



# Mayfield Primary School Curriculum Documents



| GEOGRAPHY OVERVIEW | Autumn  | Spring  | Summer  |
|--------------------|---|---|---|
| EYFS               | <p><b><u>I wonder what changes in Autumn?</u></b><br/> <b>Understanding the world</b> 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 e.g. from visiting parks, libraries and museums. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.<br/> <i>There are three other non-history driven 'I Wonder' questions this term.</i></p> | <p><b><u>I wonder what changes in Winter and Spring?</u></b><br/> <b>Understanding the world</b> 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 e.g. from visiting parks, libraries and museums. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.<br/> <i>There are four other non-history driven 'I Wonder' questions this term.</i></p> | <p><b><u>I wonder if everyone lives near the sea?</u></b><br/> <b>Understanding the world</b> 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 e.g. from visiting parks, libraries and museums. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.<br/> <i>There are two other non-history driven 'I Wonder' questions this term.</i></p> |
| Year One           | <p><b><u>Continents: Toy Story</u></b><br/>           Where in the world? Part One<br/>           As the children study toys across the world, the children are introduced to a map of our world and the seven continents and the five oceans (focusing directly upon the land: continents and cold regions).</p>   | <p><b><u>Local Study: St Annes in Bloom</u></b><br/>           Where in my town: Part One<br/>           A focus upon human features: town; house; street; shop; office; road; park; bridge; railway.</p>   | <p><b><u>Local Study: Travels &amp; Tales</u></b><br/>           Small area of the United Kingdom: St Annes, Blackpool, Fylde Coast, Lancashire.<br/>           Linking to the history study of local people and stories i.e. Amy Johnson, Dame Sarah Storey<br/>           Locating four countries and capital cities of the UK.</p>   |
| Year Two           | <p><b><u>Oceans: Animal Kingdom</u></b><br/>           Where in the world? Part Two<br/>           Within the theme, children will be introduced to animals from across the world and their natural habitats. Revisiting continents and focusing more directly upon oceans – introduce Equator.<br/>           Non-European contrasting country: Australia (Great Barrier Reef, Outback)</p>  | <p><b><u>Continents &amp; Oceans: Desert Island Champions</u></b><br/>           In the next stage of the Continents &amp; Oceans, the children take a look at the places across the world where significant events by significant figures took place.<br/>           e.g. Mary Seacole, Rosa Parks, Nelson Mandela,</p>  | <p><b><u>Local Study into UK Study: Kings, Queens &amp; Castles</u></b><br/>           Where in my town: Part Two<br/>           Using the local study knowledge from Year 1, the children branch out to consider the physical features of the area and then the UK as an island: beach; cliff; coast; tide; hill; mountain; sea; sand; season; weather.</p>  |
| Year Three         | <p><b><u>Region Study: A Roman Invasion</u></b><br/> <b>RIBCHESTER VILLAGE</b><br/>           Study the Roman principle of moving natural resources effectively across areas including energy, food, minerals and water and relate to today and the current systems.</p>  | <p><b><u>Human &amp; Physical Study: Clash of the Titans</u></b><br/>           Focus upon physical geography: rivers, mountains, water cycle position during this theme – building upon the ideas and knowledge studied during A Roman Invasion.</p>   | <p><b><u>Region Study: Superb Structures</u></b><br/>           North America: San Francisco – The home of the CBS Executive: Tex Wannabee and the home of the original 'Superb Structures' i.e. The Golden Gate Bridge.<br/>           Providing reasonable comparison with children's own region and considering its contrasting physical geography, climate zone and the natural disasters: earthquakes v storms/floods.</p>   |
| Year Four          | <p><b><u>Human &amp; Physical Study: The Power and The Rose</u></b><br/>           A human geography study to build upon the year 3 Saxon &amp; Viking physical geography study i.e. Trade Links, economic activity, type of settlement, land use.</p>  | <p><b><u>Region Study: Passport to New Europe</u></b><br/>           A study of a region in a European Country.<br/>           A study of the human and physical geography of a region which allows for similarities and differences to be drawn with our own region and adds to the knowledge gained during the study of North America during Superb Structures.</p>   | <p><b><u>Human &amp; Physical Study: Ancient Egypt</u></b><br/>           A study focusing human the physical geography of the River Nile as it runs through Egypt and Africa. Linking to the development of the human aspect of the region and its continued importance today. Studying in particular: Vegetation belts; biomes.</p>   |
| Year Five          | <p><b><u>Human &amp; Physical Geography: Gods &amp; Legends</u></b><br/>           A geographical focus upon volcanoes as the children take a historical civilization study into Greece. The children will look at active and extinct volcanoes in Greece and the Greek Islands i.e. Santorini, Methana.</p>  | <p><b><u>Region Study: Amazon Adventure</u></b><br/>           South America: Amazon Rainforest – concentrating on the environmental regions, revisiting climate zones, countries and key physical and human characteristics and considering Brazil as a further contrasting country to our own in addition to the range of countries covered by the Amazon.</p>  | <p><b><u>Summary Study: Victorians-on-Sea</u></b><br/>           A geographical study which ties together the study of human, physical and regional geography up to year 5 with an overarching theme before moving into the intensive application of the children's place and location knowledge based work of year 6.<br/>           Economic activity, land use and the clash of physical v rapidly developing human geography provide the main focus.</p>  |
| Year Six           | <p><b><u>Place &amp; Location Application: We All Stand Together</u></b><br/>           The geography of place is the focus on year 6 as we use the knowledge gained around counties, cities, countries, continents, oceans and hemispheres to assist with the studies of WW2 – its key sites and strategic positions and key battlegrounds.</p>  | <p><b><u>Place &amp; Location Application: Modern Olympic Heroes</u></b><br/>           The geography of place is the focus on year 6 as we use the knowledge gained around counties, cities, countries, continents, oceans and hemispheres to enhance the studies of a modern 'world Olympics' and the varied places the studied heroes come from. Tropics, Time Zones, Latitude, Longitude, Arctic &amp; Antarctic Circle studied within this theme.</p>  | <p><b><u>Place &amp; Location Application: Bring Me Sunshine</u></b><br/>           The geography of place is the focus of year 6 as we use the knowledge gained so far. In this unit we specifically revisit and apply our knowledge and counties, cities and towns to the coastal theme. Considering key coastal places and their development linked to leisure and entertainment i.e. Blackpool, Yarmouth, Scarborough, Bournemouth, Eastbourne, Torquay</p>   |