

**Rowley Park Academy**

**Geography Curriculum Overview**

Year group		Autumn (13wks to include 1 week for Christmas)	Spring (12wks)	Summer (12wks)		
EYFS	A	<p><b><u>You and Me</u></b></p> <p>How can we share our school experiences with our families? (outcome – picture frame to include things all about them)</p>	<p><b><u>Let’s Celebrate</u></b></p> <p>How can we create a performance for our families? (outcome – nativity play)</p>	<p><b><u>Let’s Visit</u></b></p> <p>How can we show our families and friends the places we’d like to visit? (outcome – performance for parents)</p>	<p><b><u>Ship Ahoy!</u></b></p> <p>How can we discover the history and secrets of the sea? (outcome –display to demonstrate learning)</p>	<p><b><u>On Show</u></b></p> <p>How can we retell a favourite story to our friends and families? (Outcome: Perform a puppet show)</p>
	B	<p><b><u>You and me</u></b></p> <p>How can we share our school experiences with our families? (outcome – picture frame to include things all about them)</p>	<p><b><u>Let’s Celebrate</u></b></p> <p>How can we create a performance for our families? (outcome – nativity play)</p>	<p><b><u>Say hello to Community Heroes</u></b></p> <p>How can we say thank you to the people that help us? (outcome – artwork for people who help us)</p>	<p><b><u>It’s a Magical World</u></b></p> <p>How can we transform an area of our school into a magical world? (outcome – produce a fairy garden)</p>	<p><b><u>We Love Books</u></b></p> <p>How can we tell people about our favourite story? (Outcome: Nur. Become a favourite book character Rec. Rewrite a favourite book)</p>
	<p><b>Children in EYFS will have exposure to resources and teaching opportunities across the EYFS journey to enable them to work towards the early learning goals both within the challenge packs and the EYFS continuous provision.</b></p> <p>ELGs - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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. • 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.</p> <p align="center">3-4 Year Olds</p> <ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p align="center"><b>Reception</b></p> <ul style="list-style-type: none"> <li>Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live</li> </ul>					

THE BIG PICNIC – BAKE OFF/WELLBEING – CLASS/SCHOOL COMMUNITY

Year 1 & 2 Cycle A	<p align="center"><b><u>Sparks Will Fly</u></b></p> <p><b>How can we teach our families to be safe at home?</b></p> <p>Revisiting the UK map children will look at capital cities linking this to the event of Great Fire of London including the location and spread of the fire. They will also compare past and present maps to investigate how London has changed overtime (comparing current and historical maps and using positional language)</p>	<p align="center"><b><u>Healthy Heroes and Vile Villains</u></b></p> <p><b>How can we share the impact of heroes past and present and inspire others to be heroes?</b></p> <p><b><i>Look at and celebrate festivals and parades around the world that (Celebrating differences – RE/PSHE link)</i></b></p>	<p align="center"><b><u>Buckets, Spades and Umbrellas</u></b></p> <p><b>How can we make a product to use at the beach?</b></p> <p>Children will study a coastal location focusing on physical and human features as well as the facilities available/weather impact. They will investigate the impact this has upon the lifestyles of people that live there and use information gain towards their challenge outcome. Focusing on Coastal locations/landscapes in the UK and coastal locations around the world.</p> <p>Fieldwork opportunities: Trip to the beach, To gather public views through a questionnaire</p>
	<p><b><u>Coverage:</u></b> G.1.1b G1.4c G1.4b, G1.4d, G1.3b</p>	<p><b><u>Coverage:</u></b></p>	<p><b><u>Coverage:</u></b> G1.1a, G1.4, G1.2b, G1.2c, G1.4d, G1.4c</p>
Year 1 & Year 2 Cycle B	<p align="center"><b><u>We Are Family</u></b></p> <p><b>How can we create a gallery of ourselves?</b></p> <p>Children will look at geography in relation to themselves – studying their own local areas through aerial maps, Aerial photographs and symbols used and maps created by the children. They will recognise and discuss the local features through fieldwork and observations using geographical vocabulary.</p> <p><b>Fieldwork opportunities:</b> Walk around their local area – take photos, drawings and make observations.</p>	<p align="center"><b><u>Really Rural, Utterly Urban</u></b></p> <p><b>How can we produce a locally sourced traditional breakfast for our family?</b></p> <p>Children will compare contrasting localities – towns, cities and rural locations, identifying key similarities and difference/Physical and human features and how this might impact upon their ability to provide and produce food locally.</p> <p><b>Fieldwork opportunities:</b> <i>visit a farm, visit to the local shop/butcher.</i></p>	<p align="center"><b><u>Feeling hot, hot, hot or cold, cold, cold!</u></b></p> <p><b>How can we protect animals around the world?</b></p> <p>Using world maps and Identifying weather patterns of different places around the world children will study similarities and difference between a location and a non-European country (Africa and polar regions)</p> <p><b>Fieldwork opportunities:</b> Comparing weather in their location using equipment.</p>
	<p><b><u>Coverage:</u></b> G1.1b G1.3b, G1.4c, G1.4d, G1.4b</p>	<p><b><u>Coverage:</u></b> G1.2c, G1.2a, G1.3b G1.3a</p>	<p><b><u>Coverage:</u></b> G1.1a, G1.4a, G1.2b, G1.3a</p>
Year 3 & 4 Cycle A	<p align="center"><b><u>Catastrophe!</u></b></p> <p><b>How can we help those affected by natural disaster?</b></p> <p>Children will investigate relevant natural disasters around the world (including volcanoes/earthquakes) and will explore ways that the disasters have affected economic activity including trade links and natural resources and how aid is given in different locations. Linking their learning to climate zones, wealth of countries and how this impacts their recovery.</p>	<p align="center"><b><u>History Detectives</u></b></p> <p><b>How can we communicate who made the earliest changes to Britain?</b></p> <p>Children will compare land use maps past and present (linked to History periods Stone age/Iron age and Romans) and explore how this has changed overtime. They will use and create maps to make links to choices made by Invaders and Settlers and what the locations had to offer them and changes in land use, access to resources, sustainable life.</p>	<p align="center"><b><u>The Toymaker's Apprentice</u></b></p> <p><b>How can we create a toy to encourage communication between younger children?</b></p>

		<p><b>Fieldwork Opportunities:</b></p>	<p><b>Fieldwork opportunities:</b></p>	
		<p><b>Coverage:</b> G2.1a, G2.1c, G2.3a, G2.3b, G2.4a,</p>	<p><b>Coverage:</b> G2.4a, G2.4b, G2.3b</p>	<p><b>Coverage:</b></p>
<p>Year 3 &amp; 4 Cycle B</p>		<p><b><u>Around the World in 80 Beats</u></b></p> <p><b>How can we represent music from around the world? (UK and Brazil)</b></p> <p>Compare physical and human geography within a European and S/N American countries and investigate how the culture of the countries influences on lifestyle including music.</p> <p><b>Fieldwork opportunities:</b></p>	<p><b><u>Deep Water</u></b></p> <p><b>How can we have a positive impact on our waterways?</b></p> <p>Children will investigate local waterways (canals, rivers, waterways) and their uses in Stafford town, the county and compare to those across the UK and world issues about safe/healthy water. They will study the way that different waterways are used to support economic and trade use as well as leisure past-times and how this benefits our locality and ways to improve them. They will also study the water cycle.</p> <p><b>Fieldwork opportunities:</b> Visit Cannock chase, river study of the River Sow, Questionnaires, collect data,</p>	<p><b><u>It's All Greek to Me</u></b></p> <p><b>How can we celebrate sporting traditions of the past?</b></p> <p>Children will use maps and atlases to locate countries and features studied. They use knowledge gained during their challenge pack to create a simple thematic map to represent settlements in ancient and modern Greece including human and physical geography and investigate any links to sporting developments/leisure.</p> <p><b>Fieldwork opportunities:</b></p>
		<p><b>Coverage:</b> G2.4a, G2.3b, G2.2a, G2.3a</p>	<p><b>Coverage:</b> G2.1b, G2.3b, G2.4b, G2.4a</p>	<p><b>Coverage:</b></p>
<p>Year 5 &amp; 6 Cycle A</p>		<p><b><u>Lest We Forget</u></b></p> <p>Can we transform an area of our community through 3 dimensional art so that we remember fallen heroes?</p> <p>Based on World War I &amp; II, children use maps to locate axis and allied countries in both World Wars. They will then name cities and towns affected by bombing and describe how those settlements were affected and changed over time. They will compare and contrast geographical regions of 3 countries involved in World War II which consists of the UK, a European country and a North American country.</p>	<p><b><u>The Power of Words - Literature Focus</u></b></p> <p><b>Can we create an ebook to share with a partner school?</b></p> <p>Based on Power of Greta Thunberg's words and actions (or other environmentalists), the children will study the impact that people are having upon the environment, the changes that take place as a result and the impact upon physical and human geography of studied areas.</p> <p><b>Fieldwork Opportunities:</b></p>	<p><b><u>Castle Attack! (Y5 only)</u></b></p> <p><b>Can we engineer a piece of equipment to attack a castle?</b></p> <p>Children will study map so including OS maps to create thematic maps of the UK in relation of counties and cities that home castles past and present. They will compare settlements and different land use of locations and the impact this had upon design and choices of castle and changes that have taken place over time.</p> <p><b>Fieldwork opportunities:</b> Visit Stafford castle, live sketches and observation, investigating area digitally.</p>
		<p><b>Coverage:</b> 3.3b, 3.4a, G3.1a, G3.1b</p>	<p><b>Coverage:</b> G3.3C, G3.1a, G3.2c, G3.1c, 3.4a, 3.3a</p>	<p><b>Coverage:</b> 3.1b, 3.4c, 3.4b, 3.3b, G3.4a, 3.2a, 3.3a</p>

Year 5 & 6 Cycle B		<p><b><u>Space Infinity!</u></b> Can we code to create a space game?</p>	<p><b><u>Food v Man</u></b> <b>Can we promote fairtrade through a healthy tuckshop?</b> Children will compare and contrast their location, a location in Europe, North and south America – studying their environmental aspects and physical/human geography focusing on fair trade, biomes and vegetation belts and economic activity including distribution of natural resources.</p> <p>Central America – Mexico, Honduras, Belize, Guatemala, El Salvador Linked with The Mayans (History)</p>	<p><b><u>Let Us Entertain You (Y6 only)</u></b> <b>Can we entertain an audience?</b></p>
		<p><b><u>Coverage:</u></b></p>	<p><b><u>Coverage:</u></b> G3.1a G3.3c, G3.2c, G3.2a</p>	<p><b><u>Coverage:</u></b></p>