



## 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>National Curriculum Objectives</b>	<p><b>Key stage 1</b> 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:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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.</li> </ul> <p><b>Key stage 2</b> 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:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul> <p><u>Place knowledge</u></p>				



	<p>♣ 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  <u>Human and physical geography</u></p> <p>♣ 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>- 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</li> </ul> <p><u>Geographical skills and fieldwork</u></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, 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 using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>					
<b>Year 1</b>	<p>geography</p> <p>grounds</p> <p>north</p> <p>south</p> <p>east</p> <p>west</p> <p>direction</p> <p>map</p> <p>fieldwork</p> <p>observation</p> <p>Endon</p> <p>local</p> <p>atlas</p> <p>globe</p> <p>world</p> <p>land</p> <p>ocean</p> <p>capital city</p> <p>United Kingdom</p> <p>human</p> <p>physical</p> <p>similarities</p> <p>differences</p> <p>coast</p> <p>water safety</p> <p>ocean</p> <p>seaside</p>	<p><b>Felicity Aston</b></p> <p><b>Mary Seacole</b></p>	<p>Autumn Term 1</p> <p>Our School</p> <p>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.</p> <ul style="list-style-type: none"> <li>- To use directional language to understand where things are in our school grounds.</li> <li>- To plan a route of our school grounds, using a basic map.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>- To use a basic map of our school to mark landmarks.</li> </ul> <p>Use simple fieldwork and observational skills to study the</p>	<p>Spring Term 2</p> <p>Wonderful World</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> <li>- To explore life in the ocean and how we can save it, using the text 'Harry Saves the Ocean'.</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>- To use world maps, atlases and globes to identify the United Kingdom and its countries.</li> </ul>	<p>Summer Term 2</p> <p>Coasts</p> <p>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</p> <ul style="list-style-type: none"> <li>- To understand the features of the seaside.</li> <li>- To explore our senses when at the seaside.</li> <li>- To explore the life and achievements of Grace Darling.</li> </ul> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use atlases to identify the United Kingdom and its countries, as well as</p>	<p>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.</p> <p>Use aerial photographs of the school grounds and identify key areas and reference human and physical geography features.</p> <p>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> <p>Use atlases to identify the school and local area</p>



	<p>arcade pier marine life popular tourists</p>		<p>geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p> <ul style="list-style-type: none"> <li>- 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'.</li> </ul>	<p>the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>- To look at how the seaside has changed over the years and notice the similarities and differences to today.</li> </ul>	<p>leading towards the United Kingdom and its countries.</p>
<b>Year 2</b>	<p>yacht cruise ship motorway air travel distance</p> <p>residential Stoke-on-Trent city town village north-east north-west south-east south-west navigate</p>	<p><b>Karl Benz</b></p> <p><b>Wedgwood</b></p> <p><b>Bear Grylls</b></p>	<p>Autumn Term 1</p> <p>Travel and Transport</p> <p>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</p>	<p>Spring Term 2</p> <p>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 &amp; weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Summer Term 2</p> <p>Jungles Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,</p>	<p>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</p> <p>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</p>



	<p>human physical factory housing economy landmark canal locality employment countryside urban rural</p> <p>Amazon Rainforest stream wildlife extinction deforestation development population destruction camouflage tribe climate change oxygen canopy forest floor sustainable adaptation habitat</p>			<p>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</p> <p>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</p> <p>Use aerial photographs &amp; plan perspectives to recognise landmarks &amp; basic human &amp; physical features; devise a simple map; use and construct basic symbols in a key</p> <ul style="list-style-type: none"> <li>- To identify similarities and differences of two village locations, one of which is our local area.</li> </ul> <p>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>	<p>and of a small area in a contrasting non-European country</p> <ul style="list-style-type: none"> <li>- To understand the features of a rainforest.</li> <li>- To compare the human and physical features of Stoke-on-Trent to Corcovado National Park in Costa Rica.</li> </ul> <p>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</p> <p>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</p> <ul style="list-style-type: none"> <li>- To use our atlas skills to identify different rainforests around the world.</li> <li>- To understand the impacts of deforestation on rainforests.</li> </ul> <p>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</p> <p>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</p>	<p>location of features and routes on a map</p> <p>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</p> <p>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>
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<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</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>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 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</p>	<p><b>Alan Hinkes</b> (mountain link)</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. Human geography, including: types of settlement and land use, economic activity including trade links, and the</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>



	<p>social</p> <p>economic</p> <p>social</p> <p>exportation</p> <p>importation</p> <p>financial</p> <p>development</p> <p>expansion</p> <p>surface area</p> <p>land use</p> <p>population</p>				<p>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 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.</p>	
Year 6		David Suzuki (environmental activist)			<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,</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,</p>



					<p>mountains, volcanoes and earthquakes, and the water cycle</p> <p>- 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.</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>	<p>plans and graphs, and digital technologies.</p>
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