Curriculum overview: Geography

	AUTUMN	SPRING	SUMMMER
EYFS	**How can we take different journeys?** To know where they live and travelling to and from school. Concept of the world and living in different places	**How are different places special to us?** Develop understanding of locational knowledge	**How are environments different?** Identify similarities and differences in different environment
	Mapping: Talk about simple routes and simple/familiar landmarks (i.e post office) Compass points: Forward, backwards, left and right. Grid references: Birdseye view of objects (Tray Memory game)		
YEAR 1	**How does weather effect how we live?** -Ongoing study of changing weather over the course of the year.		
	What is our local area like? Local study of area including roads and housing.	**What makes the United Kingdom so special?** Countries, oceans, cities and significant physical and human features.	**How is the world represented?** Hop around the world using maps, globes, atlases and aerial view pictures.
	Mapping: Local street map and mapping for the UK Compass points: Introduce 4 points of the compass (NESW) Grid references: Birds eye view (classroom/street)		
Year 2	**Why do tourists want to visit London?** Physical and human features including significant historical landmarks.	**How different is it to live in a cold climate to a warm climate?** Map work including continents, equator, hemispheres	**Is life the same all over the world?** A study of a village in Kenya-focussing on land, climate and impact on living
	Mapping: Mapping continents, oceans and equator Compass points: Consolidate 4 points and apply Grid references: Birdseye view of the London/village		
Year 3	**What is so unique about Alperton?** Geographical location, mapping, physical and human features.	**How is France different to our country?** Mapping, landmarks human & physical features and culture.	**How can we limit the impact of volcanoes and earthquakes?** Cause and consequences of volcanoes and earthquakes over time
	Mapping: world mapping, Europe, France, equator and hemispheres Compass points: Introduce 8 points of the compass Grid references: Mapping symbols (Simple coordinates grid)		

Year 4	**Why are rainforests important?** Geographical location, human impact on the physical landscape and world environment.	**What is the relationship between climate zones and biomes?** Map reading, drawing conclusion between land and climate.	**What is it like to live in coastal location?** Mapping, land use, and impact of cliff erosion.
	Mapping: world mapping, South America, equator, hemispheres, tropics and climate zones Compass points: Consolidate 8 points and apply Grid references: Consolidate mapping symbols and coordinates.		

Year 5	**How do rivers affect people and the environment?** Formation, features of a river and the impact on trade and settlement.	**Should mountain tourism be banned?** Mountain formation, location, climate and uses.	**What is life like in India compared to the UK?** Geographical location, human and physical features changing climate and culture.
	Mapping: world mapping, human and physical features, fault lines and relief maps. Compass points: Introduce to orienteering with compass points Grid references: Ordnance survey maps and symbols		

Year 6	**What is the Geography of our food?** Exploring world trade (inc Fair trade) through mapping.	**How can we help our planet?** Study on natural resources, climate change and global warming.	**What makes North America such a diverse place to live?** North America consolidating mapping skills, including time and climate zones.
	Mapping: world mapping, longitude, latitude, climate and time zones Compass points: Consolidate and apply orienteering with map reading. Grid references Ordnance survey maps and symbols		