**Geography Curriculum Map/ Unit Summary Overview**

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| Nursery | Throughout the year, children will explore the natural world around them at home and at School. Through a variety of learning opportunities, they will learn key geographical vocabulary e.g. house, home, school, park, school, shop, nursery, road, map, family, place, plants, trees, bushes, flowers, grass, ground, wall, conkers, acorns, leaves, animals, birds, caterpillars, bees, butterflies, bark, farm, garage.Children will learn about the weather around them. Children will begin to learn there are different countries in the world and talk about the differences they have seen in pictures or experienced.Topics will include Transport (On our way) Seasonal Change (All about me/ How does your garden grow) |
| Reception | Throughout the year, children will explore the natural world around them and at School. Through a variety of learning opportunities children will learn key vocabulary e.g. path, farm, office, school, sea, field, car park, home, house, train station, bus, station, airport. Children will start to observe seasonal differences and continue to talk about the weather around them. Children will learn to draw a simple map and will learn through books, pictures and experiences that some places are different to where we live in Blackley. Topics will include: Holidays (On our way) Homes (Traditional tales) Seasonal change (All about me/ Sparkle and Shine/ celebrations around world)  |
|  | Autumn Term | Spring Term | Summer Term |
| Year 1 | **Where do I live?**Children will then explore Blackley the town where they live and will take part in some local field work. Children will learn about the countries and capital cities of the UK. They will identify features countries of the UK (England/London, Northern Ireland/ Belfast, Scotland /Edinburgh, Wales/ Cardiff.) They will learn about the seas surrounding the United Kingdom. | **The Four Seasons and Weather in the UK**Children will learn about the four seasons and identify what the typical weather is like in the seasons. Children will describe daily weather patterns. | **Seaside**Children will learn about seaside destinations in the UK. Children will identify the human and physical features of the seaside. They will carry out a case study of Blackpool, using aerial photographs and maps and compare Blackpool with Blackley. They will explore jobs and tourism in a seaside town and create their own map of a seaside town. |
| Year 2 | **Continents and Oceans**Children will learn about the continents and oceans of the world and locate them on a map. They will explore each of the seven continents, exploring the biomes and features. Children will know that the United Kingdom is in Europe and know some of its features. Children will learn about how we can protect the oceans.  |  **Hot and Cold Places**Children will locate the equator, North Pole and South Pole. They will learn about hot and cold places in relation to the equator and will explore the associated biomes and climate zones. They will learn that places like Mount Kilimanjaro are close to the equator but cold. They will describe key features of Polar regions and places near the equator and will describe differences between them. | **Nigeria in Africa**Children will revise their knowledge of continents and oceans. They will locate Nigeria on a world map and use an atlas to find the capital city and rivers in Nigeria. They will look at the capital city, Abuja, and compare it to our capital city in London. Children will learn about the weather in Nigeria and compare life in Nigeria to life in the UK.  |
| Year 3 | **The UK and its features**Children will learn about the physical and human geography of the UK. Children will learn about hills, mountains and the location of rivers within the UK. Children will learn about counties and cities in the North West of England, focusing on Manchester. They will use maps, atlases and aerial photographs. They will be introduced to 4 figure grid references.  | **Earthquakes**Children will learn about the structure of the Earth. They will learn what causes earthquakes. They will research earthquakes in San Francisco. Through an introduction into latitude and longitude children will locate the world’s largest earthquakes and know how they are measured.  | **Volcanoes** Children will learn how volcanoes are formed and know what happens when a volcano erupts. They will look at the location of volcanoes using a world map and know about the Ring of Fire. They will locate active volcanoes in Italy and investigate why people would live near a volcano.  |
| Year 4 | **Mountains**In this unit children will learn about the world’s major mountains and mountain ranges and their key features. They will learn how fold mountains are formed. They will learn about Mount Everest and research the climate of a mountain environment. They will learn about the Alps and consider why people visit. They will use 4 figure grid references and an OS Map to locate Mount Snowdon and understand contour lines.  | **Spain and Catalonia.**Children will learn about the countries of Europe and capital cities and locate them on a map. Children will learn about some of the physical features of Europe. Children will learn about the physical, human properties and the culture of Spain. They will learn about similarities between the UK and Spain, focusing on Catalonia. They will compare Barcelona and Manchester.  | **Water and Rivers**Children will learn about the distribution of water across the world and will compare the availability of water. Children will know about canals. Children will learn about the water cycle. They will learn about the formation of a river and its journey to the sea. Children will learn about the landforms rivers create. Children will locate some world rivers and learn why rivers are important and what happens when rivers flood. Children will conduct a local river study.  |
| Year 5 | **Brazil** Children will know the locations of countries and capitals in North and South America. They will learn about the physical and human geography of Brazil. Children will learn about urbanization and explore life in Sao Paulo and also explore Rio de Janeiro as a tourist destination. They will explore the culture of Brazil (Rio Carnival) and compare it to culture in the UK.  |  **The Rainforest**Children will learn about the earth’s climate zones, biomes and vegetation belts and their location. They will look at time zones and the positions of tropic of Cancer and Capricorn. Children will learn about the rainforest and its structure. They will learn about indigenous tribes. Children will learn about products from the rainforest and the trade links and the impact of deforestation. | **Migration**Children will learn about migration and the reasons people migrate. They will learn how migration effects people and place. Children will learn about economic migration and refugees. They will learn how climate change will contribute to migration.  |
| Year 6 | **Local Fieldwork**Children will investigate Blackley looking at how the area has evolved over time. Children will use ordnance survey maps, reading symbols, 8 figures of a compass and 6 figure grid references. Children will learn why geographers do fieldwork. They will collect environmental data from the local area, devise a fieldwork questionnaire and present, analyse and draw conclusions from the data. | **Natural Resources**Children will know what natural resources are and how they are distributed globally. They will find out how their use has changed and how they are traded. They will learn about the natural resources in the UK (fossil fuels for energy, crops for food, and livestock for food as well as clothes). They will locate Russia and know about its natural resources. They will explore how resource exploitation causes problems. | **Energy and Sustainability** Children will continue to learn about how we produce energy and the sustainability of this. Children will learn about a circular economy. They will learn about Curitiba, a green city, in Brazil and how Freiburg became more sustainable. They will explore how we can make more sustainable choices and respond to the Pope’s message Laudato Si. |