



GEOGRAPHY CURRICULUM

Geography Overview

INTENT

When studying geography, we **are** geographers. Our children will learn about people, places, environments and the interactions between these in an engaging, meaningful way. We equip children with the tools to explore both the key physical and human features of our environment, cultivating curiosity and questioning how, where and why. We promote discussion, debate and the vocabulary necessary to explore and explain as a geographer would. Within this, we explore the ways our world has developed, our role within that, and the impact physical and human features of the planet have on each other.

The aim of the National Curriculum is to teach children about the Earth's key physical and human processes, alongside geographical, knowledge and skills. In order to make this meaningful to our children, each topic develops contextual knowledge that builds upon previous learning, to interweave what children already know with deep-rooted understanding that is relevant and meaningful. We include a local and personalised element to the curriculum that has relevance to their lives and learning, while challenging them to think about 'real world' issues.

Underpinning all of this is our CLIMB curriculum. We embed respect for our planet and the people within it alongside the knowledge that we are responsible for what happens to it, reflecting on what we do now and can do to build a better future. We use four golden concepts in geography: diversity, interaction, change and place. By weaving these through everything we do, we challenge children to build an understanding of their world which will stay with them for the rest of their lives.

IMPLEMENTATION

Each classroom displays both a map of the United Kingdom and the world throughout the year. We use maps, photographs and globes, among other things, to make interpretations from a range of sources with a geographical mind. Information is presented to and by the children in a number of ways including maps and sketch maps, tables, field sketches and graphs. Skills and fieldwork are used alongside the delivery of new knowledge so that children are not only learning, but applying the fundamental foundations of aspirational thinking.

Throughout a topic, children will learn, enquire, observe, hypothesise and communicate geographically. Classroom discussions and discovery enable children to take on the role of the geographer, use relevant language and present opinions respectfully.

GEOGRAPHY TOPICS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The World Around Us	Houses and Homes	London and the Caribbean	Food and Farming	Rivers	Rainforests	Natural Disasters

EYFS

In Early Years, children learn about geography through 'Understanding of the World'. The children's understanding of the world develops with their age. As children begin to take notice of the things they see around them, their ability to communicate starts to flourish. They expand their vocabulary to explain to others what they see, developing competence to compare and contrast the things they know. Children's curiosity is evident through their questioning when experiencing their local environment. Children learn to compare living things and features about their environment to those that they see elsewhere. Much of children's learning is rooted in stories, where their understanding is anchored.

Understanding of the World		
Nursery	Reception	Early Learning Goals
<ul style="list-style-type: none"> -Talk about what they see, using a wide vocabulary. -Begin to understand the need to respect and care for the natural environment and all living things. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> -Draw information from a simple map. -Understand that some places are special to members of their community. -Recognise some similarities and differences between life in this country and life in other countries. -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Recognise some environments that are different to the one in which they live. -Understand the effect of changing seasons on the natural world around them. 	<p><u>People, culture and communities</u></p> <ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and maps. <p><u>The Natural World</u></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.

Key Stage 1

<p>Location knowledge</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>Place Knowledge</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>
<p>Human and Physical Geography</p>	<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 basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ● 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>Geographical skills and fieldwork</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 Geography – key stages 1 and 2 3</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>

Key Stage 2

<p>Location knowledge</p>	<p>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>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</p> <p>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)</p>
<p>Place Knowledge</p>	<p>To 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</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • 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>Geographical skills and fieldwork</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>

Progression of skills

	Geographical skills	Fieldwork/Practical
EYFS	<ul style="list-style-type: none"> ● Discuss a familiar route. ● Discuss routes and locations using positional language. ● Know that there are different countries in the world. ● Compare photographs of physical/human geography. ● Gather information from a simple map. ● Explain the changes of seasons and the effect it has on their local environment. 	<ul style="list-style-type: none"> ● Begin to understand the need to respect and care for the natural environment and all living things. ● Explore the natural world around them. ● Describe what they see, hear and feel while outside. (basic observations of their environment) ● Work with others to ask and answer questions about their environment ● Measure using simple words (and recordings)
Year 1	<ul style="list-style-type: none"> ● Use map symbols ● Use and construct basic symbols in a key. ● Follow a simple map ● Create a simple sketch map. ● Differences between simple images (photo, drawing) ● Use photographs (inc. aerial) to recognise basic features. ● Can measure using simple words and frequency recordings ● Tallies / simple tables 	<ul style="list-style-type: none"> ● Use language of North, South, East, West in rectilinear areas (e.g. playground) ● Describe position, direction and movement. ● Begin to make geographical connections whilst observing. ● Work in a group with an adult, asking questions about their school, the grounds and the surrounding environment ● Draw simple conclusions from fieldwork ● Simple recording (tallies, tables, lists)
Year 2	<ul style="list-style-type: none"> ● Recognise and identify basic OS symbols. ● Use and construct symbols in a key. ● Use simple grid reference on maps (A1, E7). ● Devise a simple sketch map with basic labels. ● Begin to interact with digital maps (highlight and annotate, zoom in and out, postcode searches etc). ● Use a camera, video or audio to gather evidence of what they have seen ● Use maps and basic graphs to present data and findings ● Pictograms, tallies, block diagrams, simple tables 	<ul style="list-style-type: none"> ● Use NESW to describe locations and routes on a map. ● Use first hand observations to design field sketches/sketch maps. ● Use simple locational language (based on own perspective) ● Use more sophisticated recordings (frequency tables) ● Reach a simply explained conclusion to a fieldwork question or prediction ● Measure using standard units such as minutes, metres

Year 3	<ul style="list-style-type: none"> ● Use keys to build knowledge and to research. ● Introduced to complex keys (quantity symbol). ● Introduced to contour lines. ● Use maps/atlasses/globes to locate an area and begin to describe features of the land. ● Use a 4-figure grid reference to locate information accurately. ● Create a sketch map showing key features of an area. ● Interact purposefully with digital maps (highlight and annotate, zoom in and out, explaining scale, postcode searches etc to answer questions). ● Present findings using maps, graphs and technology ● Start to draw a map using a basic scale using squared paper. 	<ul style="list-style-type: none"> ● Start to use eight points of a compass - and link to magnets and poles. ● Start to evaluate their own observations, and compare them with others’. ● Start to estimate length and distance. ● Start to measure accurately (nearest mm, 10ml, and 45° angle). ● Take simple notes in the field. ● Use sketch maps, tables, jotted diagrams, subdivided lists, etc. ● Make links between different observations of a relevant area ● Discuss limitations of data collection methods ● Convert between units (mm/cm/m) when measuring. ● Observe and measure use scales in ones, twos, fives and tens. ● Start to use the idea of degrees to measure turns.
Year 4	<ul style="list-style-type: none"> ● Start to create complex keys using mathematical concepts (e.g size of symbol representing the quantity). ● Understand contour lines. ● Use the contents and index of an atlas. ● Use the language of oblique and aerial views. ● Start to use 6 figure grid references. ● Use a scale to reasonably estimate distances (e.g along roads/waterways). ● Start to explain ideas using a thematic map for reference. ● Draw a sketch map from a description. ● Read a scale-bar. ● Use digital maps for a purpose. (e.g screenshot to use in a document for evidence, digitally annotated with markers, text, photographs, hyperlinks, etc). ● Compare reliability of different photographs. ● Devise and ask questions using relevant geographical vocabulary ● Present data using maps, graphs and technologies to show a clear enquiry route and conclusion ● Understand time graphs. ● Use discrete and continuous data. ● Draw cross-sections (harder integer correspondence). ● Describe the benefits and limitations of data collection methods 	<ul style="list-style-type: none"> ● Confidently use the eight points of a compass. ● Evaluate their own observations and compare them with others’ using related vocabulary. ● Use more complex scales (e.g where some numbers may be missing). ● Take quantitative and qualitative notes about observations. ● Start to include continuous data. ● Make simple calculations while in the field. ● Make clear links between observations of a relevant area ● Make reasonable estimations of length and distance. ● Start to estimate: mass, capacity and angle, inches and miles, stone and pounds, and celsius). ● Understand the concept of area.

Year 5	<ul style="list-style-type: none"> ● Use maps, atlases, globes and digital mapping to locate and describe features of unfamiliar places. ● Accurately use 6 figure grid references when reading maps. ● Begin to compare differently-scaled maps to each other. ● Start to use digital maps at different scales, to illustrate a point. ● Start to draw thematic maps with a correlating key. ● Read and explain a thematic map. ● Create a map that represents fieldwork measurements. ● Use digital technologies to alter photos/images and explain the impact (e.g reliability). ● Can choose and justify appropriate methods of data presentation based on a clear enquiry route and draw conclusions from the data <ul style="list-style-type: none"> ● Complete and interpret tables, including timetables ● Calculate the mode and range. ● Scale maps using simple representative fractions (e.g 1:1,000) 	<ul style="list-style-type: none"> ● Convert between eight compass points and azimuth bearings (angles) ● Start to group observations and collected data while in the field, into complex tables, diagrams and flowcharts. ● Use linear and area measuring tools. ● Can describe and explain a conclusion to fieldwork questions which are supported by evidence ● Measure human and physical features of an environment using a range of appropriate instruments with clearly explained links to relevant areas. <ul style="list-style-type: none"> ● Draw angles up to 360° ● Estimate length, distance, mass, capacity, angle. ● start to estimate temperature and area. ● Measure angle to the nearest degree. ● Use approximate equivalences between metric and imperial. ● Calculate area, start to understand volume.
Year 6	<ul style="list-style-type: none"> ● Create complex keys for a map. ● Explain how types of maps give different perspectives and may even show prejudice. ● Confidently interpret distribution maps or thematic maps to illustrate an idea or discussion. ● Design and draw their own distribution/thematic maps. ● Use linear and area measuring tools on digital maps accurately. ● Independently use selections from digital maps to illustrate points verbally or in written form. ● Carefully select images for a purpose (as evidence, or to show reliability/unreliability). ● Confidently choose, use, justify and evaluate data collection methods <ul style="list-style-type: none"> ● Read, interpret and use pie charts and line graphs. ● Calculate the mean. 	<ul style="list-style-type: none"> ● Show awareness of the 16-point compass rose, and an awareness of compass quadrant bearings. ● Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature. ● Group data and redraft observations into useful formats like tables, diagrams, flow charts, sketches or jotted graphs. ● Make clearly explained links between local area, prior knowledge and the wider world ● Reach a described and explained conclusion to fieldwork which is backed by data and evidence <ul style="list-style-type: none"> ● Have fluency with converting units, including between metric and imperial. ● Calculate area, start to understand volume. ● Make calculations in the field e.g mean averages.

NESW - North, East, South, West

OS - ordnance survey

[Maths Link](#)

[Science Link](#)

