




Geography Curriculum Overview



Early Years Foundation Stage




	Autumn	Spring	Summer
EYFS	 <p>How does our environment change in Autumn? Where in the world is...? <i>ELG: People, Culture and Communities</i></p> <ul style="list-style-type: none"> 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 maps. 	 <p>How does our environment change in Winter/Spring? Where in the world is China? <i>ELG: People, Culture and Communities</i></p> <ul style="list-style-type: none"> 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 maps. 	 <p>How does our environment change in Summer? Where in the world is London? <i>ELG: People, Culture and Communities</i></p> <ul style="list-style-type: none"> 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 maps.
Key skills/ indicative vocabulary	Following simple directions, use positional language (up, down, on, under, in), observing environment (seasonal), Diwali, map, globe.	Following simple directions, use positional language (up, down, on, under, in), observing environment (seasonal), Chinese New Year, map, globe.	Following simple directions, use positional language (up, down, on, under, in), observing environment (seasonal), Royal/National Celebrations, map, globe.
Future Learning	<ul style="list-style-type: none"> In Year 1, children will explore their School and their School Grounds. In Year 2, children will explore their surrounding environment. In Year 2, children will be exploring the region of Serrekunda, The Gambia. 	<ul style="list-style-type: none"> In Year 1, children will explore their School and their School Grounds. In Year 2, children will explore their surrounding environment. 	<ul style="list-style-type: none"> In Year 1, children will explore their School and their School Grounds. In Year 2, children will explore their surrounding environment. In Years 1, 3, 4 and 6 children will explore a different area of the UK which can be compared and contrasted to London.

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Key Stage 1: Year 1

Prior Learning	<ul style="list-style-type: none"> • Build on EYFS learning on how their environment changes. • Build on skills such as simple map reading and using globes (blue is sea, green is land). • Build on EYFS learning on how their environment changes. • Use skills taught from 'My School' unit. 	<ul style="list-style-type: none"> • Build on EYFS learning of where is London • Build on Map skills of finding places and knowing main cities. 	<ul style="list-style-type: none"> • Build on skills such as simple map reading and using globes (blue is sea, green is land).
Unit & National Curriculum Link	 St Gerard's – My School NC: <u>Geographical fieldwork and skills:</u> 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.	 The United Kingdom NC : <u>Locational Knowledge</u> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Place Knowledge:</u>	 Isles of Scilly <u>Place knowledge:</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. <u>Geographical fieldwork and skills:</u> use simple compass directions, locational and directional language, features and routes on a map, and aerial.
Key skills/ indicative vocabulary	Technical vocabulary and Graphicacy. Left, right, outline plan. Technical vocabulary, Enquiry and analytical representation, Asking enquiry questions and drawing conclusions, Developed fieldwork, Representation and Graphicacy. Aerial image/photograph, oblique and vertical, direction, location, plan, North, South East, West, route.	Map and atlas work .Understanding of different region and countries.	Technical vocabulary, Representation, Graphicacy and Writing geographically at length. Aerial image/photograph, oblique and vertical, direction, location, plan, North, South East, West, island, archipelago.
Future Learning	This will prepare them for an investigation of their school grounds and surrounding environment, where they will make comparisons, describe different features (both human and physical),	This will prepare them for an investigation of their surrounding environment, where they will make comparisons, describe different features (both	This will prepare them for an investigation of a small area in a contrasting non- European country. They will transfer their skills, deeper




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	follow a route on a map, use a key and understand the use of postcodes). By completing all units they are gaining a grounding in basic geographical skills.	human and physical), follow a route on a map, use a key and understand the use of postcodes). By completing all units they are gaining a grounding in basic geographical skills. (Y2)	understanding and growing knowledge of another landscape and environment when studying Serrekunda, The Gambia, again using outline maps, compass directions and aerial photographs.
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Key Stage 1: Year 2

Prior Learning	<ul style="list-style-type: none"> Build on previous learning from EYFS and Year 1 on their School and School Grounds. 	<ul style="list-style-type: none"> Compare and contrast to the small area of the UK (Isles of Scilly) explored in Year 1. 	<ul style="list-style-type: none"> This is a revision section that addresses all of the fieldwork and skills that have been covered over the two years.
Unit & National Curriculum Link	 <p>St Gerard's - Surrounding Environment NC: <u>Geographical fieldwork and skills</u>: use simple fieldwork and observational skills to study the geography of and its grounds and the key human and physical features of its surrounding environment.</p>	 <p>Serrekunda, The Gambia NC: <u>Locational Knowledge</u>: name and locate the world's seven continents and five oceans. <u>Place knowledge</u>: understand geographical similarities and differences through studying the human and physical geography of a small area in a non-European country. <u>Human and physical geography</u>: use basic geographical vocabulary. <u>Geographical fieldwork and skills</u>: use simple compass directions, locational and directional language, feature and routes on a map, and aerial photographs.</p>	 <p>Fieldwork Skills in Practice NC: <u>Geographical fieldwork and skills</u>: use simple fieldwork and observational skills to study the geography of and its grounds and the key human and physical features of its surrounding environment.</p>
Key skills/ indicative vocabulary	Technical vocabulary, developed fieldwork, representation, graphicacy.	Interconnectedness, technical vocabulary, developed fieldwork, representation, graphicacy.	Technical vocabulary, enquiry and analytical representation, developed fieldwork, representation and graphicacy.
Future Learning	This will prepare the children for further investigations at KS2 where they will consider the significance of the local area. They will transfer their skills and deepen their understanding and growing knowledge of different landscapes and environments by studying the human and physical	This will prepare the children for further investigations of places around the world. At KS2 they will move from small areas to regions. This preparation will allow them to use their skills and deepen their understanding and growing knowledge of different landscapes and	This will prepare the children for KS2, ensuring they have a good grounding in geographical skills that can be used in the field. It will prepare them for using fieldwork to observe, measure, record and present human and physical features in a KS2 local area study (Y5), using a range of more




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	geographical similarities and differences in the surrounding environment to that of the local area.	environments by studying the human and physical geographical similarities and differences of regions in the UK, Europe and N and S America at KS2.	advanced methods including sketch maps, plans and graphs and digital technologies.
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Lower Key Stage 2: Year 3

Prior Learning	<ul style="list-style-type: none"> Build on from UK locations studied in EYFS and Year 1. Build on previous learning of small areas and progress onto regions. 	<ul style="list-style-type: none"> Build on previous learning on the impact of a place being situated by water from Year 1. Inextricably linked to the Y3 History topic 'Ancient Egypt'. 	<ul style="list-style-type: none"> Previous learning of small areas and regions will support this topic in terms of skills learnt and the opportunity for comparing and contrasting. Inextricably linked to the Y3 History topic 'Ancient Greece'.
Unit & National Curriculum Link	 <p>South Wales</p> <p>NC: <u>Locational knowledge</u>: name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics.</p> <p><u>Place knowledge</u>: understand geographical similarities and differences through the study of human and physical geography of a region of the UK. <u>Human and physical geography</u>: describe and understand key aspects of physical and human geography including mountains, rivers, types of settlement and land use and economic activity.</p>	 <p>Modern Egypt</p> <p>NC: <u>Locational knowledge</u>: locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><u>Human and physical geography</u>: 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><u>Geographical skills and fieldwork</u>: use maps, atlases and globes to locate countries and describe features studied.</p>	 <p>Athens & Central Greece</p> <p>NC: <u>Place knowledge</u>: understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p><u>Human and physical geography</u>: describe and understand key aspects of physical and human geography including mountains, types of settlement and land use and economic activity including trade links and tourism.</p>
Key skills/ indicative vocabulary	A knowledge of places - small areas and regions, understanding of the terms: interdependence, interconnectedness and interrelatedness, technical vocabulary, representation and graphicacy.	Technical vocabulary, enquiry and analytical representation, asking enquiry questions and drawing conclusions and graphicacy.	A knowledge of places - small areas and regions, understanding of the terms: interdependence, interconnectedness and interrelatedness. Technical vocabulary, enquiry and analytical representation, representation and graphicacy.
Future Learning	This will prepare children for further studies on regions not only in the UK but Europe and N and S America. The cumulative effect of investigating regions will allow for recall of what defines a region whilst building a web of new knowledge. It will begin to prepare the children to extend their knowledge and understanding about further locations and expose them to the characteristics	This unit will prepare children for further development and the devising of geographical questions they want answering about a range of diverse places around the world.	This will prepare children for further studies on other regions in the UK, Europe and N and S America. It will have an increasing effect as characteristics will be common to other regions to be studied. Tourism is a recurring theme amongst a number of the regions. As the children build their knowledge of regions they will be able to reflect on their distinctive individual




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	of a range of the world's most significant human and physical features, how these are interdependent and how they bring about spatial variation and change over time.		characteristics but also start to identify similarities and differences building their scope and breadth of geographical understanding.
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Lower Key Stage 2: Year 4

Prior Learning	<ul style="list-style-type: none"> Build on previous learning of regions in Europe. 	<ul style="list-style-type: none"> Build on previous learning of regions in the UK and contrast to South Wales (Y3). 	<ul style="list-style-type: none"> Building on previous learning of European regions. Compare/contrast to other regions which have a lot of tourism.
Unit & National Curriculum Link	 <p>Naples and Campania</p> <p><i>NC: <u>Place knowledge</u>: understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</i></p> <p><i><u>Human and physical geography</u>: describe and understand key aspects of physical and human geography including volcanoes, earthquakes, types of settlement and land use and economic activity.</i></p>	 <p>East Anglia</p> <p><i>NC: <u>Place knowledge</u>: understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</i></p> <p><i><u>Human and physical geography</u>: describe and understand key aspects of physical and human geography including, types of settlement and land use and economic activity.</i></p>	 <p>The Paris Basin</p> <p><i>NC: <u>Place knowledge</u>: understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</i></p> <p><i><u>Human and physical geography</u>: describe and understand key aspects of physical and human geography including mountains, types of settlement and land use and economic activity including trade links and tourism.</i></p>
Key skills/ indicative vocabulary	A knowledge of places - small areas and regions, understanding of the terms: interdependence, interconnectedness and interrelatedness. Technical vocabulary, representation and graphicacy.	A knowledge of places - small areas and regions, understanding of the terms: interdependence, interconnectedness and interrelatedness. Technical vocabulary, representation and graphicacy.	A knowledge of places - small areas and regions, understanding of the terms: interdependence, interconnectedness and interrelatedness. Technical vocabulary, representation and graphicacy.
Future Learning	This will prepare children for further studies on other regions in the UK, Europe and N and S America. It will have a cumulative effect as characteristics of volcanoes and earthquakes will be revisited when they study. Tourism will be a recurring theme amongst a number of the regions. As the children build their knowledge of regions they	This will prepare children for further studies on regions not only in the UK but N and S America. The cumulative effect of investigating regions will allow for both recall whilst building a web of new background knowledge. It will begin to prepare the children to extend their knowledge and understanding about further locations and expose	This will prepare children for further studies on other regions in the UK, Europe and N and S America. It will have an increasing effect as characteristics will be common to other regions to be studied. Tourism is a recurring theme amongst a number of the regions. As the children build their knowledge of regions they will be able to reflect on




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	will be able to reflect on their distinctive individual characteristics but also start to identify similarities and differences, building their breadth of geographical understanding.	them to the characteristics of differing regions, their specific human and physical features, how these are interdependent and how they bring about spatial variation and change over time.	their distinctive individual characteristics but also start to identify similarities and differences building their scope and breadth of geographical understanding.
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Upper Key Stage 2: Year 5

Prior Learning	<ul style="list-style-type: none"> Children will build on previous fieldwork skills from Year 2. Previous knowledge on water/ivers from Isles of Scilly (Y1), Modern Egypt (3), Naples and Campania and Paris Basin (Y4). 	<ul style="list-style-type: none"> Children will be able to use previously taught skills from other regions around the world. Knowledge learnt from the river study will benefit this unit. 	<ul style="list-style-type: none"> Build on previous learning from EYFS, Y1 and Y2 on their local area. Build on previous fieldwork skills from Y2 and river study.
Unit & National Curriculum Link	 <p>River Study: Plants Brook</p> <p><i>NC: <u>Human and physical geography:</u> describe and understand key aspects of: physical geography , including rivers and the water cycle</i></p> <p><i><u>Geographical fieldwork and skills:</u> 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</i></p>	 <p>Amazon Basin</p> <p><i>NC: <u>Place knowledge:</u> understand geographical similarities and differences through the study of human and physical geography of a region within N and S America.</i></p> <p><i><u>Human and physical geography:</u> describe and understand key aspects of physical and human geography including climate zones, biomes and vegetation belts, rivers and the water cycle and settlement.</i></p>	 <p>The Geography of the Local Area</p> <p><i>NC: <u>Geographical skills and fieldwork:</u> 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.</i></p>
Key skills/ indicative vocabulary	Technical vocabulary, enquiry and analytical representation, asking enquiry questions and drawing conclusions, interpretations and developed fieldwork.	A knowledge of places - small areas and regions, understanding of the terms: interdependence, interconnectedness and interrelatedness. Technical vocabulary, enquiry and analytical representation, graphicacy and writing geographically at length.	A knowledge of places, technical vocabulary enquiry and analytical representation, asking enquiry questions and drawing conclusions, interpretations, developed fieldwork, representation and graphicacy.
Future Learning	This will prepare children for further recognition of river processes and their links to coastal processes and the water cycle both of which they	This will prepare children for consolidating their increasing knowledge of regions at KS2, that will give them sound geographical understanding in	This will prepare children for further locational studies at KS3. The cumulative effect of investigating the surrounding environment (KS1) and the local area (KS2) will allow for both recall

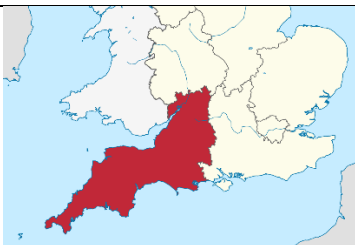
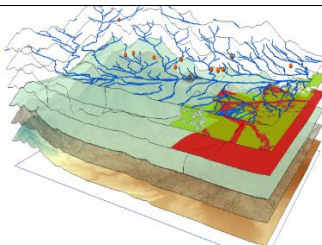

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	will meet when they study The Amazon Basin and the South West England region.	preparation for comparisons with their final region in Year 6.	and rigour whilst building a web of new background knowledge that can be related to and compared with the contrasting regions they have studied.
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Upper Key Stage 2: Year 6

Prior Learning	<ul style="list-style-type: none"> Children should be able to draw upon a bank of regions they have now studied and have a real understanding of this. 	<ul style="list-style-type: none"> Previous understanding of physical and human geography will support this unit. 	<ul style="list-style-type: none"> This unit focuses on the Locational Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork, that children are required to cover at Key Stages 1 and 2 of the Geography National Curriculum (2014). It is intended to help the children retrieve the geographical knowledge and skills that have been taught during KS1 and KS2, helping them to transfer the skills and knowledge into their long term memory. It will revise and consolidate learning to test that knowledge and skills are not forgotten and can be applied appropriately by the children.
Unit & National Curriculum Link	 <p>South West England</p> <p><i>NC: <u>Place knowledge</u>: understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</i></p> <p><i><u>Human and physical geography</u>: describe and understand key aspects of physical and human geography including coasts types of settlement and land use and economic activity.</i></p>	 <p>Geographical Information Systems</p> <p><i>NC: to ensure that children are competent in the geographical skills needed to interpret a range of sources of geographical information, including Geographical Information Systems (GIS).</i></p>	 <p>BE GEOGRAPHY READY</p> <p><i>NC: to ensure that all children are competent in geographical skills, has an understanding of locational knowledge and has encountered human and physical locational differences.</i></p>
Key skills/ indicative vocabulary	A knowledge of places – small areas and regions, technical vocabulary, enquiry and analytical representation, asking enquiry questions and drawing conclusions, graphicacy and writing geographically at length.	Technical vocabulary, enquiry and analytical representation, asking enquiry questions and drawing conclusions, interpretations and developed fieldwork.	Technical vocabulary, representation and graphicacy.

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Future Learning	This unit will prepare children for further recognition of coastal processes, settlement and economic activity all of which they will meet when studying geography at KS3.	This unit will prepare children for further recognition of the use and value of GIS in KS3 geography.	This unit will prepare children for applying the geography that is expected for KS2, in preparation for their studies at KS3.
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Key Stage 3

Pupils should be taught to:

Locational knowledge

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.

Place Knowledge

- understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

- understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
 - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
 - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
 - understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs

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- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

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