Hexham First School

Geography

**Content and Sequencing**

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| Year Group | Autumn | Spring | Summer |
| Nursery | Here or There?  (Journeys) | Here or There?  (Comparing different places in the world) | Growth and Animals  (Natural Environments) |
| Reception | Here or There?  (Journeys) | Here or There?  (Comparing different places in the world) | Growth and Animals  (Natural Environments) |
| Year 1 | Welcome to Our School | The UK | Seasons and Weather  (Decision Making) |
| Year 2 | My School in Nine Photos | Comparing my local area with Ethiopia  (Non-European Country) | Hot and Cold Places  (Location) |
| Year 3 | Local Area Study  Egger | Rainforests  (Biomes) | The River Tyne |
| Year 4 | Regional Comparisons | Geography of Modern Greece (inc. introduction to Europe’s climate and vegetation belts)  *(Case study: tourism in Kefalonia)* | mountains  *(Decision making)* |

Nursery – Through a core book study, ‘Rosie’s Walk’ children will talk, think about and explore their immediate surroundings seeing all the different parts of the school building and school grounds. They will understand and share their knowledge about familiar journeys to them. Pupils will experience aerial maps of the local area and spot very familiar places. Children know they live in Hexham. Children will learn long journeys take us to different countries and can talk about things they see from different countries. Children in Nursery use all their senses in hands-on exploration of natural materials and begin to understand the need to respect and care for the natural environment and all living things.

Reception – Children move on to explore what living in Hexham means, they visit the market and on a tour of Hexham, experience some of the physical features of Hexham. Children learn that maps can show us how to make journeys. Map making to describe an important journey to them and looking at aerial maps of our visit to the market. Through a core book study, ‘My Granny went to Market’ children understand and can talk about the similarities and differences they notice from different countries. Children in Reception learn to understand some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They understand some important processes and changes in the natural world around them, including the seasons.

Year 1 – Children build on the experiences they have during their Early Years curriculum. Children ‘zoom in’ to our direct local school locality and explore mapping, learning to read maps with keys and using fieldwork to use maps for different purposes. Children then learn about the four countries of the United Kingdom. Children develop their reading aerial map skills focusing on different parts of the UK. Pupils in year 1 also use fieldwork to learn about the seasons and weather turning their attention to school improvement in a geographical way.

Year 2- Building on learning about our own immediate school surroundings in year 1, children in year 2 develop this understanding by using fieldwork to compare their school to other schools around the world. Children also revisit their aerial map reading. This world comparison is built on further by comparing our local area with an area in Ethiopia. Later in year 2, children learn about hot and cold climates, learning about continents and the equator and study the impact of location on place.

Year 3 - This year begins with a local area study, through a unit study of a local business. Children revisit their aerial mapping skills and are introduced to Ordnance Survey mapping. Pupils delve deep into employment and resources in our local area. Building on the global knowledge gained in year through the hot and cold places unit, children then explore biomes with the rainforest unit. Making connections to the local forest study in the Egger unit. Studying another local important physical feature in our area, year 3 pupils focus on The River Tyne, taking part in fieldwork to deepen knowledge.

Year 4 – Building on knowledge of the UK in Key stage 1 and having developed good knowledge of our region, children in year 4 compare regional differences and similarities within the UK. Next year 4 pupils get an introduction to Europe, identifying Countries and learning about climate and the human geography of the specific European Country; Greece. Which in turn leads children in year 4 to study mountains, mapping, measuring and managing part of which considers the mountainous regions of Greece.