

## Geography Curriculum Years EYFS to 11

## **Curriculum Intent:**

What could be more important than learning about the world that over 7 billion people inhabit? At Seva School, our geography curriculum inspires students to develop an intellectual awareness and a fascination about the planet in which they live. They learn to appreciate the world and our place in it including how we use and care for the environment. Engagement is harnessed through context embedded learning, for example, how do daily decisions we make in the UK impact on a child's life in Indonesia or a polar bear's food supply in the North Pole. Through promoting this wider perspective, virtues of respect and responsibility permeate through, break down boundaries and instil hope for a ever more connected world.

| Year | Curriculum Journey  |
|------|---|
| EYFS | Seasons   |
|      | Where we live   |
|      | Extreme weather – hot and cold regions                                    |
|      | Key locations around the world including India                            |
| 1    | Weather patterns in the north and south poles in relation to the equator. |
|      | Jungles in Borneo.  |
|      | Seasides in the UK  |
| 2    | Jurassic forest: When dinosaurs ruled the world                           |
|      | Jobs and our local area – aerial photographs and local study              |
|      | World maps – continents, oceans, UK countries and capital cities.         |
|      | 4 points of a compass.  |
| 3    | Rainforests.  |
|      | Chocolate – Fairtrade.  |
|      | Raging Rivers.  |
|      | Local areas and maps – including UK cities and geographical features.     |

| 4 Compare and contrast countries: UK and Africa Volcanoes and earthquakes  5 Compare and contrast countries: UK and South America Water aid: water cycle  6 Polar regions and oceans Ecosystems, climate zones, biomes, vegetation belts, mountains, volcanoes and earthquakes  7 Map skills Connectedness / Globalisation Coasts and managed coasts. Glaciers  8 Population and managed populations. Weather and climate. |  |  |  |  |  |
|--|--|--|--|--|--|
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| Weather and climate.   |  |  |  |  |  |
| Wedner and climates  |  |  |  |  |  |
| Climate change.  |  |  |  |  |  |
| Brazil and China – compare and contrast.   |  |  |  |  |  |
| Ecosystems.  |  |  |  |  |  |
| 9 Restless Earth – managing hazards.   |  |  |  |  |  |
| Global climate.  |  |  |  |  |  |
| Cyclones.  |  |  |  |  |  |
| Development Dynamics.  |  |  |  |  |  |
| 10 Urbanisation with a focus on Mumbai.  |  |  |  |  |  |
| Challenges of an urbanising world.   |  |  |  |  |  |
| The UK's evolving costal change.   |  |  |  |  |  |
| River processes and pressures.   |  |  |  |  |  |
| The UK's evolving landscape – including a case study of a major UK city – London.  |  |  |  |  |  |
| Geographical investigations – fieldwork.   |  |  |  |  |  |
| People and the biosphere.  |  |  |  |  |  |
| Forests under threat.  |  |  |  |  |  |
| Consuming energy resources.  |  |  |  |  |  |