

Tackley CE Primary School Geography Curriculum Overview



Skills Across Key Stages

	3 & 4 year olds will be learning to:	Children in Reception will be learning to:	Early Learning Goal
Communication	Respond to questions	Learn new vocabulary Use new vocabulary throughout the day Ask questions to find out more Use new vocabulary in different contexts Engage in non-fictional books Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify their understanding. Participate in small, group and class discussions
Maths	Talk about and explore shapes Discuss routes and locations using words like in front of and behind.	Select rotate and manipulate shapes to develop spatial reasoning skills	N/A
Understanding the World	Talk about their life and previous experiences.	Recognise some similarities and differences between life in this country and live in other countries. Explore natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one they live in. Draw information from a simple map.	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, non-fiction texts and where appropriate maps. 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.

Key Stage One

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.

Key Stage Two

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.

Curriculum Unit by Term

Cycle A	Autumn	Spring	Summer
Darwin Class Year 1 Jemison Class Year 2	Growing up in	Tackley and Beyond	Where We Live
Web Class Year 3 /Year 4	UK Study	Where in the World?	Mountains and Rivers
Attenborough Class Year 5 /Year 6	Mapping	Changing World	Extreme Earth

Cycle B	Autumn	Spring	Summer
Darwin Class Year 1 Jemison Class Year 2	Holidays Human and physical geography	Around the World (Locations and Journeys)	Let's Explore – hot and cold climates
Webb Class Year 3/Year 4	Eastern Europe	Rainforests	Fieldwork study
Attenborough Class Year 5/Year 6	Trade and Economics	The Americas	Energy

EYFS Knowledge and Skills

What does an EYFS geographer need to understand?	What does an EYFS geographer need to know?	How can they show they are geographers?
<p>To understand that people's lives in different countries and their lives can be similar or different to their own.</p>	<p>Identify and describe features in the local environment, e.g. house, farm, church.</p> <p>To be able to use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, weather.</p> <p>To be able to use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>To understand and draw information from a simple map.</p>	<p>Use photos and pictures to locate places in the local environment.</p> <p>To be able to talk about the local environment after visiting different parts of the local community, including areas where some children may be very knowledgeable,</p> <p>Talk about similarities and differences between places, e.g. the school playground and the town park.</p> <p>Talk about different ways to travel, e.g. on foot, by car, train, bus etc.</p> <p>Use geographical words accurately in context.</p> <p>To be able to talk about the things I like and don't like about the local environment. Talk about what people do in the local environment. Use narratives to support this.</p>

Curriculum Knowledge Overview by Unit of Work

	Geography: Key Stage One			
	Locational knowledge	Place knowledge	Human and physical geography	Skills and fieldwork
National curriculum	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Use aerial photos, construct simple maps Undertake simple fieldwork within school locality
KS1	Where we Live Around the world	Where we live Around the world	Let's Explore – hot and cold climates Holidays Tackley and beyond	Growing up in... Tackley and beyond Around the world
Year 1 and 2	<ul style="list-style-type: none"> Know the names of the four countries that make up the UK and name the three main seas that surround the UK 	<ul style="list-style-type: none"> Know features of hot and cold places in the world Know the main differences between a place in England 	<ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK Know and recognise main weather symbols 	<ul style="list-style-type: none"> Know where the equator, North Pole and South Pole are on a globe Know which is N, E, S and W on a compass

	<ul style="list-style-type: none"> • Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland 	and that of a small place in a non-European country	<ul style="list-style-type: none"> • Know the main differences between city, town and village • Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach • Explain some of the advantages and disadvantages of living in a city or village. 	<ul style="list-style-type: none"> • Know their address, including postcode • Know and use the terminologies: left and right; below, next to
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Geography: Key Stage Two				
	Locational knowledge	Place knowledge	Human and physical geography	Skills and fieldwork
National Curriculum	<ul style="list-style-type: none"> • <i>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</i> • <i>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</i> 	<ul style="list-style-type: none"> • <i>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</i> 	<ul style="list-style-type: none"> • <i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i> • <i>describe and understand key aspects of 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</i> 	<ul style="list-style-type: none"> • <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> • <i>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</i>

	<p><i>land-use patterns; and understand how some of these aspects have changed over time</i></p> <ul style="list-style-type: none"> • <i>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)</i> 			
KS2	<p>Where in the world? Mountains/Rivers Americas Rainforests Eastern Europe</p>	<p>Eastern Europe Americas</p>	<p>Extreme Earth Rivers Rainforest Energy</p>	<p>Eastern Europe Americas Mapwork Rivers Local Area</p>
Year 3 and 4	<ul style="list-style-type: none"> • Know the names of and locate at least eight European countries • Know the names of and locate at least eight major capital cities across the world • Know the names of and locate at least eight counties and at least six cities in England • Know where the main mountain regions are in the UK 	<ul style="list-style-type: none"> • Know at least five differences between living in the UK and a Mediterranean country 	<ul style="list-style-type: none"> • Know what causes an earthquake • Label the different parts of a volcano • Know and label the main features of a river • Know the name of and locate a number of the world's longest rivers • Know why most cities are located by a river • Know the names of a number of the world's highest mountains 	<ul style="list-style-type: none"> • Use maps to locate European countries and capitals. • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Know and name the eight points of a compass • Know how to plan a journey within the UK, using a road map

	<ul style="list-style-type: none"> • Know, name and locate the main rivers in the UK • Know the names of four countries from the southern and four from the northern hemisphere • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map • Know what is meant by the term 'tropics' 		<ul style="list-style-type: none"> • Explain the features of a water cycle 	
<p>Year 5 and 6</p>	<ul style="list-style-type: none"> • Know the names of a number of European capitals • Know the names of, and locate, a number of South or North American countries • Know about time zones and work out differences 	<ul style="list-style-type: none"> • Know key differences between living in the UK and in a country in either North or South America 	<ul style="list-style-type: none"> • Know what is meant by biomes and what are the features of a specific biome • Label layers of a rainforest and know what deforestation is • Know the names of and locate some of the world's deserts • Know why are industrial areas and ports are important • Know main human and physical differences between developed and third world countries 	<ul style="list-style-type: none"> • Know how to use graphs to record features such as temperature or rainfall across the world • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Know what most of the ordnance survey symbols stand for • Know how to use six-figure grid references

Curriculum Skills Overview by Key Stage

	By the end of Early Years	By the end of Key Stage One	By the end of Lower Key Stage Two	By the end of Upper Key Stage Two
Locational knowledge	<p>Able to name familiar places that they visit regularly or places that are important to their family.</p> <p>Use the local area to explore the built and natural environment.</p> <p>Talk about some of the things in my locality – plants, animals, natural objects.</p>	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</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>Key vocabulary: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics.</p> <p>Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed.</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.</p> <p>Key vocabulary: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern</p>	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>Use maps to locate the world's countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map.</p> <p>Key vocabulary: atlas, index, coordinates, latitude, longitude,</p>

			<p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>
<p>Place knowledge</p>	<p>Ask questions about what it is like in another country.</p> <p>Show knowledge of other countries through role play and artwork.</p>	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>Compare the UK with a contrasting country in the world.</p> <p>Compare a local city/town in the UK with a contrasting city/town in a different country.</p> <p>Key vocabulary: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano</p>	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom.</p> <p>Explore similarities and differences, comparing the human geography of a region of the UK and a region of South America.</p> <p>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom.</p> <p>Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America.</p> <p>Key vocabulary: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population,</p>	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America.</p> <p>Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America.</p> <p>Key vocabulary: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p>

			<p>land use, retail, leisure, housing, business, industrial, agricultural.</p>	
<p>Human and physical geography</p>	<p>Use everyday vocabulary to name common physical features.</p> <p>Show respect for different cultures.</p>	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of 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 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle.</p> <p>Human geography, including: types of settlement and land use.</p> <p>Key vocabulary: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</p> <p>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> <p>Key vocabulary: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold</p>

				<p>mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p>
<p>Geographical skills and fieldwork</p>	<p>Observe closely what is around them and make comments on what they see.</p>	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions and locational and directional to describe the location of features and routes on a map.</p> <p>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 the surrounding area, including key human and physical features, using a range of methods.</p> <p>Key vocabulary: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and keys (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 and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> <p>Key vocabulary: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</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 human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Key vocabulary: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>