



Geography Curriculum Content Overview

Geography Intent

Through a broad and balanced curriculum that is proudly promoted throughout school, our children have opportunities to study, investigate and explore a variety of geography topics across KS1 and KS2 as well through 'Understanding of the World' in EYFS. Creative opportunities for cross-curricular activities encourage our children to be immersed in geography topics, inspiring them to ask big questions about the world around them. In order to answer these questions, they will be able to articulate themselves clearly using subject specific vocabulary, confidently. As pupils progress through school, their growing knowledge about the world will help them deepen their understanding of the importance of both physical and human geography. With a strong focus on our local area, our children are encouraged to understand their community and the changes it has been through. Geography in our school encourages our children to investigate other cultures across the world and compare them to our own. Our geography curriculum will inspire pupil's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Content	Year 1			Year 2	
	The world and my school	Our Local Park	Our school grounds	My Local area and Tulum	Investigating weather and climate
Locational Knowledge	I can understand that the world has seven continents. I can understand that the UK is split into countries and surrounding seas. I can understand how my local area fits within the United Kingdom. I can understand how my classroom fits within the school. I can understand how my school fits on the street.	I can identify some key human and physical features of my local area. I can understand how my local park fits within my local area.	I can identify some key human and physical features of my local area. I can understand how my local park fits within my local area.	I can understand that places can have meaning to people.	I can identify climate zones worldwide and their relation to the equator and poles.



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Place Knowledge	I can understand that places can have meaning to people.	I can understand how my local park fits within my local area.	I can understand that places can have meaning to people.	I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries and surrounding seas. I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. I understand that Mexico/Norway is a North American/European country.	
Human and Physical Geography	I can identify seasonal and daily weather patterns in the UK. I can identify how the weather varies around the world. I can identify human and physical features.	I can understand human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area.	I can understand human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area.	I can understand that the poles and equator impact the climate on Earth. I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary. I can understand the similarities and differences between my country and other countries.	I can understand the differences between weather and climate. I can understand that the poles and equator impact the climate on the Earth. I can identify hot and cold areas of the world in relation to the poles and the equator.
Skills and Fieldwork		I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions.	I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use	I can use atlases and globes to discover the continents and oceans of the world. I can use compass directions and locational and directional language to describe the location of features on a map. I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.	I can carry out a geographical enquiry using simple fieldwork and observational skills. I can collect weather data using the equipment. I can record weather data. I can present my data. I can analyse data.



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		I can devise a simple, messy map. I can collect and record simple data. I can present simple data in a chart.	cardinal directions. I can devise a simple, messy map. I can collect and record simple data. I can present simple data in a chart.	I can use a key. I can use simple fieldwork and observational skills to study the school's geography.	
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	Year 3			Year 4		
Content	The United Kingdom	Bee Conservation	Land use, economic activity and travel	Italy	Locality study	Investigating weather and climate
Locational Knowledge	I can understand that places can have meaning to people. I can understand that people can choose to use land differently, and I can give some examples. I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that counties contain settlements. I understand that England, Scotland, Wales and Northern Ireland are countries in the UK.	I can understand that people can choose to use land differently, and I can give some examples.	I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples. I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial. I understand that hamlets, villages, towns and cities are settlements of different sizes.	I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography. I can understand the similarities and differences between my region and Campania/South Aegean and give some examples. I can identify the continents of the world. I can use maps to identify some of the countries of Europe and their capital cities. I can identify some key physical features and settlements in Campania/South Aegean.	I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography. I can identify the location of my settlement and region in England and the key human and physical features. I can understand and describe human geography, including types of settlement and land use. I can understand how my region is an area within England with different-sized settlements.	I can identify climate zones worldwide and their relation to the equator and poles.



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	I can understand how my region is an area within England. I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.			I can identify the location of my region in England and the key human and physical features. I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian. I can understand how my region is an area within England with different-sized settlements. I can understand that Campania/South Aegean is a region within Italy/Greece, with settlements of different sizes. I can understand that England and Italy/Greece are countries within the continent of Europe.	I can understand that my local settlement is within a region of England, which is a country within the continent of Europe.	
Human and Physical Geography	I can understand that land has height. I can identify mountains, hills and rivers on maps. I understand human processes in the UK, including settlements and land use. I understand that land use patterns change over time. I can understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of	I can understand how bees are involved in physical processes. I can understand how land use impacts the survival of bees. I can understand how personal choices on how to use land impact the environment. I can suggest how to make the school locality more environmentally friendly.	I understand human processes in the UK, including settlements and land use. I understand that UK settlements rely on different areas of land use to thrive.	I can understand that physical processes are the natural forces that change Earth's physical features. I understand how tectonic movement has shaped the Earth's surface. I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy/South Aegean, Greece. I understand human processes in my region and Campania/South Aegean, including settlements and economic activity. I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres	I can understand and describe human geography. I understand human processes in my local settlement, including land use, types of settlements and economic activity.	I can understand the differences between weather and climate and give examples. I can explain how the equator, poles, circles and tropics affect climate. I can give reasons for the climate and weather in the United Kingdom. I can identify climate zones worldwide and their relation to the equator and poles.



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	identity based on where they live. I can identify some key human and physical features of the UK and my region.					
Skills and Fieldwork	I can use compass points, four-figure grid references, symbols, and keys. I can devise a sketch map of my local area. I can identify physical features on a map. I can locate settlements on a map. I can use maps and atlases to discover the United Kingdom.	I can carry out a geographical enquiry using fieldwork and observational skills. I can record data. I can analyse data and evaluate fieldwork. I can devise a simple map using information learnt from a geographical enquiry.	I can plan a geographical enquiry using fieldwork and observational skills. I can use digital mapping to collect data. I can record data using tables and questionnaires. I can present collected data using bars and charts. I can analyse data and explain what I have learnt.	I can use atlases, maps and globes to locate places and describe features studied.	I can use atlases, maps and globes to locate places and describe geographical features studied. I can use digital maps (Digimap for Schools) to observe, record and present the human and physical features in my local settlement using a sketch map. I can use the eight points of a compass, four-figure grid references, symbols and key, to build my knowledge of my local settlement.	I can plan a geographical enquiry using fieldwork and observational skills. I can collect weather data using a range of equipment. I can record weather data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.



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	Year 5			Year 6	
Content	Brazil	Biomes	Rivers	UK depth study	Sustainability
Locational Knowledge	I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.	I can understand that physical features are significant within the local area in which they are located.	I can identify the names and locations of the five longest rivers in England. I can identify the location of a river in my region. I can identify the location of the River Trent.	I can identify the location of my region within England. I can use clues to identify my region's key human and physical geographical features and landmarks. I can understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.	
Place Knowledge	I can identify the location of my region in England and the key human and physical features. I can identify some of the countries of North/South America and their capital cities. I can identify some key settlements in the Western USA/Northern Brazil. I can understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand that England is a country within the continent of Europe. I can understand that the USA/Brazil is a country within the North American/South American continent. I can understand that Western USA and Northern Brazil are regions within the USA and Brazil.	I can name biomes and vegetation belts that are found across the world. I can name the biomes and ecosystems found in the UK. I can identify the location of the New Forest. I can understand that you can find different ecosystems, vegetation belts and biomes within countries.	I can understand that physical features are significant within the local area in which they are located.	I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.



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	I understand that there are states, cities, and towns within the West Region of the USA and the North Region of Brazil. I can make comparisons between my country and the USA/ Brazil in terms of the size of the land and the population. I can give examples of how the landscape in the Western USA/Northern Brazil varies massively, e.g. climate zones, vegetation belts and biomes. I can identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA/Northern Brazil. I can identify the Prime/Greenwich Meridian and time zones, including day and night.				
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Human and Physical Geography	I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA/Northern Brazil. I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres. I can understand how tectonic movement has shaped the Earth's surface. I understand human processes in my region and Western USA/Northern Brazil, including settlements and economic activity.	I can understand how the climate impacts the landscape through biomes and vegetation belts. I can understand what animals, plants and habitats can be found in a woodland ecosystem in the UK.	I can identify key features of the River Trent basin, including the source and the mouth. I can understand what rivers are and how they are formed. I can name and explain the different features of rivers.	I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. I can explain how economic activity in the United Kingdom has changed over time. I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products. I can understand that events in other places can impact the UK. I can outline the environmental impact caused by different economic activities in the UK. I can use facts and evidence to judge the sustainability of economic activity in the UK.	I can understand that human actions can disrupt the natural physical processes on Earth. I can understand that what happens in the United Kingdom can impact other places. I can understand that events in other places can impact the UK. I can understand that the actions of individuals can have a large-scale impact. I can explain the impact that plastic waste has on the environment. I can make suggestions on how the school can reduce the impact it is having on the environment.
Skills and Fieldwork	I can use atlases, maps and globes to locate places and describe features studied.	I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs.	I can plan a geographical enquiry using fieldwork and observational skills. I can record data in a variety of ways. I can present my data using charts and graphs.		I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.



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		I can analyse data and explain what I have learnt. I can use compass points and six-figures and references to build my knowledge of the world.			
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