

Geography Curriculum Overview



Every Moment Matters

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	What makes a culture?	Extreme Earth	What is the form of Earth?	Rainforests	Where are the rainforests of the world located?
		What are the similarities and differences between the UK and France?		How are volcanoes formed and their impact on surrounding areas?		What is the climate like in a rainforest?
		What are the links between Breton and Cornwall?		How earthquakes occur and their impact on surrounding areas?		What are the different layers of a rainforest?
		How does language influence place name?		How tsunamis occur and their impact on surrounding areas?		What is the different plant and animal life found in the rainforest?
		Where is France in the world? What is a capital and where is it in France?		How tornadoes occur and their impact on surrounding areas?		How is life in the rainforest?
		What are the similarities and differences between France and Cornwall?		What are some impacts of extreme Earth events on the lives of those living nearby ?		How can we protect the rainforest?
Year 4	Autumn 1		Spring 1		Summer 1	
	Edinburgh	What is the significance of Edinburgh's Location?	Water	What is the water cycle?	All Around the World	What significance is the position of the Equator, the Northern Hemisphere and the Southern Hemisphere?
		What are the differences in the climate between Cornwall and Edinburgh?		What are the different types of cloud?		How do I find the longitude and latitude on a globe or in an atlas?
		What are the key physical features of Edinburgh?		Why do we need water?		What are the key features of the polar regions?
		What are the key Human features of Edinburgh?		What is the water treatment process? Why it's important?		What is the climate and weather like in the tropics?
		How has Edinburgh changed over time?		What is the impact of flooding?		What is the position and significance of the Prime Meridian?
		What are the effects of tourism on the city?		What are the different types of water pollution and its impact on living things?		What is the position and significance of time zones?

Year 5	Autumn 1		Spring 1		Summer 1	
	Eastern Europe	Where does Eastern Europe start? How have country borders changed?	Mountains	Where are the significant mountain ranges and peaks across the world?	Enough for Everyone	What resources do we need to live and settle?
		What are the similarities and differences in climate between Eastern Europe countries?		Does the UK have mountains?		How is electricity produced?
		What are the similarities and differences in physical geography?		What are the key features of a mountain?		What is the difference between renewable and non-renewable energy sources?
		What are the similarities and differences in Human geography?		How are mountains made?		Where does our food come from?
		What tradition foods are unique to Eastern Europe?		What is a mountainous climate like? Why should we be cautious?		What is a carbon footprint? How can it be reduced?
		What are the differences and similarities in landscapes?		How does tourism impact the mountain regions?		What is the global impact of our choices?
Year 6	Autumn 1		Spring 1		Summer 1	
	The Americas	Who discovered the Americas? What was life like before the Europeans?	Rivers	Where are the rivers of the world? Where do they begin? What tributaries leads to great rivers?	Our Changing World	What is the impact weathering and erosion have on a landscape?
		What are the countries and cites of the Americas?		What are the features of a river?		How do coastlines change over time?
		What is a biome?		How does erosion and deposition help shape a river?		What is Geopolitics? How boarders change and why?
		How do climates differ across the Americas?		How does a river shape the landscape?		How has the landscape changed over time?
		What are the Wonders of the Americas? Why are they significant?		How does can the use of rivers affects economy and wellbeing?		What changes can I identify from a chart?
		How does human geography features differ across the Americas?		What is the impact of flooding and dams?		What are future changes that may affect where I live?