

Geography Curriculum Overview



Every Moment Matters

Make it Matter: 'What is my responsibility?'

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

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
- 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.

KS1 Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Locational Knowledge: Name and locate the world's seven continents and five oceans		Arctic Adventures	To The Rescue!	Our Amazing World		Sun, Sea and Sand
Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas	The Big Build		To The Rescue!	Our Amazing World		
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 of a contrasting non-European country				Our Amazing World	Wonderful Weather	
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		Arctic Adventures			Wonderful Weather	Sun, Sea and Sand
Use basic geographical vocabulary to refer to key physical features and key human features.		Arctic Adventures	To The Rescue!	Our Amazing World		
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		Arctic Adventures		Our Amazing World		
Use simple compass directions and locational and directional language to describe the location of features and routes on a map	The Big Build			Our Amazing World		
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		Arctic Adventures		Our Amazing World		
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	The Big Build				Wonderful Weather	

KS1 Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Locational Knowledge: Name and locate the world's seven continents and five oceans						Oceans and Seas
Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas					Our Country	Oceans and 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 of a contrasting non-European country				Sensational Safari		
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				Sensational Safari		
Use basic geographical vocabulary to refer to key physical features and key human features.		War and Remembrance		Sensational Safari		
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		War and Remembrance		Sensational Safari		Oceans and Seas
Use simple compass directions and locational and directional language to describe the location of features and routes on a map		War and Remembrance		Sensational Safari		
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				Sensational Safari	Our Country	
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					Our Country	

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

- 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

Geographical skills and fieldwork

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

Year 3	Autumn 1 Contrasting Locations		Spring 1 Physical Geography		Summer 1 Understanding the World	
	France: UK Comparison	Cornwall	Extreme Earth	The Earth	Rainforests	The Tropics
		Location of France		Volcanoes		Climate
		Physical Features		Earthquakes		Layers of the rainforest
		Human Features		Tsunamis		Plants and animals
		Food Tasting		Tornadoes		Life in the rainforest
		Tourism		Impacts on lives		Protecting the rainforests
	Outcome: 'Visit France' poster		Outcome: Big Question- where would you live?		Outcome: Guided tour of tropical biome at Eden	
Year 4	Autumn 1		Spring 1		Summer 1	
	Edinburgh	Location	Water	The water cycle	All Around the World	Hemispheres
		Climate		Clouds		Latitude and Longitude
		Landscape & physical features		Why do we need water?		Arctic and Antarctic
		Human features		Treating Water		The Tropics
		Changes over time		Flooding		Prime Meridian
		Tourism impacts		Water pollution		Time Zones
	Outcome: 'Visit Edinburgh' pamphlet		Outcome: Booklet for Parents		Outcome: Create quiz for Y5	
Year 5	Autumn 1		Spring 1		Summer 1	
	Eastern Europe	Countries and Capitals	Mountains	Mountain Regions	Enough for Everyone	Resources for living
		Climates		UK Mountains		Electricity production
		Landscapes		Features of Mountains		Renewable & non-renewable
		Physical Features		How are mountains made?		Food consumption & production
		Human Features		Mountainous climates		Carbon footprints
		Food		Tourism in the mountains		Global impact & projects
	Outcome: Country of choice presentation for class		Outcome: Plan a visit to mountain range of choice		Outcome: Create quiz for parents	
Year 6	Autumn 1		Spring 1		Summer 1	
	The Americas	Countries and Capitals	Rivers	Rivers of the world	Our Changing World	Weathering and Erosion
		Climates		Features of a river		Coastlines
		Landscapes		Erosion and deposition		Boarders
		Physical Features		Shaping the landscape		Landscapes
		Human Features		River use		Land use & mapping changes
		Country Research		Flooding and dams		Future changes
	Outcome: Country of choice fayre for parents		Outcome: design web page		Outcome: Presentation to governors on one aspect	