Geography curriculum

Geography is a key skill for life and our curriculum is designed to build the knowledge and skills children need to know about their local area, their country and the wider world. We aim to widen children's horizon to other parts of the country and world that they may not otherwise be aware of. Key skills of map reading, and compass skills are built upon throughout the school.

Geography programme of study

EYFS			
Subject	Subject	Subject	Subject
ELG – The natural world	- Children know that people live in different types of homes - Children know that people live in different types of locations *(e.g. Town, city, countryside etc.)* - Children know that there are different types of environment within our country and the world *(e.g. Mountains, deserts, jungles etc.)* - Children know that there are different types of weather AND that certain parts of the world have more/less of these types of weather - Children know that places can be represented by images and maps	- Compare and contrast locations, homes, environments and weather saying what is the same and what is different - Record their observations through a variety of methods - Be able to represent their immediate environment (School, home etc,) on a simple map or image	Countryside, village, town, city, desert, forest, jungle, ice, mountains, sea, islands, weather, country, United Kingdom, Devon, **comparative language**

Key Stage 1			
Subject	Knowledge	Skills	Vocabulary
Where we live (Our School) The weather Our school The UK and … (Non-European contrasting country)	Know about key geographical features near to where we live - Hills (Dartmoor) - Beaches - Countryside - Sea - Forest - Valleys - Small towns - Villages - City (Exeter/Plymouth) - Farms - Harbours - Ports - Shops - Children know that we live in The United Kingdom of Great Britain and Northern Ireland. Name and locate the 4 countries of the UK on a map Name and locate the 4 capital cities of the UK on a map Name the characteristics of the 4 countries of the UK Children know the likely weather patterns for each season Children know the weather where we live is not the same as the weather in other areas of the world Know that there are hot and cold parts of the world Be able to place the north and south poles and the equator in a globe Children can name the seven continents	- Compare and contrast geographical features - Identify key features/habitats within geographical features - Use and name key areas on UK map - Collect and record weather data - Present weather data in images, written and models - Use and name key areas on a globe - Use aerial photographs to locate familiar features - Use a world map to identify continents and oceans - Children can use a key to identify features of a known area on a map - Children can identify North, South, East and West - Compare and contrast geographical features - Record information about homes, vegetation and lifestyle - Children plan and articulate a route on a map *(e.g. my route from home to school)* -	**All at EYFS and:** Hills, Dartmoor, beaches, sea, ocean, forest, valley, village, town, city, farm, harbor, port, shops, offices, England, Wales, Scotland, Northern Ireland, Ireland, Europe, London, Belfast, Edinburgh, Cardiff, precipitation, ice, equator, North, South, poles, globe, map Continent, ocean, north, south, east, west, compass, Africa, Asia, Europe, Oceania, Antarctica, North America, South America, Pacific, Atlantic, Indian, Artic, Southern, vegetation, route, human, physical

	Children can name the five oceans Children know places and objects can be represented by images on a map Children know North, South, East and West Children know that different places in the world are different to our own Children know vegetation is different in other parts of the world Children know that the type of home/vegetation/farming that happens is a direct result of the weather of an area Children develop knowledge about the non-European area studied Children know the difference between human and physical geography		

Lower Key Stage 2			
Subject	Knowledge	Skills	Vocabulary
Mountains, volcanoes and earthquakes Migration Rivers Villages, towns and cities Water, weather and climate	Children know what the earth is made of Children understand how mountains and volcanoes are formed Children understand what is happening when an earthquake occurs and a volcano erupts Children understand what is meant by the term migrant/migration/economic migration/refugee Children understand the impact of migration Children understand the impact of climate change on migration Children know where the worlds major rivers are Children understand how rivers shape the land	Children investigate and demonstrate physical occurrences in the Earth Children explore and think critically about global human geographical issues Children investigate the impact of physical geographical features on human geography Children think critically about the impact of the use of natural resources on the environment.	Magma Tectonic plate Plate margin Mountain range Volcano Earthquake Tsunami Migration Migrant Source/host country Push/pull factor Refugee Asylum seeker Persecution

Natural resources in Northern Chile	Children understand how rivers impact human geography Children understand the impact of flooding Children understand population distribution Children understand what impacts population distribution Children understand how villages, towns and cities develop Children understand the water cycle Children understand the reasons behind seasonal changes Children understand distribution of natural resources globally and in the UK and Chile Children understand circular economy driven by natural resources		River Erosion Landscape Tributary Deposition Sediment Transportation Riverbed Population Distribution Density Settlement Climate Atmosphere Evaporation Transpiration Condensation Precipitation Runoff Consumable Exhaustible Renewable Fossil fuels Abundance/scarcity extraction

Upper Key Stage 2			
Subject	Knowledge	Skills	Vocabulary
Local fieldwork Biomes Populations	Children understand the value of fieldwork and how it is conducted	Children use a range of fieldwork skills to collect and analyse data Children explore and discuss critically different types of biomes and the impact of humans upon them.	Fieldwork, primary/secondary data, quantitative/qualitive data, analysis, conclusion, evaluation, accuracy,

Globalisation Sustainability	Children understand different types of biomes and where they are in the world. Children understand the impact of humans on different biomes. Children understand population distribution Children understand population pyramids and the issues of varying population ages. Children understand the impact of global trade on physical and human geography Children understand the implications of producing electrical energy	Children explore and discuss critically issues arising from human geography	reliability, bias, correlation, biome, ecosystem, climate, dormant, equator, fauna, flora, latitude, temperate, tropics, birth/death rate, mortality rate, life expectancy, rural/urban areas, sparsely/densely populated, globalisation, imports, exports, trade, unsustainable/sustainable,

Geography progression

		Year 1/2	Year 3/4	Year 5/6
Geography	Location knowledge	Pupils should be taught to: • 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	Pupils should be taught to: • 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)	
Geography	Place knowledge	Pupils should be taught to: • understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country	Pupils should be taught to: • understand geographical similarities and differences through the study of human and physical geography	
Geography	Human and physical geography	Pupils should be taught to: • 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, inc. city, town, village, factory, farm, house, office, port, harbour, shop	Pupils should be taught to: • 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	

Geography	Geography skills and fieldwork	Pupils should be taught to: • 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	Pupils should be taught to: • 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

Geogrpahy	Map skills	Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards Map knowledge Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas Making maps Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features	Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key	Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map Map knowledge Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK Making maps Try to make a map of a short route experiences, with features in current order Create a simple scale drawing	Follow a route on a large-scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map Map knowledge Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities Making maps Recognise and use OS map symbols, including completion of a key and understanding why it is important	Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references. Locate the world's countries, focus on North & South America Identify the position and significance of lines of longitude & latitude Draw a variety of thematic maps based on their own data	Follow a short route on an OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages Draw plans of increasing complexity Begin to use and recognise atlas symbols

				Use standard symbols, and understand the importance of a key	Draw a sketch map from a high viewpoint		