



Spreyton School Geography Overview



As we are so small at Spreyton we have a unique challenge to ensure that all children make progress at their own level, and have a pathway through our curriculum that supports their learning at an appropriate level for their year group, while being taught in a class with 4year groups.

In Geography we follow the Grammarsaurus curriculum, and have the units of work which are planned in across the KS2 curriculum. In order to ensure that children are taught appropriate disciplinary knowledge through the key stage, we have devised a skill progression. This means that although the knowledge might be the same for the whole key stage during a unit of work, the skills they are working on are differentiated to ensure that children are making progress through the history disciplinary knowledge at an age-appropriate level.

This document details the units of work that the children will cover through their time in Spreyton School. The KS2 curriculum works on a 4-year rolling programme, the KS1 curriculum works on a 2-year rolling programme, with the EYFS objectives fitting in to the KS1 curriculum subjects where appropriate.

PASSION - PRIDE - PERSEVERANCE - POSITIVITY



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Year A		<p>The World and My School (6) (Autumn 2)</p> <ul style="list-style-type: none">• What is my classroom like?• Where is my school on the street?• Where is my town in the country?• What are the seasons like in the United Kingdom?• Where is my country in the world?• How is the weather different around the world? <p>EYFS: Understanding the World: The Natural World</p> <ul style="list-style-type: none">• 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.• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.				<p>Our School Grounds (3) (Summer 1)</p> <ul style="list-style-type: none">• Which features in our school grounds encourage plant life?• Where on our school grounds could we encourage plant life?• How can we share the locations in our school where we would encourage plant life? <p>Our Local Park (3)</p> <ul style="list-style-type: none">• Where is our local park, and how do people get there?• How can we collect data about the key features of our local park?• How can we present data about our local park's facilities? <p>EYFS: Knowledge and understanding of the world</p> <ul style="list-style-type: none">• Familiarise children with the name of the road, and or village/town/city the school is located in.• Draw information from a simple map.



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KS1 Year B

My local area and Tulum Mexico (10)

- Can I use atlases and globes to discover the continents and oceans of the world?
- What is the effect of the equator and the poles on the climate across the world?
- What are the countries, capital cities and surrounding seas of the UK?
- Where is my local area and what are the key human and physical features?
- Can I create a map of my school using key map features?
- Can I create a map of my local area using aerial photographs?
(include human and physical features)
- Where is Mexico?
- How do the physical features of Tulum compare to my local area?
- How do the human features of Tulum compare to my local area?
- How can we present the information we have gathered to answer the question 'What are the similarities and differences between my local area and Tulum, Mexico?'

EYFS Knowledge and understanding of the world

- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise that some environments are different to the one in which they live.
- Draw information from a simple map.
- Familiarise children with the name of the road, and or village/town/city the school is located in.
- Know there are different countries in the world and talk about the differences they have experienced or seen in photos.

Investigating Weather and Climate (6)

- What is the difference between weather and climate?
- How can we read a weather map?
- How can we collect weather data?
- How can we collect and record weather data?
- How can we present weather data?
- How can we analyse our weather data and evaluate our fieldwork?

EYFS Understanding the world

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside



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<p>KS2 Year A 2026 - 2027</p>	<p>Locality Unit (planning pending)</p>	<p>Sustainability (4)</p> <ul style="list-style-type: none">• What is plastic waste?• What can our school do to reduce plastic waste?• (case study: Cornwall beaches)• How can we plan and carry out effective ways to reduce plastic waste in school?• How can we record and evaluate the effectiveness of reducing plastic waste in school?	<p>United States (12)</p> <ul style="list-style-type: none">• What are the key features of the UK and my region? (recap)• What is the geography of the North American continent?• What is the USA?• What is the main economic activity of states in the Western United States?• What is the water cycle?• What are rivers? (including comparison case study)• What are mountains? (including comparison case study)• What are the biome and climate zones of the Western United States?• What are the vegetation belts of the Western United States?• What are the volcanoes and earthquake zones of the Western United States?• What are the key settlements in the Western United States and how do they compare to my region?• What are the similarities and differences between my region and the Western United States?
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<p>KS2 Year B 2027 - 2028</p>	<p>UK Depth Study (9)</p> <ul style="list-style-type: none">• What are the key geographical features of the UK?• What are the sectors of the UK economy?• How sustainable is agriculture in the UK?• How sustainable is energy generation in the UK?• How sustainable is water use in the UK?• How sustainable is the use of rare earth elements?• How does automation affect the economic activity of the UK?• How sustainable is waste management in the UK?• How sustainable is the economic activity of the United Kingdom?	<p>Investigating Weather and Climate (5)</p> <ul style="list-style-type: none">• What is the difference between weather and climate?• How can we collect weather data?• How can we collect and record weather data?• How can we present weather data?• How can we analyse our weather data and evaluate our fieldwork?	<p>Biomes and Ecosystems (4) (Eden Project?)</p> <ul style="list-style-type: none">• What biomes and ecosystems are found in the UK?• What can I learn about ecosystems by studying the New Forest?• How can I study a local ecosystem?• What data can I collect from my local woodland ecosystem?• How can I present the data collected from my local ecosystem?
<p>KS2 Year C 2024 - 2025</p>	<p>Bee Conservation (5) (Honey Farm?)</p> <ul style="list-style-type: none">• What can we learn about bees?• What are the key issues affecting bees?• How can our school environment help bees?• How can we plan and carry out effective ways to conserve bees?• How can I record and evaluate the effectiveness of the conservation in my school?	<p>Rivers (4) (Local River?)</p> <ul style="list-style-type: none">• What are rivers and how are they formed?• What can I learn about rivers from studying the River Trent?• How can I collect data from a local river in my region?• How will I present and analyse data collected from fieldwork?	<p>The United Kingdom (10)</p> <ul style="list-style-type: none">• What are the countries of the UK and the regions of England?• What are the settlements of the UK and the counties England?• What are the human features of the UK?• What are the physical features of the UK?• How can I use compasses, keys and symbols to read a map?• How can I use 4-figured grid references to read a map?• What are the key topographical features found in the UK?• How have land use patterns changed over time in the UK?• What are my regions key human and physical features?• Can I create a sketch map of my local area?



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KS2 Year D 2025 - 2026

Land Use, Economic Activity and Travel (4) (Farm Wise)

- What are the types of land use?
- What are the important features of a settlement and why do settlers choose specific places?
- How can I record the facilities that are available in my local area?
- How can I present and analyse information about local facilities?

Italy (11)

- How is the world represented on maps and globes?
- What are the key features of the UK and my region (recap)?
- What are Europe's human and physical features including countries and capital cities?
- What are the key geographical features of Italy?
- What is plate tectonics?
- What are earthquakes and how do they occur?
- What are volcanoes and how do they occur?
- What are the key physical features of Campania, Italy and how do they compare with my region
- What are the key settlements in Campania, Italy and how do they compare with my region?
- How is the land used in Campania, Italy and what are the economic activities and how do they compare to my region?
- What are the similarities between my region and the region of Campania, Italy?