

## DPS Geography Curriculum Overview

	Autumn	Spring	Summer
<b>Reception</b>	EYFS ELG-Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and the local area.		
<b>Year</b>	<p style="text-align: center;"><b>Our School, Our Community</b></p> <p>The children will develop geographical and fieldwork skills, applying them to the local area's human and physical geography.  <b>Fieldwork:</b> collecting data on how people travel to school and work, and evaluating to form conclusions</p>	<p style="text-align: center;"><b>The United Kingdom</b></p> <p>The children will expand their knowledge to the UK, identifying and comparing locations' physical and human geography.  <b>Fieldwork:</b> Use compas directions in Marble Hill Park</p>	<p style="text-align: center;"><b>The Earth, Our Home</b></p> <p>The children will extend their geographical learning with an introduction to the world map, features and compass directions.  <b>Field work:</b> Collect data about the temperature in London</p>
<b>Year 2</b>	<p style="text-align: center;"><b>Let's go on Holiday!</b></p> <p>The children will focus on the features of the world map, and of the UK, before building their knowledge of physical and human geography through an in-depth study of the north Cornish Coast.  <b>Fieldwork:</b> litter, create charts and maps showing litter in different areas: river, street and park.</p>	<p style="text-align: center;"><b>Richmond and Sri Lanka</b></p> <p>In this unit, the children will develop their map skills while comparing a small local area to a contrasting non-European country, in addition to creating their own maps using a simple grid system.  <b>Fieldwork:</b> create a grid map of central Twickenham</p>	<p style="text-align: center;"><b>The Eye of the Storm</b></p> <p>The children will build on their understanding of UK geography, examining weather patterns in the UK and comparing these to examples from international geography.  <b>Fieldwork:</b> setting up weather stations</p>
<b>Year 3</b>	<p style="text-align: center;"><b>Active Planet (Physical Geography) Iceland (Eyjafjallajökull volcano, San Andreas fault)</b></p> <p>The children will develop their understanding of seismic and volcanic activity, expanding their international knowledge through the contextual examples.  <b>Fieldwork:</b> natural history museum, recording information on specific case studies</p>	<p style="text-align: center;"><b>Gateway to the World (Focusing on European geography and The Alps)</b></p> <p>The pupils will build on their world map knowledge from KS1, exploring latitude and longitude before focusing on physical and human geography through an in-depth study of The Alps.  <b>Field work:</b> Annotate maps to identify patterns</p>	<p style="text-align: center;"><b>Location, location, location (a local study)</b></p> <p>Building on their local area geography from KS 1 children will describe location using compass points and map land use using grid references  <b>Fieldwork:</b> annotating an OS map and aerial photos, characterise and locate physical and human geography in the local area</p>
<b>Year 4</b>	<p style="text-align: center;"><b>The U.K.</b></p> <p>The pupils will build on knowledge learnt in KS1 about the United Kingdom. They will be able to locate counties and regions. They will describe physical and human differences across the UK.  <b>Field work:</b> Use of aerial photographs</p>	<p style="text-align: center;"><b>Rivers and the Water Cycle: Thames and Derwent</b></p> <p>The children will develop their fieldwork skills and understanding of the water cycle, as well as exploring the role of rivers as a centre point of human settlements and development.  <b>Fieldwork:</b> workshop by the River Thames (in the locality)</p>	<p style="text-align: center;"><b>Weather and Climate (Hurricanes, Deforestation) New Orleans and Brazil</b></p> <p>Children will build their understanding of climates, by investigating geographic diversity across the globe, using climate maps and a range of data representations to compare localities.  <b>Fieldwork:</b> use data to show how climates have changed over time</p>
<b>Year 5</b>	<p style="text-align: center;"><b>Moving People (Migration)</b></p> <p>The children will build on their understanding of human geography, exploring how physical and human geography affects trade, economics, migration and lifestyle.  <b>Field Work:</b> Data on migration into UK, London and Richmond</p>	<p style="text-align: center;"><b>The Wild West (California and the West USA)</b></p> <p>Building on their previous skillsets, the children will use a range of sources to determine geographical features and compare them to the UK.  <b>Fieldwork:</b> 6 figure reference maps – plotting the local area and giving references for key landmarks and compass related activities</p>	<p style="text-align: center;"><b>South Wales and China (Shaanxi province)</b></p> <p>The children will further develop their comparison skills and understanding of interconnectivity, using statistics to determine differences between aspects of human and physical geography.  <b>Fieldwork:</b> South Wales. Creating climate maps, and mapping elevation</p>
<b>Year 6</b>	<p style="text-align: center;"><b>Going Global (Interconnectivity)</b></p> <p>The children will deepen their understanding of the mutual dependence of nations, exploring the essential nature of trade and the causal geographical factors that influence human behaviour across the globe.  <b>Field Work:</b> Identifying through data the importance of the River Thames.</p>	<p style="text-align: center;"><b>The Living Earth (Climate Change)</b></p> <p>The children will build on their previous learning to develop their understanding of change in climate and environment, using data and statistics to support their deductions.  <b>Fieldwork:</b> Use data logger to gain data about climate in UK</p>	<p style="text-align: center;"><b>I am a Londoner</b></p> <p>The children will combine their local knowledge and geographical skills, developing strong fieldwork skills to investigate the human geographical trends in their local community.  <b>Fieldwork:</b> plan and conduct a journey with a point to point, using 8-figure maps. Children plan and conduct journeys with adults in small groups.</p>