



### Intent / Aims

Our geography curriculum offers a coherent, planned sequence of high-quality teaching that will 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. The themes of processes, mapping and human and physical geography runs through all of the years. It provides a means of inspiring in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives, allowing them to continue exploring, appreciating and understanding the world in which we live and how it has evolved.

This teaching of Geography encompasses the acquisition of four key areas of learning:

- place knowledge
- locational knowledge
- human and physical geography
- geographical skills and field work

The coverage of within EYFS is based upon understanding the experiences of world around them and the local weather .

Within KS1, using themes such as save our seas and pirates enables the children to begin to acquire an understanding of locational language and the names of the continents and oceans.

As pupils progress through KS2, 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.

### Implementation

In order for children to know more and remember more there is a structure to each lesson whereby prior learning and revision of facts is built in. Through revisiting and consolidating our previous knowledge our lessons help children build on prior knowledge alongside introducing new knowledge, skills and challenges. Within these lessons revision and introduction of related key vocabulary, which builds year on year, is also built in. This vocabulary is then included in display materials and additional resources available to aid the learning.

Adult guidance and accurate geographical knowledge is provided for each theme studied via the medium term plan and assimilated to the children through their learning journey and each individual lessons learning objective.

Through these lessons, we intend to inspire pupils and practitioners to develop a love of geography and an understanding of how it has shaped the world they live in.

### Impact

The impact of using a full range of resources, including display materials, will be seen across the school with an increase in the profile of geography. The learning environment across the school will be more consistent with geographical vocabulary displayed, spoken and used by all learners.

Impact will be measured through key questioning built into lessons, child-led assessment against the L.O. of each lesson and the creation of an assessment piece - I know so I will be able to - per theme studied.

#### By EOEYFS children will know:

To identify the difference between themselves and others.

Can notice features in their environment.

Talk about their observations of plants, animals and natural objects.

#### By EOKS1 children will know:

Understand how to use maps and globes of the world .

To identify continents and oceans

To identify UK capital cities

To be-able to recognise man-made and natural features

To identify seasonal and local weather patterns.

#### By EOKS2 children will know:

Be able to apply 4 / 6 figure grid references, the 8 points of the compass and key lines of latitude and longitude to locate cities, regions and features.

To know geographical processes and how they effect the world around us.

To be able to recognise human and physical features.



	EYFS Knowledge & Skills	Year 1 Knowledge & Skills	Year 2 Knowledge & Skills	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
<b>NC Objective</b>	Explore the natural world around them, making observations and drawing pictures of animals and plants;	Pupils should develop knowledge about the world, the United Kingdom and their locality.		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.			
<b>Location</b>	<p>Draw information from a simple map</p> <p>Explore the natural world around them</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	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 on a world map	<p>locate the world's countries, using maps to focus on Europe, 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, volcanoes and earthquakes), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>identify the position and significance Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle,</p>	<p>locate the world's countries, using maps to focus on Europe, 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 the Tropics of Cancer and Capricorn,</p>	<p>locate the world's countries, using maps to focus on Europe 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, the Prime/Greenwich Meridian and time zones (including day and night</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) 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>



	<b>EYFS Knowledge &amp; Skills</b>	<b>Year 1 Knowledge &amp; Skills</b>	<b>Year 2 Knowledge &amp; Skills</b>	<b>Year 3 Knowledge &amp; Skills</b>	<b>Year 4 Knowledge &amp; Skills</b>	<b>Year 5 Knowledge &amp; Skills</b>	<b>Year 6 Knowledge &amp; Skills</b>
<b>NC Objective</b>		Pupils should develop knowledge about the world, the United Kingdom and their locality.		This will include the location and characteristics of a range of the world’s most significant human and physical features.			
<b>Place knowledge</b>	Recognise some environments that are different to the one in which they live	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	Understand geographical similarities and differences through studying the human and physical geography and of a small area in a contrasting non-European country	Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom	Understand geographical similarities and differences through studying the human and physical geography of a region in a European country,	Understand geographical similarities and differences through studying the human and physical geography and of a region in North and South America	Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region in a European country,



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<b>NC Objective</b>	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	human and physical geography		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 to enhance their locational and place knowledge.			
<b>Human and Physical geography</b>	Understand some important processes and changes in the natural world around them, including the seasons	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot areas of the world	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	Describe and understand key aspects of: - Physical geography, including: climate zones (poles) - Human geography, including: types of settlements and land use (farming over time).	Describe and understand key aspects of: - Physical geography, including: mountains, volcanoes and earthquakes - Human geography, including: economic activity including trade links, and the distribution of natural resources including water (Egyptians)	Describe and understand key aspects of: - Physical geography, including: biomes and vegetation belts, rivers and the water cycle. - Human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	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: economic activity including trade links, and the distribution of natural resources including energy, food and minerals.



	EYFS Knowledge & Skills	Year 1 Knowledge & Skills	Year 2 Knowledge & Skills	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
<b>NC Objective</b>	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;	begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.			
<b>Geographical skills and field work</b>	<p>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.</p> <p>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.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Draw information from a map - Use world maps and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features</p> <p>devise a simple map</p> <p>Collect, record and present information</p> <p>Make first-hand observations and simple fieldwork to study the geography of the school and its grounds</p>	<p>Draw information from a map - Use world maps and atlases to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>devise a simple map; and use and construct basic symbols in a key</p> <p>Organise information</p> <p>Make first-hand observations and simple fieldwork to study the geography of the school of the its grounds and the human and physical features of the surrounding environment.</p>	<p>Draw information from a map - use maps, atlases and globes to locate countries and describe features studied.</p> <p>Use the 4 points of compass</p> <p>Use symbols and key to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure, record the human and physical features in the local area using a range of methods, including sketch maps.</p> <p>Use letter/no. co-ordinates to locate features on a map</p>	<p>Draw information from a map - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record the human and physical features in the local area using a range of methods, including plans.</p> <p>Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.</p>	<p>Draw information from a map - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record the human and physical features in the local area using a range of methods, including graphs.</p> <p>Identify points on a map using 4 and 6 figure grid references.</p> <p>Use 8 compass points.</p>	<p>Draw information from a map - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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 digital technologies.</p> <p>Identify points on an atlas map using 4 and 6 figure grid references, latitude and longitude.</p> <p>Use 8 compass points confidently and accurately.</p>



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<b>NC Objective</b>	Enriching and widening children’s vocabulary will support later reading comprehension.	They should understand basic subject-specific vocabulary relating to human and physical geography		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.			
<b>Vocabulary</b>	map, park, road, house, doctors surgery, bus stop, near, far, next to, summer, winter, spring, autumn, cold, warm, growth, life, babies, toddlers, children, birth, left, right, change, summer, autumn, winter, season, different, same, new, life, grow, decay, growth,	<p><b>Previous years vocabulary.</b></p> <p>Use basic geographical and positional language - (near, far, left, right) to describe the location of features and routes on a map</p> <p>United Kingdom, England, Ireland, Scotland, Wales, London, Edinburgh, Belfast, Cardiff, capital city, country, Weather, hot, warm, cool, cold, sun, rain, storm, wind, sleet, hail, snow, change, heat, season, months, United Kingdom, Country, continent, natural, man made, landscape, follow, map</p>	<p><b>Previous years vocabulary.</b></p> <p>Use simple compass directions (North, East, South, West) and basic locational and directional language to describe the location of features and routes on a map.</p> <p>Direction globe, atlas, map, geography, equator, country, ocean, sea, beach, continent, pole(s), human geography, physical geography, man-made, natural, features, human geography, physical geography, regions,</p>	<p><b>Previous years vocabulary.</b></p> <p>Use compass directions North, East, South, West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Northern hemisphere, Arctic and Antarctic, polar regions , range of resources, technology, locate, features, compass, , navigate, village, city, agricultural, land usage, climate, desert</p>	<p><b>Previous years vocabulary.</b></p> <p>Use compass directions (North, Northeast, East, Southeast, South, Southwest, West, Northwest) and locational and directional language to describe the location of features and routes on a map.</p> <p>Southern hemisphere, northern hemisphere, landscape, co-ordinates, summit, slope, country, continent, Snowdonia in Wales, Ben Nevis in Scotland and Everest in the Himalayas,</p> <p>location, settlement, coast, country, urban, town, county, , city, desert, , mountains, landscape, town, city, region, urban, rural, climate</p>	<p><b>Previous years vocabulary.</b></p> <p>Use compass directions (North, Northeast, East, Southeast, South, Southwest, West, Northwest) and locational and directional language to describe the location of features and routes on a map.</p> <p>Maps, globes, atlas, equator, hemisphere, latitude, longitude, tropics, biomes, vegetation, belts, rivers, regions, temperature , conservation, coordinates,</p> <p>coast, tourism, erosion, human feature, ordnance survey map, conservation, pollution</p>	<p><b>Previous years vocabulary.</b></p> <p>Use compass directions (North, Northeast, East, Southeast, South, Southwest, West, Northwest) and locational and directional language to describe the location of features and routes on a map. Bearing</p> <p>Five major circles of latitude, The Arctic Circle (66.5°N) The Tropic of Cancer (23.5° N) The Equator (0°) The Tropic of Capricorn (23.5°S) The Antarctic Circle (66.5°S),</p>