



Four Oaks Primary School – Geography School Overview Cycle 1

At Four Oaks, we recognise the importance of a progressive curriculum which builds over time from EYFS to Year 6. For further details of the Education Programmes at EYFS and KS1 and KS2, please see the Statutory Framework for the Early Years Foundation Stage 2021 and the National Curriculum for Key Stage 1 and 2, 2014.

Year Group	AUTUMN	SPRING	SUMMER
Nursery	<p>Mathematics</p> <ul style="list-style-type: none"> Understand position through words alone. For example, “The bag is under the table,” – with no pointing. <i>Opportunities for learning may include using spatial words in play e.g. “Let’s put the troll under the bridge and the billy goat beside the stream”</i> Describe a familiar route. <i>Opportunities for learning may include visiting the local park and recalling the routes and the order of things seen on the way.</i> Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <i>Opportunities for learning may include sharing a range of stories including Rosie’s Walk.</i> <p>Understanding the World</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. <i>Opportunities for learning may include making collections of natural materials to investigate and talk about.</i> Begin to understand the need to respect and care for the natural environment and all living things. <i>Opportunities for learning may include first-hand scientific explorations of animal life cycles e.g. caterpillars.</i> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <i>Opportunities for learning may include children accessing a diverse range of props, puppets, dolls and books to encourage talk about similarities and differences.</i> 		
Reception	<p>Understanding the World</p> <ul style="list-style-type: none"> Draw information from a simple map. <i>Opportunities for learning may include looking at aerial views of the school and local environment, encouraging children to talk about what they recognise.</i> Recognise some similarities and differences between life in this country and life in other countries. <i>Opportunities for learning may include using images, video clips and shared texts to bring the wider world into the classroom.</i> Explore the natural world around them. <i>Opportunities for learning may include observations of natural processes such as ice melting or an object casting a shadow.</i> Recognise some environments that are different to the one in which they live. <i>Opportunities for learning may include comparing contrasting environments within both local and national region.</i> 		
ELG	<p>Understanding the World- People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <p>Understanding the World- The Natural World</p> <ul style="list-style-type: none"> 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. 		

EYFS Reception	<p>Autumn 1</p> <p>Features of our classroom</p> <p>Children will know that our classroom is split into the indoor and outdoor areas and will be able to discuss the main features of these.</p> <p>Children will comment on some features of the school and have opportunity to explore these.</p>	<p>Spring 1</p> <p>Comparing houses local vs stories e.g The Gruffalo</p> <p>Children can talk about habitats and describe their physical appearances.</p> <p>Children can compare their houses and houses in our local area with houses in the story and can make comparisons.</p> <p>Local (FW – Ask questions of PCSO)</p>	<p>Summer 1.</p> <p>Contrasting Cities</p> <p>Children will know that the country is made up of many cities and we live in one of these- Liverpool. The capital city is London and be able to name key landmarks in the two cities.</p>

	<p>Autumn 2</p> <p>Stanley Park field work</p> <p>Children will understand the differences between our school and Stanley Park and discuss these. Children can comment on the main features of a park and look for signs of the current season.</p> <p>Local (FW – welly walks)</p>	<p>Spring 2</p> <p>Contrasting Countries</p> <p>That the world is made up of many countries and we live in one of these. They will be able to discuss some of these countries, talking about the animals, weather, and some features of this country.</p> <p>Children will be able to compare countries and talk about the similarities/differences with regards to the above features</p>	<p>Summer 2</p> <p>Features in the environment</p> <p>Children will know the key features in their school environment and be able to orally talk about similarities and differences.</p> <p>Children to create a simple map to represent their journey around school.</p>
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YEAR 1	Weather diary recurring across all three Geography topics		
	<p>Autumn 2:</p> <p>Our Locality - know how home/school is linked with other familiar local places: How safe is it to walk there?</p> <p>Local (FW observations, traffic survey)</p>	<p>Spring 2:</p> <p>UK Locational Knowledge: What is the United Kingdom?</p>	<p>Summer 2:</p> <p>UK Locational Knowledge: Are the UK capital cities similar or very different? (UK capital cities)</p> <p><i>*weather recap*</i></p>
YEAR 2	<p>Autumn 1:</p> <p>Study of contrasting UK locality: Liverpool/Grasmere</p> <p>How are other UK settlements different to Liverpool?</p> <p>Local (FW photographs of local area - streetscapes)</p>	<p>Spring 1:</p> <p>Equator</p> <p>North/South Poles</p> <p>Continents and Oceans:</p> <p>Why are some parts of Earth cold and some hot?</p>	<p>Summer 1:</p> <p>Kenya – focus on a small contrasting non-European area: What are the similarities and differences between Liverpool and Nairobi and Meru County in Kenya?</p>
YEAR 3	<p>Autumn 2:</p> <p>Local Area Study: Do we need more play facilities in our local area?</p> <p>Local (FW questionnaires, land</p>	<p>Spring 2:</p> <p>Mountains, Volcanoes and Earthquakes: La Palma: Why build a settlement on a volcanic island? (Europe focus & climate zones)</p>	<p>Summer 2:</p> <p>UK Counties/Cities: Where would you choose for a Summer holiday?</p>

	survey for suitability)		
YEAR 4	Autumn 2 Europe and the Mediterranean: How is the Amalfi coast a contrasting location to Liverpool? (Europe focus and vegetation belts)	Spring 2: Water: In what ways do we experience the water cycle?	Summer 2: Rivers: What is the journey of the River Alt? Local (FW measuring and recording at each course.)
YEAR 5	Autumn 2: South America (Peru): Can humans build settlements at high altitude? (biomes)	Spring 2: Altcar/Formby and Grenoble, Isere Valley: Is a floodplain a hazard or an opportunity? Local (FW field sketches)	Summer 2: North America case study: Is New York City the most densely populated area in the USA? (time zones)
YEAR 6	Autumn 2: Global Trade – characteristics of world countries: Could the UK thrive without imports?	Spring 2: Natural resources and exporting industries (Russia and Kenya): Can we continue to mine the Earth for natural resources?	Summer 2: Land use and change over time: How has industrial land use changed over time? Local (FW field sketches)