# Geography Curriculum Overview

These Programmes of study are from the 2014 National Curriculum. There will be 3 Programmes of study to cover across the year due to rotation with History. They can be moved around across each phase - Year 1 and 2, Year 3 and 4, and Year 5 and 6. These changes must be discussed with the curriculum lead prior to this happening. All red are covered throughout the year. Nursery & Reception objectives are based on the EYFS Framework.

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| **Nur** | • Explore natural materials, indoors and outside.<br>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | • Explore natural materials, indoors and outside.<br>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | • Explore natural materials, indoors and outside.<br>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| **SKILLS & KNOWLEDGE OBJECTIVES** | • Offer lots of different textures for exploration with fingers, feet and whole body. Suggestions: wet and dry sand, water, paint and playdough.<br>• Practitioners can create books and displays about children's families around the world, or holidays they have been on.<br>• Encourage children to talk about each other's families and ask questions.<br>• Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. | • Offer lots of different textures for exploration with fingers, feet and whole body. Suggestions: wet and dry sand, water, paint and playdough.<br>• Practitioners can create books and displays about children's families around the world, or holidays they have been on.<br>• Encourage children to talk about each other's families and ask questions.<br>• Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. | • Offer lots of different textures for exploration with fingers, feet and whole body. Suggestions: wet and dry sand, water, paint and playdough.<br>• Practitioners can create books and displays about children's families around the world, or holidays they have been on.<br>• Encourage children to talk about each other's families and ask questions.<br>• Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. |
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| **Rec** | • Draw information from a simple map. | • Recognise some similarities and differences between life in this country and life in other countries.<br>• Explore the natural world around them.<br>• 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. |
| **SKILLS & KNOWLEDGE OBJECTIVES** | • Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.<br>• Familiarise children with the name of the road, and or village/town/city the school is located in.<br>• Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.<br>• Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. | • Teach children about places in the world that contrast with locations they know well.<br>• Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom, listen to what children say about what they see.<br>• Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.<br>• Provide children with have frequent opportunities for outdoor play and exploration.<br>• Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.<br>• Create opportunities to discuss how we care for the natural world around us.<br>• Teach children about a range of contrasting environments within both their local or national region.<br>• Model the vocabulary needed to name specific features of the natural world, both natural and manmade. | • Guide children's understanding by draw children's attention to the weather and seasonal features.<br>• Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.<br>• Look for children incorporating their understanding of the seasons and weather in their play. |

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| Y1 | • 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<br>• 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<br>• 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 world maps, atlases and globes to identify the United Kingdom and its countries<br>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | • Name and locate the world's seven continents and five oceans<br>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles<br>• Use world maps, globes and atlases to identify countries, continents and oceans |
| SKILLS & KNOWLEDGE OBJECTIVES | **Spatial Sense**<br>1. I am learning that an aerial view means to look at something from above.<br>2. I am learning that maps tell us the location of different places.<br>3. I am learning to describe a location.<br>4. I am learning that compass points can be used to show direction.<br>5. I am learning to understand what makes a good map. | **The UK**<br>1. I am learning that the United Kingdom is a union of four countries.<br>2. I am learning to know Scotland is one of the countries in the United Kingdom.<br>3. I am learning that Wales is one of the countries in the United Kingdom.<br>4. I am learning to recognise Northern Ireland as one of the countries in the United Kingdom.<br>5. I am learning to recognise England as the country in which we live. | **The Seven Continents**<br>1. I am learning to recognise Europe as one of the world's seven continents.<br>2. I am learning to recognise Antarctica as one of the world's seven continents.<br>3. I am learning to recognise Africa as one of the world's seven continents.<br>4. I am learning to recognise Asia as one of the world's seven continents.<br>5. I am learning to recognise the continent of Australia. |

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| Y2 | • 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<br>• 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<br>• 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<br>• 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. | • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas<br>• 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<br>• 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<br>• Use basic geographical vocabulary to refer to:<br>➢ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br>➢ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |
| SKILLS & KNOWLEDGE OBJECTIVES | **Spatial Sense**<br>1. I am learning to know what is located on the site of my school.<br>2. I am learning to use maps show us information about a location.<br>3. I am learning to recognise and locate physical and human features of the local area.<br>4. I am learning to use a map to plan a route.<br>5. I am learning to identify locations on a globe or world map. | **The British Isles**<br>1. I am learning that the British Isles are a group of islands that include Britain and Ireland.<br>2. I am learning to recognise Scotland as a country of the British Isles.<br>3. I am learning to know Wales is one of the countries in the British Isles.<br>4. I am learning to recognise Ireland as one of the countries in the British Isles.<br>5. I am learning to compare my local area with Cape Town in South Africa. | **Northern Europe**<br>1. I am learning to identify the countries in Northern Europe.<br>2. I am learning to identify physical and human features of northern Europe.<br>3. I am learning to describe the climate in northern Europe.<br>4. I am learning that some animals in northern Europe migrate.<br>5. I am learning that Roald Amundsen reached the South Pole. |

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| Y3 | • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>• 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<br>• 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 in North or South America | • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Describe and understand key aspects of:<br>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br>• 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 |
| SKILLS & KNOWLEDGE OBJECTIVES | **Spatial Sense**<br>1. I am learning to know what a compass is and why they are important.<br>2. I am learning to know that symbols give us information about locations on a map.<br>3. I am learning to know grid references help us to locate places on a map.<br>4. I am learning to identify physical similarities and differences between two locations.<br>5. I am learning to identify similarities and differences in human features of two places. | **Rivers**<br>1. I am learning to know that rivers have a source and journey to the sea.<br>2. I am learning to identify rivers in Europe.<br>3. I am learning to identify rivers in Africa.<br>4. I am learning to identify rivers in Asia.<br>5. I am learning to recognise major rivers in North America, South America and Australia. | **Asia, China and India**<br>1. I am learning that India and China are both countries in the continent of Asia.<br>2. I am learning to understand that India's landscape is diverse.<br>3. I am learning to recognise physical and human features of China.<br>4. I am learning that the Indus and Ganges Rivers are important Indian Rivers.<br>5. I am learning to understand The Great Wall of China was built to defend China. |

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| **Y4** | • 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<br>• 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)<br>• 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 | • Locate the world's countries, using maps to focus on Europe<br>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) | • 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 |
| **SKILLS & KNOWLEDGE OBJECTIVES** | **Spatial Sense**<br>1. I am learning to recognise geographical tools on a globe.<br>2. I am learning that scale tells us the distance between places on a map.<br>3. I am learning to use four figure grid references to locate places on a map.<br>4. I am learning to recognise key features of the local area.<br>5. I am learning to know how our local area has changed over time. | **Eastern Europe**<br>1. I am learning to locate Eastern Europe on a map.<br>2. I am learning to describe the climate of Eastern Europe.<br>3. I am learning to describe the physical features of eastern Europe.<br>4. I am learning to compare and contrast physical features of Russia to the UK.<br>5. I am learning to know similarities and differences of the human features on Russia and the UK. | **UK Geography: London and the South East**<br>1. I am learning to identify the region of South Eastern England on a map of the UK.<br>2. I am learning that London has changed over time.<br>3. I am learning to identify key features of Canterbury.<br>4. I am learning that Brighton is a seaside town in the South of England.<br>5. I am learning to identify key features of Dover. |

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| Y5 | • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>• 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 | • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | • 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, graphs and digital technologies. |
| SKILLS & KNOWLEDGE OBJECTIVES | **Spatial Sense**<br>1. I am learning that cartographers draw imaginary lines to divide the world into sections.<br>2. I am learning to know there are Eastern and Western hemispheres.<br>3. I am learning to use coordinates to locate places on a map.<br>4. I am learning to know scale is a way of representing a large area on a small map.<br>5. I am learning to know that a relief map shows heights on the map. | **Mountains**<br>1. I am learning to know a mountain is a large landform that rises high above the land around it.<br>2. I am learning to know the Alps are a mountain range in Europe that crosses into several countries.<br>3. I am learning that Mount Everest, in the Himalayas, is the world's tallest mountain.<br>4. I am learning to identify North and South American mountain ranges.<br>5. I am learning to locate the Ethiopian Highlands and Mount Kilimanjaro. | **Local Study**<br>1. I am learning that Local councillors are elected to represent the views of local residents.<br>2. I am learning that a sketch map is a simple map drawn from memory.<br>3. I am learning that Geographers think about problems in local areas and suggest ways they can be solved.<br>4. I am learning that data can be collected and recorded to give us information about an issue.<br>5. I am learning that a graph is a mathematical drawing that shows information using lines, shapes and colours. |

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| **Y6** | • 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) | • 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<br>• Describe and understand key aspects of:<br>➢ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br>➢ 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 the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time |
| **SKILLS & KNOWLEDGE OBJECTIVES** | **Spatial Sense**<br>1. I am learning that lines of longitude and latitude divide the world into sections.<br>2. I am learning that the Arctic and Antarctic circles are regions close to the Earth's Poles.<br>3. I am learning that the world is divided into 24 hourly time zones.<br>4. I am learning that map projection is a method that involves representing our round Earth on a flat piece of paper.<br>5. I am learning that maps can help us to understand data about places, people and the environment. | **Africa**<br>1. I am learning that Africa is a diverse continent.<br>2. I am learning that Ancient African Empires traded gold and salt across the Sahara Desert.<br>3. I am learning that desertification is a process that changes productive land into desert.<br>4. I am learning that food security is when people have access to affordable, nutritious food.<br>5. I am learning that Kenya is a diverse African country with varied environments. | **Globalisation**<br>1. I am learning that globalisation is a process of interaction among people, companies and governments around the world.<br>2. I am learning that economic globalisation can create wealth but can also lead to exploitation.<br>3. I am learning that political globalisation has led to governments co-operating with one another.<br>4. I am learning that globalisation has spread ideas and culture around the world.<br>5. I am learning that there are advantages and disadvantages of globalisation. |