, place names and evidence of settlements. What has been the geographical impact that we can find out about now?	Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about fair trade with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.	Developing an understanding of the water cycle by investigating and recording different weather phenomena. Through mapping out the world's major rivers, children learn about the features and courses of a river. They study a local river as fieldwork and learn about ways in which humans interact with and use rivers locally and in a contrasting environment.
Year 5	<i>What is life like in modern Greece?</i>	<i>Why do oceans matter?</i>	<i>Would you like to live in the desert?</i>
	Discovering the climate of Greece and considering why people choose to visit the it, children focus on identifying the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.	Exploring the significance of our oceans, how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that have already been made and how they can contribute by making eco-friendly choices. They use fieldwork skills to investigate pollution.	Exploring biomes and their various characteristics, children study deserts, mapping those around the world but particularly focusing on those in North America. Children learn about the physical features of a desert and consider how humans interact with and have adapted to living in the desert.
Year 6	<i>What is it like to live in Mexico?</i>	<i>Why do natural resources matter?</i>	<i>How do we make our local area more environmentally friendly?</i>
	Using maps to identify places; finding out about the geographical features and considering why people visit Mexico for their holiday.	Learning about time zones around the world while exploring natural resources and energy found in North America and considering energy use around the world. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They find out where local energy comes from and carry out a fieldwork investigation considering sustainability.	Observing, measuring, recording and presenting their own fieldwork study of the local area with a focus on the environment. Pupils implement digital mapping, use of photographs, data collection and analysis, before culminating their ideas into a presentation explaining small changes that can be made to improve the quality of their local environment.