

BUDE PARK PRIMARY – GEOGRAPHY OVERVIEW

Subject:	Year:	Unit 1	Unit 2	Unit 3
Geography	EYFS	Curricular Goals: <i>The main purpose of early geography teaching/learning is for children to begin to develop a sense of place, knowing that not everywhere looks the same; children in early years should begin to think about how we know where somewhere is and what it looks like, as well as beginning to consider early concepts of the world being shaped by things such as climate (the weather) and position in the world. Stories such as ‘Rosie’s Walk’, ‘Handa’s Surprise’, ‘Lost and Found’ and ‘You Live Where?’, as well as first-hand experiences, such as local area walks should underpin geographical learning in EYFS. The end points (curricular goals) have deliberately not been divided into units, as seen across the rest of the school, as these early geographical concepts should be revisited frequently over the year.</i> <ul style="list-style-type: none"> • Describe their immediate environment. • Know similarities and differences between the natural world around them and contrasting environments. • Explain some similarities and differences between life in this country and life in other countries (specifically life in the country on a farm in ‘Rosie’s Walk’, Kenya linked to ‘Handa’s Surprise’, the South Pole in ‘Lost and Found’ and a whole variety of countries around the world in ‘You Live Where?’ • Understand some important processes and changes in the natural world around them, in particular the weather linked to changing seasons and changes in the natural world as a result • Understand why it is important to look after our environment (linked to not dropping litter) 		
	Yr 1	This is the place I live ...	Weather: Home and Away	Hull And Bridlington
		Curricular Goals		
		What is in my local area?	How does the weather change in the UK and is this the same for the rest of the world?	How is my city different to a town on the coast?
	Yr 2	A sense of place: UK	A sense of place: The world	A sense of place: Caring for our environment
		Curricular Goals		
		What are the key human and physical features of the cities of Hull and London?	Can I compare and contrast the human and physical features of Hull and Yukon to recommend the best place to live?	What is the importance of recycling, reusing and reducing to benefit our environment?
	Yr 3	Kingswood vs Scarborough	The Impact of Coastal Erosion Along the East Coast of England	The Importance of Europe
		Curricular Goals		
		How does Kingswood in Hull (shopping centre) compare with the seafront at Scarborough? (job opportunities, types of businesses (land use) and reasons for the various amenities)	Where would it be best to build a new caravan park on the East Yorkshire coast - at Mappleton or Skipsea? (Specific focus on coastal erosion along the Holderness coast and the impact on the coastline and the people who visit and live there)	Why is Europe is so important to our lives now and in the future? (Include a focus on: Where our fruits and vegs come from and other food stuffs, explaining why we can and can't grow certain things – demand for goods all year round; links to climate work Include in this whether there is an environmental cost to doing this and trade links and routes)

BUDE PARK PRIMARY – GEOGRAPHY OVERVIEW

	Yr 4	Volcanoes and Earthquakes	Settlements & Rivers	Living in Hull, England v Venice, Italy	
		Curricular Goals			
		Why do volcanic eruptions and earthquakes happen and what is the impact on human civilization?	Why did the people of 'Hull' settle where they did around the rivers? Include: Formation of rivers	How does living in Venice, Italy compare with living in Hull, England? Include knowledge of human and physical features in both places	
	Yr 5	South America and Rainforests	Distribution of the world's natural resources		
		Curricular Goals			
		Why does South America have its own unique biome?	How can the impact of deforestation be reduced? Include analysis of the reasons for and against	Why, when 71% of the world is covered in water, doesn't everyone around the world have access to clean, safe drinking water?	
	Yr 6	Migration	Impact of Fast Fashion	The Impact of Climate Change	
		Curricular Goals			
		What is migration, where do people immigrate and emigrate and what are the reasons for these patterns?	What are the pros and cons of 'fast fashion'? Including justifying reasons for each, and referencing the human and physical impact on the land	How has climate change had an impact on today's world? Include Analysing information about an area of the world to report on a range of environmental, human and physical features and their impact on the population and economic growth	