



Geography Overview

Reception

EYFS Understanding the World (statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Knowledge and Skills

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.

	Autumn			Spring			Summer		
	Theme	Key Objectives (Chris Quigley)	Knowledge and Skills	Theme	Key Objectives (Chris Quigley)	Knowledge and Skills	Theme	Key Objectives (Chris Quigley)	Knowledge and Skills
Year 1				Local Area	To investigate places. To investigate patterns. To communicate	<ul style="list-style-type: none"> • Identify what a globe, map and atlas is. • Name, locate and identify characteristics of the four countries and capital cities of 	Local Area	To investigate places. To investigate patterns. To communicate geographically	<ul style="list-style-type: none"> • Identify what a globe, map and atlas is. • Identify the flag and national emblem of England. • Compare the human features of

					geographically .	<p>the United Kingdom.</p> <ul style="list-style-type: none"> • Identify the flag and national emblem of England. • Use simple fieldwork to study my local area. (The school and its grounds, Brentwood. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Ask and answer geographical questions such as (What is this place like? What or who will I see in this place? What do people do in this place? • Identify land use around the school. • Identify human and physical features. • Devise a simple map. 			<p>Brentwood with those of Southend.</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK. • Identify the hot and cold areas of the world. • Use simple fieldwork to study my local area. (The school and its grounds, Brentwood, Southend). • Give facts about the explorer Christopher Columbus.
Year 2	Brentwood	<p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically</p>	<ul style="list-style-type: none"> • Use simple fieldwork skills to study the geography of Brentwood and the key human and physical features of its surrounding environment. • Identify the key features of a 	Oceans and Continents	<p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically .</p>	<ul style="list-style-type: none"> • Identify the continents, North and South Poles, Equator and main Oceans. • To compare polar regions and desert (link with Australian deserts) • Identify the location of hot and 	Australia	<p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically.</p>	<ul style="list-style-type: none"> • List reasons why people might move from one country to the other. • Describe the location of Australia. • Identify Australia's capital city and the ocean that surrounds it.

			<p>location in order to say whether it is a city, town, village, coastal or rural area.</p> <ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 			<p>cold areas of the world in relation to the Equator and the North and South Poles.</p>			<ul style="list-style-type: none"> Explain that Australia is a continent and a country and know the difference between them. Give facts about Uluru and the Great Barrier Reef. Identify Australia's highest peak and longest river. Explain who Aboriginal people are and identify some native animals to Australia. Compare Brentwood and Sydney. Give facts about the explorer Captain Cook.
Year 3	Africa	<p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically.</p>	<ul style="list-style-type: none"> Explain what the Equator, North and South Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle are and where they are on a map. Locate and name some of the countries in Africa. Understand the world's different climate zones. Locate the world's rainforests on a map and explain the climate. 	Africa	<p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically.</p>	<ul style="list-style-type: none"> Locate and name some of the countries in Africa. Compare two different regions in UK rural/urban. Compare a region of the UK with a region in Africa. Describe the human and physical features of countries in Africa. Understand the world's different climate zones. Locate the world's rainforests on a map and explain the climate. 			

						<ul style="list-style-type: none"> Give facts about the explorer Ibn Battuta. 			
Year 4	Europe	<p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically.</p>	<ul style="list-style-type: none"> Identify some of the countries in Europe and their capital cities. Look at human and physical features in some European countries and make comparisons. Use fieldwork to observe and record the human and physical features in the UK. Use the eight points of the compass, four-figure grid references, symbols and key to communicate knowledge of the UK and the wider world. Understand and explain what the lines of longitude and latitude are. 	UK	<p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically.</p>	<ul style="list-style-type: none"> Locate and name the countries making up the British Isles, with their capital cities. Use fieldwork to observe and record the human and physical features in the UK. Give facts about the explorer Gertrude Bell. 	Rivers	<p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically.</p>	<ul style="list-style-type: none"> Understand the key features of rivers and how they are formed and locate them around the world. Explain the water cycle. Use fieldwork to observe and record the human and physical features in the UK. Give facts about the explorer Gertrude Bell.
Year 5	Mapwork	<p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically.</p>	<ul style="list-style-type: none"> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use the eight points of a compass, six figure 				Through the Americas	<p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically.</p>	<ul style="list-style-type: none"> Locate the main countries in North and South America. Understand the Prime Meridian and how time zones work. Compare a region in UK with a region in N. or S. America with significant differences and

			<p>grid references, symbols and a key to communicate knowledge of the UK and the wider world.</p> <ul style="list-style-type: none"> • Create maps of locations identifying patterns (e.g. land use, climate zones, population densities, height of land). 						<p>similarities. (Boston and Brentwood)</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography and human geography in Brentwood and Boston. • Show an understanding of the trade between UK and America. • Locate and name a range of mountains around the world. • Explain biomes and vegetation belts. • Give facts about the explorer Bessie Coleman.
Year 6	Mapwork	<p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically.</p>	<ul style="list-style-type: none"> • Use the eight points of a compass, six figure grid references, symbols and a key to communicate knowledge of the UK and the wider world. • Identify lines of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle. • Collect and analyse statistics and other information in order to draw clear 				Asia	<p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically.</p>	<ul style="list-style-type: none"> • Locate some of the countries in Asia, including China and Japan. • Compare a region in UK with a region in China with significant differences and similarities. • Explain some of the reasons for similarities and differences. • Describe and understand key aspects of physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. (Japan)

			<p>conclusions about locations.</p> <ul style="list-style-type: none">• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.• Use different types of fieldwork sampling (random and systematic) to observe, measure and record and human and physical features in the local area. Record the results in a range of ways.						<ul style="list-style-type: none">• Understand the distribution of natural resources focusing on energy.• Discuss climate change and global trade.• Explain the Silk Road and the impact it had.• Give facts about the explorer Marco Polo.
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