

## Geography overview Updated for 2023-2024

### Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Marvellous Me! / Africa</b>	<b>Brilliant Bears</b>	<b>Amazing Animals</b>	<b>Are We There Yet?</b>	<b>A Garden Adventure</b>	
Core text: <b>Handa's Surprise</b> by Eileen Browne	Core text: <b>We're Going on a Bear Hunt</b> by Michael Rosen & Helen Oxenbury	Core text: <b>Dear Zoo</b> by Rod Campbell	Core text: <b>Whatever Next</b> by Jill Murphy	Core text: <b>Jasper's Beanstalk</b> by Nick Butterworth & Mick Inkpen	Core text: <b>The Very Hungry Caterpillar</b> by Eric Carle
<p>-People, culture and communities -The natural world</p> <p>Three and four-year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Look at maps /globes and understand that they show different countries.</li> <li>Talk about where they live and key landmarks</li> <li>Begin to understand why we use maps</li> </ul>					
<b>Understanding the World</b> -People, culture and communities -The natural world  -Identifying their family, commenting on photos naming who they can see and what relation they are to them. -Talking about what they do with their families and the places they have been with their family. -Name and describe people who are familiar to them -Read stories about families. -Create treasure hunts to find places/ objects within our	<b>Understanding the World</b> -People, culture and communities -The natural world  -Look at different types of bears and where they may live. Look at the foods they may eat and find in the globe. -Talk about hibernation and why bears go to sleep -Think about Diwali – how it is celebrated in India. Rangoli art, Indian music dances	<b>Understanding the World</b> -People, culture and communities -The natural world  -Look at the different habitats of animals. -Use information books to learn facts. -Look at farms and how they are similar/different to our environment -Visit a farm – look at and compare animals -Chinese New Year- Great race. -Talk about Chinese traditions,	<b>Understanding the World</b> -People, culture and communities -The natural world  -Introduce the children to a range of transport and where they can be found. -What transport do we use? - Where can we go? -Look at old transport such as steam trains compare to bullet trains. -Look at maps and talk about different journeys. -Season changes	<b>Understanding the World</b> -People, culture and communities -The natural world  -Observe the changes of caterpillars within the classroom -Talk about the children's pets and how they care for them -Plant seeds and care for plants, observe changes as plants grow -Season changes	<b>Understanding the World</b> -People, culture and communities -The natural world  -Season changes -Introduce the children to recycling and how it can take care of our world. -Look at what rubbish can do to our environment and animals. - Create opportunities to discuss how we care for the natural world around us.

learning environment. -Talk about where they live, their home and who lives in their home -Walk round the school grounds discuss what we might see using drawing and photos -Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. -Talk about Africa-look at a globe talk about African animals, weather. -Talk to parents/children about experiences		dances – use props such as chopsticks , lions etc.			
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## Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>My community and me</b> <i>Different members of our community</i>	<b>Belonging</b> <i>Fitting in</i>	<b>Pets, pets, pets</b> <i>Caring for pets</i>	<b>Go wild</b> <i>Nature</i>	<b>Family</b> <i>African Culture and transition</i>	
Text: <b>The Everywhere Bear</b> by Julia Donaldson & Rebecca Cobb	Texts: <b>Ladybird First Favourite Tales: The Three Billy Goats Gruff</b> by Irene Yates  <b>Blue Penguin</b> by Petr Horacek	Texts: <b>Our Very Own Dog: Taking Care of Your First Pet</b> by Amanda McCardie & Salvatore Rubbino  <b>Stanley's Stick</b> by John Hegley & Neal Layton	Texts: <b>Wild</b> by Emily Hughes  <b>A Brave Bear</b> by Sean Taylor & Emily Hughes	Texts: <b>Little Red Riding Hood (My First Fairy Tales)</b> by Mara Alperin & Loretta Schauer  <b>Anna Hibiscus' Song</b> by Atinuke & Lauren Tobia	Texts: <b>No Dinner! The Story of the Old Woman and the Pumpkin</b> by Jessica Souhami  <b>Ruby's Worry</b> by Tom Percival
<b>Understanding the World</b> <b>People, Cultures &amp; Communities:</b>	<b>Understanding the World</b> <b>People, Cultures &amp; Communities:</b>	<b>Understanding the World</b> <b>People, Cultures &amp; Communities:</b>	<b>Understanding the World</b> <b>People, Cultures &amp; Communities:</b>	<b>Understanding the World</b> <b>People, Cultures &amp; Communities:</b> Describe immediate environment	

<p>Our families and familiar people. People who help us (story link)</p> <p><b>The Natural World:</b> Seasons song, Exploring nature in the outside area. Looking at different bears Discuss the differences between the sea and the land and how vehicles we use on the land and sea in “Everywhere Bear”</p>	<p>To compare 2 different types of the world- Antarctica and Edmonton-to look at similarities and differences</p> <p><b>The Natural World:</b></p> <p>To explore features of the natural world e.g. ice, the Antarctica To explore different weather conditions</p>	<p>To describe our immediate environment – thinking about similarities and differences between different places</p> <p><b>The Natural World:</b></p> <p>Exploring different animals- pets and different animal habitats Seasonal changes in the weather- what should we wear in spring time?</p>	<p>Describe immediate environment</p> <p>Map making</p> <p><b>The Natural World:</b></p> <p>Compare to other environments e.g. compare where we live to woodland habitats</p> <p>Explore the natural world around us</p> <p>To understand seasonal changes- The Brave bear was very hot. Talk about seasonal clothing</p> <p>Compare a hot and cold climates- explore animals that live in hot and cold climates</p> <p>Find out some bear facts</p>	<p>To know some similarities and difference between life in this country and another</p> <p><b>The Natural World:</b></p> <p>Think about seasonal changes- spring through to summer</p> <p>Explore the natural world- sketches</p> <p>Think about some natural processes</p>
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## Year 1

Autumn 1	Autumn 2	Spring 1	Summer 2
<p><b>From Field to Fork</b></p> <p><i>The journey of food from the field to our plate. With lots of opportunities to cook, write instructions and taste different foods.</i></p>	<p><b>Let’s Remember</b></p> <p><i>The events of the Great War and the importance of remembering.</i></p>	<p><b>Extreme Weather</b></p> <p><i>Weather throughout the seasons in the UK and extreme weather around the world.</i></p>	<p><b>African Adventure</b></p> <p><i>Focus on the continent of Africa, countries, culture and traditions.</i></p>
<p>Investigating patterns and describing the physical features of the Sahaydri Mountains in India and the geographical similarities and differences between the Sahaydri Mountains and London.</p> <p>Texts: <b>Pattan’s Pumpkin</b> by Chitra Soundar</p>	<p>Location of battles in Europe during WW1.</p> <p>Texts: <b>The Little Hen and the Great War</b> by Jennifer Beck</p> <p><b>Where the Poppies Now Grow</b> by Hilary Robinson</p> <p><b>The Christmas Truce</b> by Hilary Robinson</p>	<p>Looking at weather across the UK, including the impact of floods. Comparing weather around the world, e.g. Africa, North America, Australia and Europe, including snow and tornados.</p> <p>Texts: <b>The Wind Blew</b> by Pat Hutchins</p>	<p>Similarities and differences of key physical and human features of life in Africa and UK.</p> <p>Texts: <b>Bringing the Rain to Kapiti Plain</b> by Verna Aardema &amp; Beatriz Vidal</p> <p><b>Jamela’s Dress</b> by Niki Daly</p>

<b>Nadiya's bake me a story</b> by Nadiya Hussain		<b>Percy the park keeper – After the Storm</b> by Nick Butterworth  <b>Percy the park keeper – One Snowy night</b> by Nick Butterworth	
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## Year 2

Summer 2
<b>Amazing Places and Spaces</b> <i>What makes the UK an amazing place and space? Focus on different countries in the UK, cultures and traditions.</i>
Investigating key physical and human features of the UK, including field work as part of a local study and comparing Edmonton with other locations.

## Year 3

Summer 1	Summer 2
<b>Eurovision</b> <i>Traditions and cultures in the countries of Europe.</i>	<b>Buildings</b> <i>A comparison of architectural designs of different buildings resulting in creating computer aided designs of their own building.</i>
Similarities and differences of key physical and human features of countries across Europe.	An investigation of key physical and human features of buildings in particular places, including a local study.

## Year 4

Autumn 1	Spring 1	Spring 2	Summer 1
<b>Rainforest</b> <i>An in-depth study of the Amazon Rainforest and survival within it.</i>	<b>Transport and Trade</b> <i>Around the world in 80 days and a multi-transport journey around London in 8 hours.</i>	<b>Transport and Trade</b> <i>A journey through history exploring the development of transport and trade.</i>	<b>Land of Hope &amp; Glory</b> <i>An in-depth study of the different areas within the UK and a focus on migration throughout the ages to the present day.</i>
A study of the physical and human geography of the Amazon River, Amazon Rainforest and the countries that surround it.  Text: <b>The Explorer</b> by Katherine Rundell	Investigating travel around London and the world using different types of maps and identifying human and physical features.  <i>A multi-transport journey around London in 8 hours</i>  Text:	An investigation of the historical trade routes across the world.	An in depth study of the UK investigating geographical features, land use patterns and human and physical features of the national and local area.  An exploration of geographical reasons for migration to the UK.

	<b>Classic Starts: Around the world in 80 days:</b> Retold from the Jules Verne original		and a local study of Edmonton.  Texts: <b>We Are Britain</b> by Benjamin Zephaniah  <b>Windrush Child</b> by Benjamin Zephaniah
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## Year 5

Autumn 1	Spring 1	Summer 2
<b>Kingdom</b> <i>Literacy, art and music unit based on the text Kensuke's Kingdom.</i>	<b>Achievements and Legacies</b> <i>Achievements and legacies up to the present day including the suffragettes, key individuals that have changed society as we know it and advances in technology.</i>	<b>Angry Earth</b> <i>Exploring the physical and human geography of earthquakes, zones and volcanoes.</i>
Investigating features of physical and human geography of different cities, countries and continents.  Text: <b>Kensuke's Kingdom</b> by Michael Morpurgo	A study of issues affecting the world today, including pollution, climate change and sustainability.	Key physical features around the world, e.g. mountain ranges, rivers, deserts, and how these change over time affecting human activity. Key aspects of physical geography, including earthquakes and volcanoes.  Text: <b>Survivor: Escape from Pompeii</b> by Jim Eldridge

## Year 6

Autumn 1	Spring 2	Summer 2
<b>Land of the free</b> <i>A geographical study of north America, including study of the importance of the underground railroad.</i>	<b>Conflict</b> <i>Focus on World War 2 and its casualties. Also how members of the community served their country, propaganda and evidence of the war and its effect on our local area.</i>	<b>Tomorrow's World</b> <i>Transition unit that looks at preparing our young people for the future. Topical issues are raised and pupils demonstrate their thoughts and feelings through art, DT, music and performance. (Including online safety, climate change...)</i>
A study of the physical and human geography of North and South America.  Text: <b>Oh, Freedom!</b> by Francesco D'Adamo	A study of the key places during WW2 (e.g. German occupation, allies, countries not involved, sites of bombing in UK)  Texts: <b>The Story of Anne Frank</b> (DK Readers)	Fieldwork and local study. Impact of human activity on physical features.

	<b>Letters from the Lighthouse</b> by Emma Carroll	
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