



Geography - Curriculum Overview

Year	Subject specific Vocabulary	'The Greats'	Autumn	Spring	Summer	Fieldwork (ongoing)
Nursery			Understanding the World: People, Culture and Communities • Know that there are differed have experienced or seen in The Natural World • Talk about what they see, use Expressive Arts and Design: Creating with Materials	onsibility and membership of a ent countries in the world and photos sing a wide vocabulary.	a community talk about the differences they nd construction kits, such as a	
Reception	Town City Village Road Path House Flat River pond Stream Hill Mountain Sea Dessert		Understanding the World: People, Culture and Communities Draw information from a sin Understand that some place their community Recognise some similarities life in this country and life. The Natural World Explore the natural world and Describe what they see, here Recognise some environment one in which they live	nple map as are special to members of and differences between n other countries round them ar and feel whilst outside	Understanding the World: People, Culture and Communities (ELG) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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 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	





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			The Natural World (ELG)	
			 Explore the natural world around them, making observations and drawing 	
			pictures	

National Curriculum Objectives

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- * 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

Place knowledge

* 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

Human and physical geography

- * 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 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

Geographical skills and fieldwork

- * 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 Geography key stages 1 and 2 3
- * 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.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

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
- * 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
- * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge





the school and local area

* understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

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
 - 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 Geography key stages 1 and 2 4

Geographical skills and fieldwork

seaside

📤 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

observational skills to study the

• 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

		Kingdom and the wid	ler world				
		• use fieldwork to	observe, measur	re, record and present the human and p	physical features in the local area	using a range of methods, including sket	ch maps, plans and graphs,
		and digital technolog		·	•		
Ī	Year 1	geography	Felicity	Autumn Term 1	Spring Term 2	Summer Term 2	Use simple compass
		grounds	Aston				directions (North, South,
		north		Our School	Wonderful World	Coasts	East and West) and
		south	Mary				locational and directional
		east	Seacole	Use simple compass directions	Use basic geographical	Use basic geographical vocabulary to	language [for example,
		west		(North, South, East and West) and	vocabulary to refer to:	refer to: key physical features,	near and far; left and
		direction		locational and directional language	Key human features, including:	including: beach, cliff, coast, forest,	right], to describe the
		map		[for example, near and far; left	city, town, village, factory,	hill, mountain, sea, ocean, river, soil,	location of features and
		fieldwork		and right], to describe the location	farm, house, office, port,	valley, vegetation, season and	routes on a simple school
		observation		of features and routes on a map.	harbour and shop.	weather	тар.
		Endon		- To use directional	- To explore life in	 To understand the 	
		local		language to understand	the ocean and how	features of the seaside.	Use aerial photographs of
				where things are in our	we can save it, using	 To explore our senses when 	the school grounds and
		atlas		school grounds.	the text 'Harry	at the seaside.	identify key areas and
		globe		- To plan a route of our	Saves the Ocean'.	 To explore the life and 	reference human and
		world		school grounds, using a	I the second to the second	achievements of Grace	physical geography
		land		basic map.	Use world maps, atlases and	Darling.	features.
		ocean			globes to identify the United Kingdom and its countries, as		
		capital city		Use aerial photographs and plan	well as the countries,	Name and locate the world's seven	Use simple fieldwork and
		United Kingdom		perspectives to recognise	continents and oceans studied	continents and five oceans.	observational skills to
		human		landmarks and basic human and			study the geography of
		physical		physical features; devise a simple	at this key stage	Name, locate and identify	their school and its
		similarities		map; and use and construct basic	 To use world maps, 	characteristics of the four countries	grounds and the key
		differences		symbols in a key.	atlases and globes	and capital cities of the United	human and physical
				To use a basic map of our	to identify the	Kingdom and its surrounding seas	features of its
		coast		school to mark landmarks.	United Kingdom and		surrounding environment.
		water safety			its countries.	Use atlases to identify the United	
		ocean		Use simple fieldwork and		Kingdom and its countries, as well as	Use atlases to identify





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	arcade pier marine life popular tourists		geography of their school and its grounds and the key human and physical features of its surrounding environment.	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 - To explore the similarities and differences of human and physical geography of a small area of the United Kingdom and a village in Kenya, based on the text 'Handa's Surprise'.	the countries, continents and oceans studied at this key stage - To look at how the seaside has changed over the years and notice the similarities and differences to today.	leading towards the United Kingdom and its countries.
Year 2	yacht cruise ship motorway air travel distance residential Stoke-on-Trent city town village north-east north-west south-east south-west	Karl Benz Wedgwood Bear Grylls	Autumn Term 1 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	Spring Term 2 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	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,	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





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

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

To identify
similarities and
differences of two
village locations, one
of which is our local

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

and of a small area in a contrasting non-European country

- To understand the features of a rainforest.
- To compare the human and physical features of Stoke-on-Trent to Corcovado National Park in Costa Rica.

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

- To use our atlas skills to identify different rainforests around the world
- To understand the impacts of deforestation on rainforests.

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

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.





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Year 3	comparison	Prince	Topic - WWII	Topic: UK	Use maps, atlases and
	climate	William	- Use maps, atlases, globes and		globes mapping to locate
	biome	(role in the	digital/computer mapping to locate	Place Knowledge	countries and describe
	vegetation	RAF)	countries and describe features	describe and understand key aspects	features studied.
	wildlife		studied.	of:	
	capital			- physical geography, including:	Use the eight points of a
	land use			climate zones, biomes and	compass to build their
	settlement			vegetation belts, rivers,	knowledge of the United
	ordnance			mountains, volcanoes and	Kingdom.
	key symbols			earthquakes, and the water	
	navigation			cycle.	Use fieldwork to observe,
	-			·	the human and physical
				- Name and locate counties and	features in the local area
				cities of the United Kingdom	
				- Identify human and physical	
				characteristics, key topographical	
				features (including hills, coasts), and	
				land-use patterns.	
				- Understand how some of these	
				aspects have changed over time.	
				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.	
				- Understand geographical	
				similarities and differences through	
				the study of human and physical	
				geography of a region of the United	
				Kingdom.	
				- 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.	
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Year 4	characteristics	Greta	Topic: Europe - Who are our Topic - Invaders and Settlers	Use maps, atlases, globes
	physical	Thunberg	neighbours?	and digital/computer
	human		Describe and understand human	mapping to locate
	land use	Sir David	Locational Knowledge: geography, including: types of	European countries and
	social	Attenborou	Locate the world's countries, settlement and land use, economic	describe features
	economic	gh	using maps to focus on Europe activity including trade links, and the	studied.
	trade		(including the location of distribution of natural resources	
	longitude		Russia) and North and South including energy, food, minerals and	Use the eight points of a
	latitude		America, concentrating on water.	compass, four grid
	equator		their environmental regions, - To compare the different types of	references and to build
	tourism		key physical and human settlements.	their knowledge of the
	agriculture		characteristics, countries, - To explore human survival	United Kingdom and
	infrastructure		and major cities. techniques and scavenging.	European countries.
	volcano		- To understand the different uses	
	tectonic plates		- Locate Europe countries, of land compared to today and their	Use fieldwork to observe,
	eruption		using maps to focus on Europe purpose.	measure, record and
	core		look at environmental regions, - To explore the reference to	present the human and
	life threatening		key physical and human economy and how our economy today	physical features in the
	archaeology		characteristics, and major has developed.	local area using a range of
			cities.	methods, including sketch
	land use		- Use maps, atlases, globes. Name and locate counties and cities	maps, plans and graphs.
	social		of the United Kingdom, geographical	
	economy		Describe and understand key regions and their identifying human	
	survival		aspects of: and physical characteristics, key	
	scavenge		Physical geography, including: topographical features (including	
	settlement		climate zones, biomes and hills, mountains, coasts and rivers),	
	agriculture		vegetation belts, rivers, and land-use patterns; and	
	demand		mountains, volcanoes and understand how some of these	
	society		earthquakes, and the water aspects have changed over time.	
	·		cycle To use online maps to compare land	
			Human geography, including: use over time and how the demand	
			types of settlement and land for land has developed through	
			use, economic activity history.	
			including trade links, and the	
			distribution of natural	
			resources including energy,	
			food, minerals and water.	
			, ,	
			- Human geography, including:	
			types of settlement and land	
			use, economic activity	
			including trade links, and the	
			distribution of natural	
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			resources including energy,	
			food, minerals and water.	
			- 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.	
			- Use maps, atlases, globes	
			and digital/computer mapping	
			to locate countries and	
			describe features studied,	
Year 5	constellations	Alan	Topic: The Mayans Topic: Rivers	Use maps, atlases, globes
	eclipse	Hinkes		and digital/computer
	heliocentric	(mountain	Locational Knowledge: Place Knowledge	mapping to locate
	Tropic of Cancer	link)	Locate the world's countries, Describe and understand ke	
	Tropic of		using maps to focus on Europe aspects of:	features studied.
	Capricorn	Greta	(including the location of - physical geography, inc	ludina:
	Greenwich	Thunberg	Russia) and North and South climate zones, biomes of	
	Meridian	J	America, concentrating on vegetation belts, rivers	, ,
	orbit		their environmental regions, mountains, volcanoes ar	, , ,
	galaxy		key physical and human earthquakes, and the w	
	solar system		characteristics, countries, cycle.	the United Kingdom and
	,		and major cities.	the wider world.
	basin		- Using fieldwork opportunit	ties at
	bed		- Identify the position and Stanley Head, explore the w	
	current		significance of the Tropics of cycle and the different area	
	delta		Cancer and Capricorn, Arctic river and understand their	
	downstream		and Antarctic Circle, the	physical features in the
	erosion		Prime/Greenwich Meridian Human and physical geograp	
	estuary		and time zones (including day Describe and understand ke	
	floodplain		and night). aspects of: physical geograp	
	mouth		- Locate the world's countries, including: climate zones, bio	, , , , , , , , , , , , , , , , , , , ,
	silt		using maps. vegetation belts, rivers, more	
	source		volcanoes and earthquakes,	
	tributary		water cycle.	
	meander		Human geography, including:	types of
	sediment		settlement and land use, eco	
	economy		activity including trade links	
	economy	1	activity including trade into	, and me





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	social			distribution of natural resources	
	economic			including energy, food, minerals and	
	social			water.	
	exportation				
	importation			- Describe and understand key	
	financial			aspects of: physical geography,	
	development			including: rivers and mountains.	
	expansion			merdang. Tiver 3 and mountains.	
	surface area			- Use the 8 points of a compass, 4-	
	land use			and 6-figure grid references,	
	population			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		Topic: North and South America	Use maps, atlases, globes
		Suzuki			and digital/computer
		(environmen		Locational Knowledge:	mapping to locate
		tal activist)		Locate the world's countries, using	countries and describe
				maps to focus on Europe (including	features studied, through
				the location of	different periods of time.
				Russia) and North and South	Exploring why and how
				America, concentrating on their	landscapes have changed.
				environmental regions, key physical	
				and human characteristics,	Use the eight points of a
				countries, and major cities.	compass, four and six-
				-	figure grid references,
				- Locate the world's countries, using	symbols and key (including
				maps to focus on North and South	the use of Ordnance
				America.	Survey maps) to build
				- Identify the position and	their knowledge of the
				significance of latitude, longitude,	United Kingdom and the
				Equator, Northern Hemisphere,	wider world.
				Southern Hemisphere.	
				- Use digital/computer mapping to	Use fieldwork to observe,
				locate countries and describe	measure, record and
				features studied.	present the human and
					physical features in the
				Place Knowledge	local area (and in
				Describe and understand key	contrasting areas virtually
				aspects of:	using digital mapping)
				- physical geography, including:	using a range of methods,
				climate zones, biomes and	including sketch maps,
				•	mending sketch maps,
		l		vegetation belts, rivers,	





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	mountains, volcanoes and earthquakes, and the wat cycle	plans and graphs, and digital technologies.
	- Understand geographical similarities and differences the study of human and physical geography of a region of the United Kingdom, a region in a Europea country, and a region within No South America.	al Inited n
	Human and physical geography Describe and understand key aspects of: physical geography including: climate zones, biomo vegetation belts, rivers, moun volcanoes and earthquakes, an water cycle. Human geography, including: t settlement and land use, econ activity including trade links, o distribution of natural resour- including energy, food, minera water.	ypes of omic and the ces
	- Use the eight points of a confour and six-figure grid refer symbols and key (including the Ordnance Survey maps) to but their knowledge and the wider	ences, use of