

<b>EYFS Geography Curriculum Overview:</b>			
<b>Yr Group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Nurs</b>	<p>Journey from home to school: What do you see / hear on way to school?</p> <p>Introduction to local area Wednesfield- locate on Google Earth, show chn landmarks. Do chn recognise any?</p> <p>Explore natural environment- signs of Autumn in the forest. What can you see / hear / feel / smell?</p>	<p>Explore natural environment- signs of Spring in the forest. What can you see / hear / feel / smell?</p> <p>Caring for the environment- Through the text Bumble Bear- the importance of bees /looking after bees.</p>	<p>Animal homes around the world in contrasting countries e.g. hot and cold. Compare UK to Trinidad- what would you wear in both?</p> <p>Desert animals and arctic animal environments.</p> <p>Explore natural environment- signs of Summer in the forest. What can you see / hear / feel / smell?</p>
<b>Rec</b>	<p><b>All about me</b></p> <p>Types of houses and homes</p> <p>Learning home address</p> <p><b>Our Natural World</b></p> <p>Making a map (For Stick Man to get home), purpose of maps.</p> <p>Signs of Autumn e.g. weather, seasons, shorter days, exploration of natural objects.</p>	<p><b>What a wonderful world</b></p> <p>Literacy text: Alone in the woods- features / landmarks of local environment (through pics of Ted)</p> <p>Introduction to Google Earth, Google maps.</p> <p>Draw journey from home to school- including landmarks.</p> <p>Birds eye view of school</p> <p>Literacy text: 'We're going on a lion hunt'- Location of Africa, features of Savanna e.g. wet / dry season, lifestyle, home, schools etc...</p> <p>Draw map to lead chn to the lion- prepositions.</p> <p>Conservation / uses of water- raise money Water Aid.</p> <p>Compare Wolverhampton and Zambia.</p> <p><b>Ready, Steady, Grow</b></p> <p>Signs of Spring e.g. weather changes, seasons, exploration of natural objects.</p>	<p><b>Summer Splash</b></p> <p>Literacy text: 'What the ladybird heard'- Chn draw map, prepositional language to direct around farm landmarks.</p> <p>Signs of summer e.g. weather changes, seasons, longer days, exploration of natural objects.</p> <p>Literacy text: Boy on the Beach- Introduction to oceans, features of a seaside / coastline and location on Earth.</p> <p><b>EV- Pendeford Mill: To explore a natural environment and to talk about what they observe with their senses.</b></p>
	<p><b>Ongoing through year:</b> Chn answer the register in different languages from around the world. Before a new country is introduced, the country is located on Google Earth and discussed e.g. where in the world it is, how we might travel there.</p> <p>World, map located in classrooms- origin of chn and staff is highlighted and celebrated!</p>		

### KS1 Geography Curriculum Overview

<b>Year 1</b>	<b>Famous landmarks of the British Isles.</b>  BQ: How many landmarks can you identify in the UK?  (Name & locate UK countries, characteristics of London, Snowdonia, Ireland, Scottish Highlands, map of school, directional language)	<b>Animal Environments.</b>  BQ: Where do different animals live in the world?  (Identify UK on world map, compare animals and their environments e.g. Antarctica- penguin / Africa- giraffe / Mountains- snow leopard, research unknown animal, map skills- Dudley Zoo map & drawn own imaginary zoo map)  EV- WILD: To look at habitats from around the world including climates.	<b>Houses and Homes and Map Skills.</b>  BQ: Can you compare houses and homes in different parts of the world?  (describe location / routes on a map, aerial photos, devise own map of a town, locate local area on map, types of houses, compare arctic climate with equator (Africa), rainforest- design house to match climate- which materials? Map from home to school)
<b>Year 2</b>	<b>The World from above.</b>  BQ: What is the main purpose of a map? (Map skills- birds eye view, grid ref, key. Compass points x4, capital cities of UK countries, continents, and oceans of world)	<b>Climates around the world.</b>  BQ: What are some of the Geographical features of the different continents?  (Population density, continents, features of Antarctica, features of Sahara, oceans of world. Environmental awareness- home research opportunity)	<b>Compare and contrast local area with Kenya.</b>  BQ: What are some of the similarities and differences of life in the UK and life in Kenya?  (Locate Africa / Kenya on world map, Kenya facts, comparison, Kenyan National Parks, animals, Massai people, life of a Kenyan child)

## Lower KS2 Geography Curriculum Overview

<b>Year 3</b>	<p><b>Water Everywhere.</b></p> <p><b>BQ: Where can water be found on Earth?</b></p> <p>(Water essential to life, where water found on Earth, investigate features of different bodies of water including, oceans, rivers, lakes, reservoirs, and streams, revise names of the 5 Oceans and 7 Continents, develop an understanding about the water cycle, stages of a river, where major rivers are in UK- map skills to create keys, causes and consequences of flooding, linking to local, current news where flooding happening around them, explore how clean water reaches our homes, schools and businesses in the UK and other countries of the world, empathise with countries where clean water from communal pumps, dangers of drinking dirty water, water conservation)</p>	<p><b>Italy.</b></p> <p><b>BQ: What is Italy like?</b></p> <p>(Locate in South-East Europe-distinctive shaped, varied landscapes and climate, locate it and neighbouring countries on map of Europe including important cities, rivers, islands, mountains, and seas, climate in Rome- compare it to London, location, and importance of Italian landmarks. Orienteering activities to enhance children's knowledge of both physical and human geography of Italy, celebration- Italy Day-children experience traditional Italian foods and take part in Italy's most popular sports, sing songs, learn Italian vocabulary, produce fact file.)</p>	<p><b>New York.</b></p> <p><b>BQ: Is New York an interesting place to visit?</b></p> <p>(New York is a state on the East coast of USA, which is in North America. In this unit, children will learn a little about the History of the USA and how 13 colonies (one of which was New York) declared independence from Britain and became the first states of America. Children will study New York state considering the location, climate and landscape, while also thinking about other cultural aspects like state flags, animals and mottos. Using mapping skills, children will create keys to identify states and features. Children will then have the opportunity to find out about New York City. Being the largest city in USA, children will find out about New York Boroughs using mapping skills to locate them and enquiry skills to find out about the characteristics of each borough. The Statue of Liberty and other New York landmarks will also be investigated and their significance considered. The children throughout will consider if New York is an interesting place to visit.)</p>
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<p><b>Year 4</b></p>	<p style="text-align: center;"><b>Mountains</b></p> <p style="text-align: center;">BQ: What is a mountain and where in the world can they be found?</p> <p>(Definition of mountain, mountain ranges in UK- use atlas, how are they formed? Where in the world / Europe, compare two different ranges, Mount Everest, avalanches (link to Y3 Italy Abruzzo), mountain climate &amp; wildlife)</p>	<p style="text-align: center;"><b>Volcanoes and Earthquakes</b></p> <p style="text-align: center;">BQ: What are Earthquakes and where do they happen?</p> <p>(Definition of volcano, where in the world, how formed? Different eruptions, effect on population, definition of earthquake, how happen? Where occur? How measured? Effects? How do humans survive?)</p>	<p style="text-align: center;"><b>Modern Greece</b></p> <p style="text-align: center;">BQ: Would you rather live in Greece or England?</p> <p>Brainstorm prior knowledge of Greece, locate Greece, features of Greece e.g. which continent / flag / currency / climate / surrounding countries and seas. Compare temperature of Greece to Bridlington- display through bar charts. Compare sea temperatures, locate Greece on map, types of settlements, economic activity, trade links. Why is Greece a popular holiday destination? Greek food sampling, link to Olympic Games (inc Ancient Greece), comparison of Greece and England.</p> <p style="text-align: center;">EV: Cannock Chase- habitats, physical features.</p>
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**Upper KS2 Geography Curriculum Overview**

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<p><b>Year 5</b></p>	<p align="center"><b>Deserts</b></p> <p><b>BQ: How are living things able to survive harsh desert conditions?</b></p> <p>(Defining deserts, locate and name main deserts of the world, compare hot / cold deserts, how are they formed, write report on desert climate / landscapes / locations, desert plants- how they survive, camel- how adapt to survive, desert animals &amp; adaptations, how do people survive in the desert? Write bullet points about clothes / water / food / weather / shelter / animals)</p>	<p align="center"><b>Rainforests</b></p> <p><b>BQ: Why are rainforests important to us all?</b></p> <p>(biomes on Earth, where are rainforests are located on Earth, how they can thrive, research, layers of the rainforest, survival of a variety of plants, climate, compare to the UK's four seasons, animals, how animals may have adapted to ensure their survival, study of tribes living in rainforest, compare these lifestyles with aspects of their own lives in Wolverhampton.)</p> <p><b>EV- Pendeford Mill: To check temperature of forest and compare to rainforest.</b></p> <p><b>Visitor- Rainforest Dave: Creatures and objects from rainforest, shared experiences, sketch insects, jewellery making.</b></p>	<p align="center"><b>Polar Lands</b></p> <p><b>BQ: How have humans and animals adapted to survive in the polar regions?</b></p> <p>(Similarities and difference between the Arctic and Antarctica, compare hot / cold deserts, Polar regions, migration, hibernation and being a resident animal in the Polar regions, positives and negatives of the strategies animals use to survive harsh winter months, explain animal adaptations to aid survival, Nenet people, a tribe who reside in the Arctic region, research how they live successfully in this area.)</p>
<p><b>Year 6</b></p>	<p align="center"><b>South America</b></p> <p><b>BQ: How does South America compare to the UK?</b></p> <p>(Physical features e.g. rivers &amp; mountains- locate on world map, identify countries of SA, identify environmental regions, explore contrasting SA regions. Human features- identify SA major cities, explore economic activity on continent, identify where NA's natural resources are located. Chile- physical / human features, how does access to natural resources impact its people? Chile &amp; UK comparison- differences &amp; similarities in physical / human features? How does economic activities and land use vary across both countries?)</p>	<p align="center"><b>Population</b></p> <p><b>BQ: What are the challenges of a growing population?</b></p> <p>(Where are the worlds people? How many live on planet? Explore global distribution, how has global population changed in size and distribution. Why do populations change? Identify reasons why death / birth rates change. Reflect on how UK population has changed. Define population pyramid, its uses, create one. Describe how population density creates challenged, examine why slums develop around rapidly growing cities, how does pollution become serious challenge? Articulate what an aging population is, why does it present challenged, review examples)</p>	<p align="center"><b>Globalisation</b></p> <p><b>BQ: How does Globalisation influence our lives?</b></p> <p>(Define globalisation, when did it begin, explore why development of transport has been important for globalisation. How has communication changed? Internet use not globally equal, summarise advantages &amp; disadvantages of changing communication. Define trade- how has it changed? How can trade bring + / - to different people? Define 'fast fashion'- investigate how clothing industry has changed, review + / - impacts of the globalised clothing industry. Research where were my clothes made? Create a map to see how far clothes have travelled. Reflect the impact of this on environment / people making them. What does globalisation have to do with food? Which are most powerful global food companies? Define TNC (transnational corporation), examine + / - impacts of globalised food industry.)</p>