



Subject: Geography

Curriculum Intent: Our curriculum in Geography aims to ignite children's natural curiosity about the world and empower them to leverage their knowledge and abilities to actively contribute to shaping its future. At Newington Academy, our goal is to provide children with a strong foundation in understanding the world through the use of geographical terminology and captivating storytelling.

Geography and History are taught on an alternate timetable. Red boxes indicate where a **History** unit is being taught.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<u>Me and My Community -</u> My family Starting school My Local Area People who help us My Body Black History Month Healthy Eating Harvest Children will; Use google maps with adult support to locate places Verbalise their experience of a place using key geographical vocabulary and making reference to their sense i.e. the sight of cars on the road and shoppers in town. Explain why a place (i.e. place of worship) is important to a local community	<u>Lets Celebrate -</u> UK celebrations Birthdays UK and the wider world Weddings around the world Cultures around the World Traditions through Time Christmas Traditions Children will; Manipulate a globe to find any given country in the world, including the UK and another (or more) country in a continent Find a country on a two-dimensional map including the UK and another (or more) country in a on continent Compare the properties of two	<u>Long Ago -</u> The Gingerbread Man Goldilocks Jack and the Beanstalk The Three Little Pigs Transport Past and Present Seaside Past and Present Children will; Fieldwork: Be inquisitive about the natural world i.e. finding interesting objects and asking questions about them. For example, different types of seeds, shells of bird eggs, conkers, shells etc. Begin to talk about things they notice are the same and different about the natural features they	<u>Creep, Crawl, Wriggle -</u> Polar Safari and Rainforest Woodland Water Animals Pets Mini-beasts Life Cycles Children will; Fieldwork: A place an animal lives is called its habitat Draw pictures of animals spotted within their school environment Draw pictures of animals spotted outside of their school environment Talk about the things they notice about animals and plants Begin to talk about	<u>Ready, Steady, Grow!</u> Planting and Growing Farming Farm animals and their young Different countries crops Seasons Weather Children will; Verbalise their experience of a place (including a more rural and urban area), using key geographical vocabulary and making reference to their sense i.e. the smell of a farm, the sound of birds in a park, the feel of sand at the beach, the sound of the birds/waves at the beach, the sight of	<u>Time for an Adventure!</u> Magical creatures Pirates Dinosaurs Superheroes Space A New Country Adventure time Children will; Use google maps with adult support to locate places Create a simple two dimensional, visual representations of the three dimensional space i.e. a treasure map, a board game Manipulate a globe to find any given country in the world,



Long Term Planning Document

	Fieldwork: Draw pictures of animals spotted within their school environment Draw pictures of animals spotted outside of their school environment Draw pictures of plants spotted outside of their school environment	places by using comparative language such as and, so, but etc. (i.e. Country A is cold, so they wear warm clothes. But Country B is hot so they wear clothes to keep them cool.)	find in different environments i.e. 'There are birds in the trees on my school grounds. In my garden at home we have a robin and a squirrel that we see sometimes.' Other examples include, at the park, on a day trip to the beach, in town etc.	things they notice are the same and different about the natural features they find in different environments i.e. 'There are birds in the trees on my school grounds. In my garden at home we have a robin and a squirrel that we see sometimes.' Be inquisitive about the natural world i.e. finding interesting objects and asking questions about them. For example, different types of seeds, shells of bird eggs, conkers etc.	cars on the road and shoppers in town. Find a country on a two-dimensional map including the UK and another (or more) country in a on continent Compare the properties of two places by using comparative language such as and, so, but etc. Fieldwork; Draw pictures of plants spotted outside of their school environment Talk about the things they notice about animals and plants i.e. 'the leaves on the trees are orange and red' (Autumn), 'there are now no leaves on the trees' (Winter), 'there is blossom on some trees' (Spring) etc. Be inquisitive about the natural world i.e. finding interesting objects and asking questions about them. For example, different types of seeds, shells of bird eggs, conkers etc. Begin to talk about things they notice are the same and	including the UK and another (or more) country in a continent Find a country on a two-dimensional map including the UK and another (or more) country in a on continent Compare the properties of two places by using comparative language such as and, so, but etc. (i.e. Country A is cold, so they wear warm clothes. But Country B is hot so they wear clothes to keep them cool.)
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Year 1		Our local area Key Question: What is our local area like?			The United Kingdom Key Question: What are the countries that make up the United Kingdom like?	Beside the sea Key Question: What human and physical features can you find at the seaside?
Year 2			Planet Earth Key Question: Can you describe the seven continents and five oceans that make up planet Earth?		Life in Kenya Key Question: How is living in Kenya similar and different to living in the UK?	
Year 3	Rivers Key Question: How do rivers, people and land affect each other?	Mountains Key Question: How do mountains interact with what is around them?	Settlements Key Question: How would you describe these settlements?	Agriculture Key Question: How are we connected to farmers?	Volcanoes Key Question: How do volcanoes affect a place?	Climate and Biomes Key Question: How does the climate affect the way people live?
Year 4	Rhine and Mediterranean Key Question: How have land	Population Key Question: How and why does population	Coastal processes Key Question: How does the location of west	Tourism Key Question: How do tourists affect places?	Earthquakes Key Question: What are the effects of	Deserts Key Question: In what ways are deserts around



	and people shaped the Rhine and the Mediterranean?	distribution vary across Great Britain?	Wales affect its coast?		earthquakes on people and on the environment?	the world similar and different?
Year 5	Why is California so thirsty? Key Question: Why is California so thirsty?	Oceans Key Question: How do people and oceans affect each other?	Migration Key Question: How is migration causing change in the Shetland Islands?	North and South America Key Question: To what extent do the places where people live vary across North and South America?	The Amazon Key Question: How should the Amazon change in the future?	Interconnected Amazon Key Question: To what extent is the Amazon connected with the rest of the world?
Year 6	Energy and climate change Key Question: In what ways can our actions locally benefit people globally?	Ethiopia Key Question: To what extent is Ethiopia a diverse country?	Changing Birmingham Key Question: What was the greatest change in Birmingham between 1750 and 2020?	Jamaica Key Question:	Local area enquiry Key Question:	Local area enquiry Key Question: