



## Curriculum Synopsis: Geography



EYFS

Throughout the year, the children will access an integrated curriculum, where Geography links to Understanding the World (ELG 14 – People, culture and communities, ELG 15 – The natural world), and develops communication and language (ELG 1 – listening, attention and understanding and ELG 2 – speaking) so that children can discuss and relate the new knowledge they learn about the world.

In nursery, children become familiar with their immediate environment and begin to respect and care for the natural environment and all living things. They will then begin to understand that there are different countries in the world and can talk about the similarities and differences that they see in photos.

In reception, the children will recognise some environments that are different in which they live. This is highlighted during religious celebrations as the children explore different cultures and backgrounds from around the world. It helps the children to recognise the differences and similarities between life in this country and life in other countries. The children have access to the surrounding school area in order to explore the natural world around them.

Throughout provision in the EYFS the adults and children have discussions about non-fiction books, looking at maps in their on-going learning and relating these to their experiences and the local environment as well as when discussing places around the world as part of topic-linked learning.

Big talk sessions contribute to meaningful discussions, often about different places, and different times. Children discuss what they see, think, and wonder about the images, scenarios and experiences shared and make links between these and their own experiences.

By the end of Reception the children will have a broad understanding of the processes and changes in the natural world around them.

Yr 1

As part of the 'Me and My World' topic, pupils will develop an awareness of their immediate local area. They will learn simple geographical vocabulary to describe physical and human features of Alvaston. By investigating where they live and the routes around their immediate vicinity, children will gain a better understanding of their environment, which will form the foundations of their Geography learning journey throughout their education at Lakeside. Pupils will identify and sketch key landmarks in the area while producing simple maps of the locality.

•In our 'on a farm?' topic, pupils will create a simple map with symbols of a farm that they have visited, building on the skills they were introduced earlier in the year. They develop their geographical skills by thinking about the landmarks and basic human and physical features to include on the map, such as trees, hills, barns and houses, and produce a key using basic symbols to identify these. Will use simple compass directions and directional language (near, far, left, right)

•As part of the 'Oh I do like to be beside the seaside' topic in the final half term, pupils will understand the United Kingdom in more detail by learning the names and locations of the countries within the UK and be able to name the surrounding seas. Pupils will spend time naming, locating and identifying characteristics of the four countries and determine what makes them the same and what makes them different (Physical and geographical). Children will also focus on the characteristics of key coastal areas, identifying and describing key human and physical features of a seaside location, exploring the vocabulary associated with the coast (such as beach, cliff, sea, tide, coast, rockpool.)

Yr 2

Within the History topic '*The Great Fire of London*' in Autumn 2, pupils will build upon the knowledge they acquired about the United Kingdom in Year 1 and review the location of London in relation to the rest of the UK. They will examine maps to study the route of the fire as it spread from Pudding Lane throughout London and will learn to use and practice simple compass directions (north, south, east and west) as well as developing locational and directional language (e.g., near, far & left, right) to describe the location of features and routes on a map.

The topic this half term is called '*Beyond England*'. Pupils will begin to expand their knowledge of the wider world by learning about the 7 continents and 5 oceans. They will use maps, atlases and globes to locate the world's countries, continents and oceans. Pupils will use basic geographical language when referring to human features within countries such as city, town, village, farm and house. Pupils will look closely at the geographical features of an African town (Kenya) and compare these to Derby.

As part of the science topic '*Living things and their habitats*', pupils will learn about the location of the equator and north and south poles and identify the different seasonal and daily weather patterns in hot and cold areas of the world. Pupils will explore the physical features of the north and south pole and jungle locations and use basic geographical vocabulary in their descriptions such as season, weather, vegetation, valley, soil, river, ocean, mountain, hill, forest. Tying in with the Science curriculum, children will also identify how animals are adapted to live under conditions in different habitats around the world. Pupils will also build on their knowledge of Derby's geographical features and how it compares with other places from last half term, by comparing it with a village in India.



## Curriculum Synopsis: Geography



Yr 3

In Year 3, pupils look at the different land uses of the local area of Alvaston in the topic 'Location, Location, Location'. A local area walk helps to consolidate learning and support the children in identifying how land uses have changed over time. This topic builds on from Year 1's 'Me and My world' and 'Great Britain now' topic. Prior work from KS1 is consolidated to help pupils place Derby/Alvaston within the United Kingdom as pupils are able to understand the geographical similarities and differences through studying the human and physical geography of the United Kingdom. Comparisons are also made when locating European countries and their capital cities.

During the ***Angry Earth*** (Spring 1) topic, pupils in Year 3 build on previous knowledge from Year 2 where they locate and compare different holiday destinations across Europe, moving on in Year 3 to focus on different geographical features and land uses in their comparisons, as well as locating volcanoes across the world and discovering the Ring of Fire. It develops pupils' physical geography knowledge in relation to natural disasters such as earthquakes, volcanoes, tsunamis and storms. This moves the children on, ready for comparing other geographical areas of the world in Year 4.

In the Noble Nile topic (summer 2), pupils build upon Year 2 studies where they focused on human and physical features of India. In this topic they explore the features of the River Nile and how this has impacted the land use and lives of people living on the Nile over the years, understanding of the position of Egypt in relation to its place in Africa and the world. Pupils will explore the current major cities of Egypt and make comparisons to areas that were significant at the height of the ancient Egyptian civilisation.

Yr 4

Year 4's ***'Beneath the canopy' (Autumn 1)*** topic further develops children's geographical knowledge acquired in Year 2 in relation to continents. They will use maps and atlases to locate South America and the countries within it. The topic begins with some of the animals indigenous to the rainforests of the world. The children use maps to identify the tropics of Cancer and Capricorn and learn when certain tropical and temperate rainforests fall in certain places around the globe and they locate them on a world map. The children will use atlases to identify the Equator (previously mentioned in year 2) and lines of latitude and longitude and the north & south hemispheres. We learn about the key characteristics of tropical rainforests which includes the human and physical features and we investigate the layers of the rainforest, the habitats of the animals that live there, indigenous tribes and some of the issues surrounding deforestation, the palm oil industry and the effects on orangutans.

In Autumn 2 pupils will be studying the History topic **'Ancient Maya'**. They will be identifying the location of Central America using maps, atlases and globes, making reference to its latitude and longitude and where the region is in relation to the equator and whether it is in the southern or northern hemisphere. Linked to this topic, pupils will investigate what life was like in Ancient Mesoamerica. They will look at culture, farming and industry, their natural resources and food production and how this was influenced by its climate and position on the world map. A visit by the 'Maya Archaeologist', an expert on the subject, will inspire the pupils' learning.

During the ***'Euro-vision'*** topic (summer 1), pupils in Year 4 begin by reviewing their past learning from Year 3 and Key Stage 1 through studying the immediate local area before branching out to Derby, England and Great Britain to acquire a sense of place within the continent of Europe. Where in Year 3, the children looked at land-use and key landmarks in the UK, in Year 4, they look further afield, identifying similarities and differences between the human and physical features of major towns and cities across Europe, making links to their own experiences, where appropriate.



## Curriculum Synopsis: Geography



Yr 5

In Year 5 history topic Tudors/Voyages of Discovery (from 2023), we look at how different cultures and civilisations have historically impacted their natural surroundings by looking at Tudor exploration. This involves looking at how factors such as trade, religion and war have affected global travel. This also involves looking at maps and people's knowledge of the world, how this has changed through time and the reasons that have affected this.

Spring 1 – Raging Rivers. We build on the previous knowledge the children have obtained in earlier years on topics such as the River Nile and the rainforest. This builds on our physical geography skills by looking at topics including how rivers are formed, the water cycle and pollution. We gain first-hand experience of using the geographical skills by visiting a river and taking water samples on a field trip

Spring 2 Viva Espana, Year 5 look at geography at a more human perspective, studying the country of **Spain**. Having previously looked at the continent of Europe, Year 5 now do a more detailed study of a European country before moving on to another Spanish speaking country in another continent in Year 6.

This unit involves looking at features such as the culture, economy, cuisine and climate of the country, comparing this to other countries we have previously studied.

Yr 6

During the Yr6 Raging Rivers topic, we build on the previous knowledge the children have obtained in earlier years on topics such as the River Nile and the rainforest. This builds on our physical geography skills by looking at topics including how rivers are formed, the water cycle and pollution. We gain first-hand experience of using the geographical skills by visiting a river. Pupils will learn about the course of a river and the journey it goes on from the River Source to the River Mouth, (including key features such as delta, estuary, meander, tributary, oxbow lake and floodplains). This will build on their subject knowledge from Year 4 where the children studied the water cycle. They will locate key cities and the rivers that flow into and out of them.

Summer 1 - Don't cry for me... Argentina! During this topic, the children begin by taking part in a 'WOW Starter' where they experience what it is like to go on holiday, travelling abroad to Argentina. The weekly sessions begin with key map skills, identifying oceans, continents and countries of South America before focusing specifically on Argentina as a Spanish-speaking country. The children compare Argentina's human geography to that of the UK throughout these sessions, utilising knowledge gained from their study of Spain in Year 5. The English writing focuses on the Amazon rainforest (recalling prior learning from Year 4's 'Beneath the canopy' topic and linking to the class novel 'The Explorer') before advancing to work around Buenos Aires, capital of Argentina. The 'Fantastic Finish' involves the children experiencing a 'Culture afternoon' where they experience the food, drink, music and dance of Argentina