

EYFS Links to Geography Curriculum

	Nursery	Reception	ELG
Mathematics	<ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 		
Understanding of the world	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
			<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.

Geography Units: Key Stage 1

	Where I live	Planet Earth (BCCET)	Weather	Antarctica	Brazil	Handa's Surprise UK and Africa (BCCET)
1	Where do I Live?	What is a continent and how many continents are there?	What is your favourite season?	Where are the continents & oceans?	What lives in our oceans?	Where does Handa live?
2	What will I see in my local area?	What do we mean by physical and human geography?	What is your favourite weather type?	What is it like in Antarctica?	What are the seven continents of the world?	The Natural Habitats of Animals
3	What does my local area look like on a map?	Are all of the oceans connected?	Where in the world will you find hot weather?	What is life like in Antarctica?	How long would it take to travel to Brazil?	Weather patterns in the UK and Kenya
4	What type of home do I live in?	Why are oceans important?	Why is it so cold?	What is the landscape like in Antarctica?	Would you like to live here? <i>Similarities with Rio de Janeiro and home town.</i>	Does an African village look the same as a village in the UK?
5	What does my classroom look like from the ceiling?	How many countries make up the United Kingdom?	How can we help the animals?	What animals live in Antarctica?	What would you wear to a carnival?	Will the schools in Africa be exactly the same as the schools in the UK?
6	Where is my school?		Can the weather really be dangerous?	Captain Scott and the journey to the South Pole.		What would it be like to go to school in Kenya?
7	How do the birds see my school?					
8	Is my local area a town, a city or the countryside?					
9	What is the National flower for England?					
A	Simple sentence on where they live and their likes/dislikes of living there. Name one human/physical feature? Create a factfile on the 4 countries of the UK.	What do you know about Planet Earth? <i>Information booklet</i>	Non chronological report with headings: <ul style="list-style-type: none"> • Hot weather (Week 3) • Cold weather (Week 4) • Extreme weather (Week 6) Create a poster about the habitat of animal living in the rainforest.	Non chronological report or book on animals which live in Antarctica. Diary entry from the Captain Scott. Pupils draw on prior learning and include detail about weather, temperature, equipment used/required, landscape and animals.	Factfile for Rio/contrast with home town. Children write a recount as though they have woken up on the morning of carnival day.	Write a letter to a class of children in Kenya to draw together knowledge from the unit.

Geography Units: Lower Key Stage 2

Year 3			
	Biomes-Tropical Rainforest (could be LKS2)	Seaside Rocks	UK/My Place in the World
1	Learn what is meant by a biome and Ecosystem?	Name and locate some of the famous coastal resorts of the UK and of the world.	Where is The United Kingdom?
2	Learn about the locations of the tropical rainforests.	Identify the continents and the world's major bodies of water.	What are the regions of the UK?
3	Explore what the climate like in the Tropical Rainforest?	Learn how the actions of humans affects the environment.	Learn what is meant by rural and urban, and identify areas in the UK.
4	Learn how plants grow in the Tropical Rainforest?	Learn about the cause and effects of erosion.	What are the human and physical features of a county in the UK?
5	Learn how animals live in the Tropical Rainforest.	Learn about the correct geographical terms for the physical features of a coastline.	How has land use changed in the UK?
6	Know how animals survive in the Tropical Rainforest.	How bays and headlands are formed.	How does my area look on an OS map?
7	Know how humans use the Tropical Rainforest. What impact do Humans have on the Tropical Rainforest?	Erosion over time. How does erosion affect people living nearby?	
8	Learn how we can protect the Tropical Rainforest.	Explore Coastal Defences.	
A	Describe the location of the tropical rainforest Persuasive letter outlining the impacts humans have on the Tropical Rainforest and how and why they need to be solved	Write a persuasive leaflet to advertise a coastal destination. Design an information leaflet detailing some common coastal features and how they are formed.	Make a database about the different counties studied in this unit. Children to write an explanation of the different physical features, food and tourist activities.

Year 4			
	Swimming in Plastic	Where on Earth UK/Europe (BCCET)	Angry Earth Volcanoes
1	Recap of oceans of the world and seas close to the UK.	Name and label the countries/capital cities and waters surrounding the UK.	Learn how the Earth is structured
2	How do we use our oceans and how will the plastic end up in our oceans?	Identify local and national rivers and mountains, flags and major cities within the UK.	Learn how the Earth's crust is broken up.
3	Learn about the conditions and habitats of the ocean.	Name and label European countries (incl. Russia), their capital cities and flags. Inc phys and human features.	Learn how a volcano is structured.
4	Identify types of plastic and how people use it – Plastic diary (causes).	Name and locate mountain ranges and the 10 highest mountains in the world, seas, who borders who?	Know about different types of Volcano.
5	Learn about Single use plastic and waste products (causes).	Identify popular holiday destinations in Europe.	Know where volcanoes are located.
6	Learn how to reduce the use – Reusable bag campaign (assessment) MAY TAKE 2 SESSIONS.	Understand Time Zones and recognise GMT.	Learn about Mount Vesuvius – The Destruction of Pompeii.
7	What is the problem with plastic (effects)?		Identify the effects of a volcanic eruption.
8	Learn about recycling and sustainable management (response).		
A	Persuasive written task – letter to the PM explaining why we should reduce single use plastic consumption, why it is bad and what we can do as a society to help reduce the problem.	Factfile on European Country Travel guide to European country	Write a Diary entry as an evacuee from Pompeii. Non-chronological report to describe the physical processes, effects and responses of a volcanic eruption.

Geography Units: Upper Key Stage 2

Year 5			
	Japanese Tsunami 2011	Migration	Biomes-Desert
1	Locate Japan in the world. Identify national features of Japan.	Where do people live in the world?	Learn what is meant by a biome and what specifically is the hot desert biome?
2	Identify key human and physical features of Japan.	Identify factors which affect where we live?	Create a climate graph and contrast the hot desert climate with that of the NE?
3	Learn how the Earth's crust is broken up. Identify Plate boundaries.	Understand how the world's population is changing.	Learn where hot deserts are located and why they are so dry.
4	Tsunamis are caused by a megathrust earthquake under the ocean.	Identify the factors that affect birth and death rate?	Learn about features of desert landscapes. Where is the Sonoran Desert and Death Valley?
5	Identify the Social, economic and environmental effects of a Tsunami. (Geotrio)	Understand what is meant by migration.	Identify how plants and animals adapt to their surroundings.
6	Identify Immediate and long term effects of the Tsunami.	Explore why people migrate to the UK.	Design your own plant and or animal to survive in a hot desert biome.
7	Understand how Japan responded to the Tsunami. Roles /responsibilities.	Learn about the effects of migration to the UK.	Learn about the ways water is provided in the desert.
8	Explore the link between a country's wealth and the impact of a disaster.	Identify how animals migrate.	Explore what it is like to live in Death Valley.
A	Write a Diary entry/newspaper report which details the Cause, effect and Japan's response to the Tsunami.	Write a diary entry over a few days or weeks about a family's migration journey from their home country to the UK.	Write a NCR or information leaflet about : <ul style="list-style-type: none"> • how plants and animals adapt to their surroundings. • how water is supplied to cities in the desert. Write a letter to Death Valley Primary School identifying the differences in climate with the UK.

Year 6			
	North America (BCCET)	Journey of the River Tees	Climate Change is Real
1	Identify the geographical features of the USA. How is it different to the UK?	Learn about The Water Cycle – how water moves around the system.	Know what is meant by climate change.
2	Identify the key physical features of the USA (Canyons and Valleys)	Learn about The Drainage Basin – river structure and features.	Identify the causes of climate change.
3	Identify the physical challenges facing the USA.	Learn about River Processes – Erosion, Transportation and Deposition.	Learn about the enhanced greenhouse effect.
4	Where are all the people? Describe how the population are distributed in the USA?	Learn about the upper course of a river – Waterfalls – High Force/Horsley Burn.	Identify effects of climate change.
5	Identify the importance of farming to the USA.	Learn about The middle course of a river – meanders and oxbow lakes – Yarm/Durham	Explore why the Maldives are disappearing.
6	Describe what has changed in the 5 boroughs of New York. How has New York changed over time?	Learn about The lower course of a river – Floodplains and Levees – Middlesbrough/Chester-Le-Street.	Know about the ways animals are impacted by climate change.
7		Know about Cause, effect and response to flooding.	Understand how people are taking action on climate change – mitigation and adaptation.
8		Learn about Management of rivers.	Research and learn about Greta Thunberg; A climate change champion.
A	Research the local area to identify what it was like before and what it is like now. Give reasons and opinion as to whether changes have been for the better or for the worse?	Describe how a waterfall is formed. Write a newspaper article on the cause, effect and response of local flooding.	Write a message in a bottle which details the effects of climate change on the Maldives Research and write a biography of Greta Thunberg.