

GEOGRAPHY CURRICULUM EYFS, KS1 AND 2

Cycle B 2023 - 2024			
Year	Autumn Term	Spring Term	Summer Term
EYFS Reception	<p><b><u>My World</u></b></p> <p>We will explore our immediate environment, noticing and naming key features. We will learn the name of the town and country that we live in. We will name our school and the street and town it is located in. We will talk to children about the location of their home, encouraging them to be able to name the street that they live on.</p> <p>We will offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>	<p><b><u>Let's Imagine!</u></b></p> <p>We will recognise and talk about some similarities and differences between life in the UK and life in other countries. We will compare and contrast life in this country with life in the Arctic/ Antarctica, learning about life as an Inuit.</p>	<p><b><u>Let's Explore!</u></b></p> <p>Our learning will focus on using maps. We will draw information from a simple map as we follow a route around our local area.</p>
Throughout the year, we will compare and contrast a wide variety of locations and environments through texts that we read in class and general discussion. We will also provide a range of opportunities for children to interpret and follow simple maps of the school grounds and the local area, as well as create their own simple maps.			
1 & 2	<p><b><u>What is special about our local area? (Y1)</u></b> <b><u>What is special about Stafford? (Y2)</u></b></p> <p>We will learn all about our local environment with Y1 focussing on the locality around the school and Y2 looking at Stafford town. We will develop our knowledge of human and physical features and in Y2 we will describe the differences between cities, towns and villages.</p>	<p><b><u>What's the weather like today?</u></b></p> <p>We will consolidate our locational knowledge of the UK – its 4 countries, capital cities and seas. In addition, we will explore weather patterns in the UK, link weather with seasons and reflect on how weather affects people's lives.</p>	<p><b><u>Where shall we go on holiday?</u></b></p> <p>We will re-visit continents and oceans, seas and hot and cold places in relation to the Equator and North and South Poles. We will use our knowledge to make choices about the places we would like to visit on holiday, thinking about both human and physical features.</p>
3 & 4	<p><b><u>What will I see along the river?</u></b></p> <p>This is a geographical unit where we reflect on the importance of water and its impact on rivers. We will develop our map and atlas skills to locate major rivers both in the UK and worldwide. We will study the features of a river</p>	<p><b><u>What is special about the Potteries?</u></b></p> <p>We will start by exploring the location of major cities within the UK, before focussing on the local city of Stoke-on-Trent. We will explore the significance of the pottery industry and look at how land is used in Stoke-on-Trent, as well the</p>	<p><b><u>Why is Liverpool a gateway to the world?</u></b></p> <p>Trade is the focus of our learning in this unit. We will investigate some of the places that the things we buy come from and how goods reach and leave the UK. This helps develop understanding of how we are linked to people in</p>

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	and develop understanding of how a river changes along its course. Fieldwork involves a river study which takes place at Cardingmill Valley.	natural resources which helped Stoke become the world leaders in the pottery industry.	other parts of the world. We will study the city of Liverpool in greater depth and how trade links Liverpool to other parts of the world.
5 & 6	<p><b><u>What on Earth are biomes?</u></b></p> <p>This is an introduction to learning about biomes. We also explore latitude and longitude and their relation to climate and time. We learn about different types of biome before choosing one to investigate in detail.</p>	<p><b><u>How is climate change affecting our planet?</u></b></p> <p>We continue and extend our learning about biomes and we reflect further upon how climate, plants and animals are connected. We investigate how climate change may affect a specific biome and we develop our knowledge of ways in which we can reduce climate change.</p>	<p><b><u>Y5 – How do I find my way around the Chase?</u></b></p> <p>This is a geographical study of our local environment of Cannock Chase. We develop our understanding of Ordnance Survey maps and how to use six-figure grid references. We carry out fieldwork on a trip to the Chase to apply our map skills and observe, measure, record and present the human and physical features.</p> <p><b><u>Y6 – Why is Ireland divided?</u></b></p> <p>During this unit we study both geographical and historical aspects of Ireland and why it is a divided island today. We investigate the provinces and counties which make up Ireland. Identity and rebellion are studied as themes throughout history and the impact these have had on the UK and Ireland. The unit is enriched with a 5 day residential visit which incorporates a visit to Kilmainham goal, Croke Park, Newgrange and Monasterboice.</p>
Cycle A 2024 - 2025			
<b>Year</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>EYFS Reception</b>	<b><u>My World</u></b>	<b><u>Let's Imagine!</u></b>	<b><u>Let's Explore!</u></b>
	We will explore our immediate environment, noticing and naming key features. We will learn the name of the town and country that we live in. We will name our school and the street and	We will recognise and talk about some similarities and differences between life in the UK and life in other countries. We will compare	Our learning will focus on using maps. We will draw information from a simple map as we follow a route around our local area.

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	<p>town it is located in. We will talk to children about the location of their home, encouraging them to be able to name the street that they live on.</p> <p>We will offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>	<p>and contrast life in this country with life in the Arctic/ Antarctica, learning about life as an Inuit.</p>	
<p>Throughout the year, we will compare and contrast a wide variety of locations and environments through texts that we read in class and general discussion. We will also provide a range of opportunities for children to interpret and follow simple maps of the school grounds and the local area, as well as create their own simple maps.</p>			
<b>1 &amp; 2</b>	<p><b><u>What is special about our local area? (Y1)</u></b> <b><u>What is special about Stafford? (Y2)</u></b></p> <p>We will learn all about our local environment with Y1 focussing on the locality around the school and Y2 looking at Stafford town. We will develop skills in using maps and our knowledge of human and physical features and in Y2 we will describe the differences between cities, towns and villages. We will carry out fieldwork in our local area.</p>	<p><b><u>What will I see on a trip to London?</u></b></p> <p>We will expand our locational knowledge by further exploring the countries which make up the UK, as well as their capital cities, before focussing on the capital city of London. We will reflect on why a capital city is different to other cities and investigate what we might see on a visit to London.</p>	<p><b><u>What's life like in Kenya</u></b></p> <p>We will develop our knowledge of continents and oceans before focussing on the country of Kenya and making a comparison between a region in this country and Stafford. We will develop our skills in using atlases and globes. We will think about both human and physical features.</p>
<b>3 &amp; 4</b>	<p><b><u>What will we see on a map of Europe?</u></b></p> <p>Using atlases, globes and digital technology, we will develop an awareness of the countries within Europe and their capital cities. We will also reflect on the main physical and human features of Europe. We will carry out a specific study of Copenhagen and we make a comparison between this capital city and London.</p>	<p><b><u>Can the Earth shake, rattle and roll?</u></b></p> <p>This is a geographical unit where mountains, volcanoes and the earthquakes studied. We will study where mountains are located and how they are formed. We will investigate the features of a volcano and the impact of eruption as well as what causes an earthquake.</p>	<p><b><u>Where are the counties of the UK?</u></b></p> <p>We will locate counties around the UK and focus on contrasting Staffordshire with two other counties. We will also develop our skills of using compass points, grid references, symbols and keys on a map.</p>
<b>5 &amp; 6</b>	<p><b><u>What is life like in Brazil?</u></b></p>	<p><b><u>Where does energy come from?</u></b></p>	<p><b><u>Y5 – How do I find my way around the Chase?</u></b></p>

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	<p>During this unit, we will develop our knowledge of North and South America and particularly the country of Brazil. We will utilise maps and globes. We will investigate the differences between living in the UK and living in Brazil, including the key aspects of human geography - types of settlement, land use, economic activity, trade links.</p>	<p>During this unit, we will be looking at the distribution of natural resources, in particular energy. We will understand the difference between fossil fuels and renewable energy and know some countries which are energy rich. We will also describe the environmental impact of energy use.</p>	<p>This is a geographical study of our local environment of Cannock Chase. We develop our understanding of ordnance survey maps and how to use six-figure grid references. We will carry out fieldwork on a trip to the Chase to apply our map skills and observe, measure, record and present the human and physical features.</p> <p><b><u>Y6 – Why is Ireland divided?</u></b></p> <p>During this unit we study both geographical and historical aspects of Ireland and why it is a divided island today. We investigate the provinces and counties which make up Ireland. Identity and rebellion are studied as themes throughout history and the impact these have had on the UK and Ireland. The unit is enriched with a 5 day residential visit which incorporates a visit to Kilmainham goal, Croke Park, Newgrange and Monasterboice.</p>
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