



# Curriculum

## Subject Overview



### Geography





# Wise Owl Trust

## Geography Subject Overview

### Intent

Geography at Wise Owl Trust is designed to ensure that the children are able to ask and answer questions about the world around them with a knowledge rich curriculum. Our sequential curriculum allows children to build on knowledge throughout their time at school. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time. As they investigate the United Kingdom, Europe and North and South America the children understand how these diverse environments differ and how human processes are impacting the natural world around us.

### **EYFS Framework: Understanding the World. The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### **Geography National Curriculum**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ; communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



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|                  | <b>Autumn</b>                           | <b>Spring</b>                           | <b>Summer</b>                                    |
|------------------|---|---|--|
| <b>Nursery</b>   | Exploring the senses<br>Maps            | Growth and changes: Seasons             | The Environment                                  |
| <b>Reception</b> | World Maps                              | United Kingdom and Capital Cities       | Weather and Seasons                              |
| <b>Year 1</b>    | The World and Maps- Focus on Local Area | United Kingdom and Capital Cities       | Weather, Climates and Biomes                     |
| <b>Year 2</b>    | Continents and Oceans                   | Manchester and the North West           | Brazil   |
| <b>Year 3</b>    | Maps: United Kingdom                    | Italy: Mountains                        | Rivers: Water Cycle                              |
| <b>Year 4</b>    | Extreme Climates: Polar Regions         | Natural Disasters                       | Greece   |
| <b>Year 5</b>    | Maps: 4 and 6 figure grid references    | Extreme Climates: The Amazon Rainforest | Ocean Currents and Climate change                |
| <b>Year 6</b>    | Mexico and Central America              | South America: Galapagos Islands        | United Kingdom: Manchester-<br>Changes over time |