



## Geography - Curriculum Overview

Year	Subject specific Vocabulary	'The Greats'	Autumn	Spring	Summer	Fieldwork (ongoing)
Nursery			<p><b><u>Personal, Social &amp; Emotional Development (PSED):</u></b></p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"><li>Develop their sense of responsibility and membership of a community</li></ul> <p><b><u>Understanding the World:</u></b></p> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li></ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"><li>Talk about what they see, using a wide vocabulary.</li></ul> <p><b><u>Expressive Arts and Design:</u></b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"><li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</li></ul>			
Reception	Town City Village Road Path House Flat River pond Stream Hill Mountain Sea Dessert		<p><b><u>Understanding the World:</u></b></p> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"><li>Draw information from a simple map</li><li>Understand that some places are special to members of their community</li><li>Recognise some similarities and differences between life in this country and life in other countries</li></ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"><li>Explore the natural world around them</li><li>Describe what they see, hear and feel whilst outside</li><li>Recognise some environments that are different to the one in which they live</li></ul>	<p><b><u>Understanding the World:</u></b></p> <p><b>People, Culture and Communities (ELG)</b></p> <ul style="list-style-type: none"><li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li><li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li><li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</li></ul>		



					<b>The Natural World (ELG)</b> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures</li> </ul>	
<b>Year 1</b>	geography grounds north south east west direction map fieldwork observation Endon local  atlas globe world land ocean capital city United Kingdom human physical similarities differences  coast water safety ocean seaside arcade pier marine life popular tourists	<b>Felicity Aston</b>  <b>Mary Seacole</b>	Autumn Term 1  Our School  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Spring Term 2  Wonderful World  Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  Name and locate the world's seven continents and five oceans  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Summer Term 2  Coasts  Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  Name and locate the world's seven continents and five oceans.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Use atlases to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a simple school map.  Use aerial photographs of the school grounds and identify key areas and reference human and physical geography features.  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  Use atlases to identify the school and local area leading towards the United Kingdom and its countries.



Year 2	yacht cruise ship motorway air travel distance	<b>Karl Benz</b>	Autumn Term 1	Spring Term 2	Summer Term 2	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
	residential Stoke-on-Trent city town village north-east north-west south-east south-west navigate human physical factory housing economy landmark canal locality employment countryside urban rural  Amazon Rainforest stream wildlife extinction deforestation development population destruction camouflage tribe climate change oxygen canopy forest floor sustainable adaptation habitat	<b>Wedgwood</b>  <b>Bear Grylls</b>	Travel and Transport  Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Our local area Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  Use aerial photographs & plan perspectives to recognise landmarks & basic human & physical features; devise a simple map; use and construct basic symbols in a key  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Jungles Name and locate the world's seven continents and five oceans  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



<p><b>Year 3</b></p>	<p>comparison climate biome vegetation wildlife capital land use settlement ordnance key symbols navigation</p>	<p><b>Prince William (role in the RAF)</b></p>	<p>Topic - WWII - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>Topic: UK</p> <p>Place Knowledge describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>- Name and locate counties and cities of the United Kingdom</li> <li>- Identify human and physical characteristics, key topographical features (including hills, coasts), and land-use patterns.</li> <li>- Understand how some of these aspects have changed over time.</li> </ul> <p>Human and physical geography Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK.</li> </ul>	<p>Use maps, atlases and globes mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, the human and physical features in the local area</p>
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<p><b>Year 4</b></p>	<p>characteristics physical human land use social economic trade longitude latitude equator tourism agriculture infrastructure volcano tectonic plates eruption core life threatening archaeology</p> <p>land use social economy survival scavenge settlement agriculture demand society</p>	<p><b>Greta Thunberg</b></p> <p><b>Sir David Attenborough</b></p>	<p>Topic: Europe - Who are our neighbours?</p> <p>Locational Knowledge: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>- Locate Europe countries, using maps to focus on Europe look at environmental regions, key physical and human characteristics, and major cities. - Use maps, atlases, globes.</p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including</p>		<p>Topic - Invaders and Settlers</p> <p>Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>- To compare the different types of settlements. - To explore human survival techniques and scavenging. - To understand the different uses of land compared to today and their purpose. - To explore the reference to economy and how our economy today has developed.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. - To use online maps to compare land use over time and how the demand for land has developed through history.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate European countries and describe features studied.</p> <p>Use the eight points of a compass, four grid references and to build their knowledge of the United Kingdom and European countries.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs.</p>
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			<p>sketch maps, plans and graphs, and digital technologies.</p> <p>- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>			
<b>Year 5</b>	<p>constellations eclipse heliocentric Tropic of Cancer Tropic of Capricorn Greenwich Meridian orbit galaxy solar system</p> <p>basin bed current delta downstream erosion estuary floodplain mouth silt source tributary meander sediment economy social economic social exportation importation financial development expansion surface area</p>	<p><b>Alan Hinkes</b> <b>(mountain link)</b></p> <p><b>Greta Thunberg</b></p>		<p>Topic: The Mayans</p> <p>Locational Knowledge: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>- Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). - Locate the world's countries, using maps.</p>	<p>Topic: Rivers</p> <p>Place Knowledge Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p>- Using fieldwork opportunities at Stanley Head, explore the water cycle and the different areas of a river and understand their purpose.</p> <p>Human and physical geography: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>- Describe and understand key aspects of: physical geography, including: rivers and mountains.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>



	land use population				- Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	
Year 6		David Suzuki (environmental activist)  Greta Thunberg			<p>Topic: North and South America</p> <p>Locational Knowledge: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>- Locate the world's countries, using maps to focus on North and South America.</p> <p>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>- Use digital/computer mapping to locate countries and describe features studied.</p> <p>Place Knowledge Describe and understand key aspects of:</p> <p>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>- Understand geographical similarities and differences through the study of human and physical</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, through different periods of time. Exploring why and how landscapes have changed.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area (and in contrasting areas virtually using digital mapping) using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>





					<p>geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human and physical geography: Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge and the wider world.</p>	
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