

# St Peter's Church of England Primary School

## Geography Curriculum: Topics, Coverage and Objectives



### Foundation Stage

Pupils should begin to develop an understanding of the world around them, they should explore their environment and make sense of this. The pupils should also develop a basic understanding of seasons and weather associated with these.

Pupils should be taught to:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- 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
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- 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
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

***Our EYFS Curriculum documentation outlines the UW content more specifically to the theme.***

### 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.

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>A U T U M N T</b>	<b>Topic:</b>	<b>All About me/Pets</b>	<b>All About me and My Family</b>	<b>Our Local Area</b> <i>What's it like where we live?</i>	<b>Seasons</b> <i>What are Seasons?</i>	<b>Our World</b> Where on Earth are we?	<b>The Americans</b> Can you come on a Great American Road Trip?	<b>Changes in our Local Environment</b> How is our country changing?	<b>Journeys: Trade</b> Where does all our stuff come from?
	<b>Links to Prior and Future Learning:</b>	<i>*Links to Reception exploration of the natural world</i> <i>*Year 1 local area</i>	<i>*Built on nursery's learning of the natural world</i>	<i>*Build on EYFS topic of local area (Rochdale)</i>	<i>*Build on EYFS Seasons learning</i>	<i>*Build on previous EYFS/ year 1 knowledge of local area</i>	<i>*Build on knowledge of map reading from looking at local area and locations</i>	<i>*Build on knowledge from year 1 and 3</i> <i>*Prepare children for year 6 topic on the</i>	<i>*Make reference to prior learning in year 2 on food</i>

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<b>E R M</b>		<p>*Year 1 – seasonal changes</p> <p>*Year 2 – habitats</p> <p>*Year 2 - seasons</p>	<p>*Links to Year 1 local area</p> <p>*Links to Year 2 and beyond map reading</p> <p>*Year 1 – seasonal changes</p> <p>*Year 2 – habitats</p> <p>*Year 2 - seasons</p>	<p>comparison to Blackpool.</p> <p>*Preparing for next unit in year 1 – so children can make comparisons</p> <p>*Preparation for year 4 American road trip</p>	<p>*Preparing for the Year 3 topic of climate</p>	<p>*Prepare children for year 4 topic of America</p>	<p>*Prepare for KS3 – Human geography – population and urbanisation</p> <p>-Study of different country of interest</p>	<p>damage to the environment</p> <p>*Prepare for KS3 – physical and human processes influence and change landscapes and environments</p> <p>Understand geographical differences and similarities.</p>	<p>*Prepare for KS3 – Human geography – economic activity</p> <p>Use of natural resources (trade)</p> <p>-Human activity relies on affective functioning of natural systems.</p> <p>-International development</p>
	<p><b>Geographical Skills and Concepts Progression:</b></p>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Begin to talk about their family and compare to others</li> <li>• Begin to show an interest in different occupations</li> <li>• Use their senses through in hand exploration of the natural world</li> <li>• Comment on the natural world following an environmental walk</li> <li>• Name things in their local area/environment</li> <li>• Listen to sounds in the environment</li> <li>• Begin to talk about habitats</li> <li>• Explore some different landscapes</li> <li>• Identify seasonal changes</li> </ul>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world using their senses</li> <li>• Begin to explore some countries</li> <li>• That are different from their own</li> <li>• Locate on a map or globe</li> <li>• Recognise similarities and differences between countries, cultures and traditions</li> <li>• Compare habitats of wild animals in other countries to own</li> <li>• Talk about/name some features of the natural world</li> <li>• Identify seasonal changes</li> </ul>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•Develop knowledge about the locality</li> <li>•Use simple fieldwork and observational skills in the school, its grounds and surroundings</li> <li>•Know the differences between a map, plan and aerial photograph</li> <li>•Recognise landmarks and basic human and physical features</li> <li>•Use locational and directional language to describe the location of features and routes on a map</li> <li>•Use basic geographical vocabulary</li> </ul>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•Develop locational and place knowledge about their locality, and the UK as a whole</li> <li>•Understand basic subject-specific vocabulary relating to physical geography</li> <li>•Begin to use geographical skills, including first-hand observation, to enhance their locational awareness</li> <li>•Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas around the world</li> <li>•Use simple fieldwork and observational skills in their school, its grounds and surroundings</li> <li>•Use and construct basic symbols in a key.</li> </ul>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•Improve their locational knowledge through identifying 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)</li> <li>•Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied</li> <li>•Use the eight points of the compass to build their knowledge of the wider world.</li> </ul>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•Enhance their locational and place knowledge</li> <li>•Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>•Understand geographical similarities and differences through the study of a region in North and South America</li> <li>•Use maps, atlases, globes and digital/computer mapping</li> <li>•Learn to use the eight points of a compass.</li> </ul>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•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</li> <li>•Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> <li>•Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> <li>•Use the eight points of a compass, four and six-figure grid references, symbols and key including the use of OS maps) to build their knowledge of the</li> </ul>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>•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.</li> <li>•Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>

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								United Kingdom and the wider world <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S P R I N G  T E R M	<b>Topic:</b>	Journeys  Traditional Tales	Journeys  Traditional Tales	People and their Communities <i>What will we see on our journey around the world?</i>	Our Wonderful World <i>What are the seven wonders of our world?</i>	Climate and Weather <i>Why is climate important?</i>	Rivers and the Water Cycle <i>How does water go round and round?</i>	Europe: A study of the Alpine Region <i>Where should we go on holiday?</i>	Protecting the Environment <i>Are we damaging our world?</i>
	<b>Links to Prior and Future Learning:</b>	<i>*Year 1 – People and their communities *Year 2 – seasons *Year 3 – Climate and weather *Prepares for progressed skills and concepts in Reception</i>	<i>*Year 1 – People and their communities *Year 2 – seasons *Year 3 – Climate and weather *Year 6 – Protecting the Environment *Builds on nursery skills and concepts</i>	<i>*Prepare children for year 3 topic on the world.</i>	<i>*Build on year 1 journey around the world *Prepare children for year 5 (Amazon), year 6 (world in the future)</i>	<i>*Prepare children for year 5 topic – What's it like in the Amazon *Prepare for year 6 topic on damaging the world</i>	<i>*Building on year 3 climate topic  * Prepare children for KS3 – Human and physical -focus on weather and climate -Hydrology and coasts</i>	<i>*Build on what it is like in our country – seasons/weather (year 1,2)  *Prepare children for KS3 – Human and physical -focus on weather and climate  * Prepare children for KS3 - Locational knowledge - environmental regions</i>	<i>*Build on year 5 environment changes topic *Prepare children for Summer year 6 topic on our world in the future  * Prepare children for KS3 – human geography: -population and urbanisation -understand how human and physical processes interact to influence, and change landscapes, environments and the climate</i>
	<b>Geographical Skills and Concepts Progression:</b>	<i>In this unit, the children will:</i> <ul style="list-style-type: none"> <li>• Observe seasonal changes</li> <li>• Continue to show an interest in different occupations</li> </ul>	<i>In this unit, the children will:</i> <ul style="list-style-type: none"> <li>• Talk about members of their community</li> <li>• Identify and name an extended range of transport</li> </ul>	<i>In this unit, the children will:</i> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Learn about the human and physical</li> </ul>	<i>In this unit, the children will:</i> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the seven continents and oceans</li> <li>• Use world maps, atlases and globes</li> </ul>	<i>In this unit, the children will:</i> <ul style="list-style-type: none"> <li>• Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them</li> </ul>	<i>In this unit, the children will:</i> <ul style="list-style-type: none"> <li>• Name and locate (some of) the UK's most significant rivers and mountain environments</li> <li>• Describe features of a river and a mountain</li> </ul>	<i>In this unit, the children will:</i> <ul style="list-style-type: none"> <li>• Use maps to focus on countries, cities and regions in Europe</li> <li>• Be taught to understand a region of</li> </ul>	<i>In this unit, the children will:</i> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of the distribution of natural resources including energy, minerals and water</li> </ul>

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		<ul style="list-style-type: none"> <li>Begin to know that there are different countries in the world</li> <li>Begin to understand the need to respect and care for the natural environment and living things</li> </ul>	<ul style="list-style-type: none"> <li>Recognise similarities and differences between this and other countries</li> <li>Understand the effect of changing seasons on the natural world and begin to compare seasons</li> <li>Begin to recognise some environments that are different to their own</li> <li>Continue to explore the natural world around them</li> <li>Develop an understanding of growth and change over time</li> </ul>	geography of a small area in (several) non-European countries <ul style="list-style-type: none"> <li>Read images, maps, atlases and globes</li> <li>Ask and answer questions</li> <li>Use basic geographical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences when studying both human and physical geography</li> <li>Identify the locations of hot and cold areas around the world</li> <li>Use basic vocabulary to refer to physical and human features</li> <li>Develop knowledge about the world.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and give examples of the variety of biomes and vegetation belts</li> <li>Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts.</li> </ul>	environment in the UK <ul style="list-style-type: none"> <li>Learn how rivers and mountains are formed</li> <li>Understand where rivers and mountains fit into the water cycle.</li> </ul>	another European country <ul style="list-style-type: none"> <li>Be taught to understand some of the physical and human processes that shape a region</li> <li>Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's most significant human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate countries and describe features studied</li> <li>Use the eight points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world</li> <li>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.</li> </ul>
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S U M M E R  T E R M	<b>Topic:</b>	In the Garden  Superheroes	In the Garden  Superheroes	<b>Animals and their Habitats</b> Where do different animals live?	<b>Journeys: Food</b> Where does our food come from?	<b>Coasts</b> Do you like to be beside the seaside?	<b>Earthquakes and Volcanoes</b> How does the Earth shake, rattle and roll?	<b>South America: The Amazon</b> What is it like in the Amazon?	<b>Our World in the Future</b> How will our world look in the future?
	<b>Links to Prior and Future Learning:</b>	*Links to Reception coverage of comparisons on 'Who lives in the garden?' *Links to Year 1's topic of Animals and their habitats. *Links to Year 2's topic of 'Where does our food come from?' *Year 6 Our world in the future	*Builds on Reception coverage of comparisons on 'Who lives in the garden?' *Links to Year 1's topic of Animals and their habitats. *Links to Year 2's topic of 'Where does our food come from?' *Year 6 Our world in the future	*Build on EYFS jungle/farm animal topic *Prepare children for year 5 topic on America (what animals may be there)	*Building on knowledge of food types from EYFS. *Prepare for year 6 topic on where our stuff comes from	*Build on knowledge from EYFS of Blackpool (seaside) *Prepare for year 4 water cycle topic *Prepare for year 6 topic of environmental changes/differences	*Build on year 3 knowledge of the Earth *Prepare for KS3 – plate tectonics focus (physical)	*Build on the seven wonders of the world (year 2) *Prepare for KS3 – how human and physical processes influence and change environments and climate	** Builds on all previous knowledge of the Earth/world. *Builds on year 5 changes in the local environment *Builds on year 6 protecting the environment (damages discussed) *Prepare for KS3 – locational knowledge – extend their knowledge of worlds countries

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									*Prepare for KS3 – climate change focus
<b>Geographical Skills and Concepts Progression:</b>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Compare two seasons</li> <li>• Talk about what they see, smell and hear on seasonal walks (plants)</li> <li>• Use magnifying glasses to explore</li> <li>• Show an interest in different occupations</li> <li>• Begin to understand the need to respect and care for the environment</li> <li>• Continue to develop positive attitudes about the differences between people and communities</li> </ul>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Use senses to make observations of the natural world (plants)</li> <li>• Describe their immediate environment using knowledge from observation and discussion</li> <li>• Know similarities and differences of contrasting environments</li> <li>• Name some geographical features</li> <li>• Understand some important natural processes in the natural world around them</li> </ul>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Use world maps, atlases and globes to identify countries, continents and oceans</li> <li>• Use simple fieldwork and observational skills.</li> </ul>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production</li> <li>• Use locational and directional language (e.g. near and far) to describe the location of features and routes on a map</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, and its surrounding seas</li> <li>• 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.</li> </ul>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Extend their knowledge and understanding beyond the local area to include the United Kingdom</li> <li>• Name and locate (some) counties and cities of the United Kingdom</li> <li>• Learn about key topographical features (including coast and rivers) to understand how some of these aspects have changed over time</li> <li>• Understand similarities and differences through the study of human and physical geography of a region of the United Kingdom (SW England) and a region in a European country (Costa Blanca, Spain)</li> <li>• Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity etc.</li> </ul>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand the key aspects of volcanoes and earthquakes</li> <li>• Understand that the distribution of earthquakes and volcanoes follow a pattern</li> <li>• Learn about the 'Pacific Ring of Fire'.</li> </ul>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Extend their knowledge and understanding beyond their local area to include South America</li> <li>• Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</li> <li>• Locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region in South America</li> <li>• Describe and understand key aspects of physical and human geography</li> <li>• Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied.</li> </ul>	<p><b>In this unit, the children will:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>–physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>–human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> <li>• Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the United Kingdom</li> <li>• Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	