

**Purpose of study**

A high-quality geography education will inspire in pupils a lifelong curiosity and fascination about the world and its people. Teaching should equip pupils with knowledge about places, people, resources and natural and human environments. Pupils should also be taught to understand the Earth's key physical and human processes. Geographical knowledge, understanding and skills provide pupils with the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The school geography curriculum aims to ensure that all pupils:

- know the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, and writing at length

Organisation

- There are three geography units of work in each year group. These can either be taught in isolation or combined with other subjects in specific topic areas. Teachers have freedom to place their geography units anywhere over the school year, which then informs their long-term curriculum plan.
- Geography units have been chosen to offer breadth of geographical skills and fieldwork, place knowledge, locational knowledge, and a balance of human and physical geography. Our geography curriculum ensures children engage regularly with the outside world and develop skills in meaningful and current contexts. We believe that first hand experiences are essential learning opportunities for our children.

Skills Progression

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	Use information books/pictures as sources of information Investigate surroundings Make observations about where things are e.g. within school or local area	Ask simple geographical questions with encouragement; Where is it? What is it like? Use non-fiction books, stories, maps, pictures, photos and internet as sources of information Make appropriate observations about why things happen	Begin to ask/initiate geographical questions Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. the reason for different temperatures in different countries	Ask and respond to questions and offer own ideas Extend use of evidence to satellite images and aerial photographs Collect and record evidence with support	Begin to suggest questions for carrying out geographical investigations Begin to use primary and secondary sources of evidence in investigations Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided	Suggest questions for carrying out geographical investigations Use primary and secondary sources of evidence in investigations Analyse evidence and draw conclusions e.g. from field work data on land use
Making comparisons	Observe and describe the human and physical geography of a small, local area e.g. school	Compare physical features of a small area of the United Kingdom, and of a small area in a non-European country. Make simple comparisons between features of different places.	Identify geographical similarities and differences through studying the human and physical geography of a region of the UK	Compare geographical features of different areas across the world, e.g. those affected by natural disasters, or similarities and differences of different rainforests	Make comparisons between types of settlements in modern Britain: villages, towns, cities. Identify geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and a region in a European country.	Compare a region in UK with a region in N. or S. America with significant differences and similarities.

Fieldwork skills	Investigate and explore the school grounds Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards	Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment Use simple compass directions (NSEW)	To use simple fieldwork to identify the key human and physical features of the local environment Make links between features observed in the environment to those on maps and aerial photos	To observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices Use the eight points of a compass.	Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places Use eight cardinal points to give directions and instructions	Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places Interpret data collected and present the information in a variety of ways including charts and graphs
Using and drawing maps	Use large-scale maps and aerial photos of the school and local area Follow a route on a map starting with a picture map of the school Know that symbols mean something on maps Recognise landmarks and basic human features on aerial photos	Use a range of maps and globes (including picture maps) at different scales Recognise an increasing number of simple features on maps e.g. buildings, roads and fields Begin to realise why maps need a key Use and construct basic symbols in a map key	Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans Use maps at more than one scale and recognise that larger scale maps cover less area Recognise OS symbols and patterns on maps and begin to explain what they show	Use a wider range of maps (including digital), atlases and globes to locate countries and features studied Use a scale bar to calculate some distances Relate measurement on large scale maps to measurements outside Make a simple scaled drawing e.g. of the classroom	Relate different maps to each other and to aerial photos Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps Follow routes on maps describing what can be seen Identify, describe and interpret relief features	Choose the most appropriate map/globe for a specific purpose Interpret and use thematic maps Understand that purpose, scale, symbols and style are related Recognise different map projections

	Use vocabulary such as bigger/smaller, near/far Look down on objects and make a plan e.g. of the classroom or playground	Find a given OS symbol on a map with support Draw a simple map e.g. of a garden, route map, place in a story	Recognise that contours show height and slope Use 4 figure grid coordinates to locate features on maps	Create maps of small areas with features in the correct place Link features on maps to photos and aerial views.	on OS maps, including contours and slopes Use six figure grid coordinates Use latitude/longitude in a globe or atlas	Use a wider range of OS symbols including 1:50,000 symbols Read, compare and use different map scales with confidence
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National Curriculum objectives

	Key Stage 1	Key Stage 2
	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	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

	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	• 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
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Unit Planner

Year	Units
1	Weather Experts Our School in Stansted Exploring Essex (human and physical features)
2	Oceans and Continents Aerial View Where shall we go in the World? (contrasting UK and non-European locality)
3	Mountains and Rivers Is the UK the same everywhere? Food and Farming
4	Human and Natural Disasters Exploring the Amazon Mapping the World
5	What can we Discover About Europe? Our Planet (Lines Around the Globe) Settlements
6	Our Planet (Impact on the Environment) Central American Study Mapping and Co-ordinates- Exploring the Local Area

Knowledge Table

Unit	Knowledge
Weather Experts	- To know the locations of hot and cold areas of the world - To identify daily and seasonal weather patterns in the United Kingdom - To know how the weather can affect our daily lives - To know some ways to measure the weather (thermometer, rain gauge, wind meter etc.)
Our School in Stansted	- To know about Stansted and describe its key features - To know the location of our school in Stansted (and other prominent places, e.g. own home) - To know how to map a route (using the school grounds) - To know and use locational and directional language
Exploring Essex (human and physical features)	- To know what a county is and understand that England is made up of lots of counties - To know that we live in the county of Essex - To know about interesting geographical places in Essex (towns, rivers, forests, coastlines etc.) - To know about human and physical features of Essex
Oceans and Continents	- To know the names and locations of the five oceans of the world - To know the names and identify and locate the seven continents of the world - To know some key features about each ocean and continent
Aerial View	- To know what an aerial view is - To know how to find and describe key features of an aerial view - To know how to compare an aerial view and a ground level view - To know that symbols and a key are used on maps to identify things - To know the four main compass directions
Where shall we go in the World? (contrasting UK and non-European locality)	- To name the countries and capital cities that make up the UK and be able to show them on a map - To know about a non-European country, including aspects of both physical and human geography - To know some features that are the same or different as the UK - To know about the culture of a non-European country

Mountains and Rivers	• To know how mountains are formed • To name mountain ranges and know key facts about them • To know how to locate the highest peaks • To know about the formation and features of a river • To understand a river's journey to the sea and explain the role of the water cycle • To know what contours are and what they show
Is the UK the same everywhere?	• To name key topographical features of the UK (including hills, mountains, coasts and rivers) and land use patterns • To know the main cities of the UK and some of the features of these cities • To know other significant human or physical landmarks • To know how to use four figure grid references
Food and Farming	• To know where land is farmed in the UK and explain the journey of food from 'farm to fork'. • To know about arable and pastoral farming and the impact of climate and seasons on farming • To know about prehistoric farming and how it has changed through time • To know information about wild and domesticated plants
Human and Natural Disasters	• To know what causes earthquakes and volcanoes • To know where most earthquakes and volcanoes take place • To know about some significant earthquakes and volcanoes • To know that there are a range of natural disasters including mudslides, hurricanes, tornadoes, drought, floods, Tsunami • To debate why people live in or near places where natural disasters take place • To compare natural disasters to man-made disasters
Exploring the Amazon	• To know where the rainforests are in the world • To know which animals live in each part of the rainforest • To understand the importance of the rainforest to humans • To know that large parts are being destroyed • To know what we get from the rainforest e.g. food and medicine
Mapping the World	• To increase locational knowledge about oceans, continents and specific countries • To know that different maps are used to show different features • To know how to read the scale of a map • To know about the Northern and Southern Hemispheres, Equator, the Tropics of Capricorn and Cancer • To know the eight points of a compass

What can we Discover About Europe?	• To know what the continent of Europe is and name and locate countries in Europe • To know important human features of places in Europe (types of settlement and land use, economic activity including trade links, and the distribution of natural resources) • To know important physical features of places in Europe (rivers, mountains, volcanoes and earthquakes, climate zones and biomes) • To know how to describe similarities and different between different countries in Europe • To understand how some countries have changed over time
Our Planet (Lines Around the Globe)	• To know the significance of Latitude and Longitude • To know about the Prime/Greenwich Meridian and time zones (including day and night) • To know how to confidently use atlases, maps, globes and Google Earth to describe and locate places • To know the climates of countries on the Equator and on the tropics. • To know how to use six figure grid co-ordinates
Settlements	• To know what settlements are and ways in which they have originated • To know the types of settlements and how they are classified • To know what settlement patterns are and how they change over time • To know the functions of settlements
Our Planet (Impact on the Environment)	• To know the biodiversity of different climate zones, biomes and vegetation belts around the world • To know the impact that human settlement has had on different areas around the world • To know how human activity can be made sustainable in a variety of areas around the world • To know how the world is interconnected and human activity in one area of the world can impact on another • To know how the greenhouse effect is impacting on climate change
Central American Study	• To know the location of Central America (Mesoamerica) within the world (and in relation to North and South America) • To know the countries and capital cities which make up Central America • To know the range of biodiversity within Central America • To know how natural features impact on the land use in Central America • To know similarities and differences between countries in Central America and the UK
Mapping and Co-ordinates- Exploring the Local Area	• To know the main map symbols on an Ordnance Survey map (including those on 1:50,000 maps) • To know how the physical geography of an area has affected its historical development • To use previously acquired knowledge in mapping and field research to study the local area.

Conceptual Links

Geography straddles concepts in science and history and provides opportunities to develop meaningful and creative opportunities in mathematics and English. Some conceptual links include:

Adversity- Weather experts, human and natural disasters, extreme conditions and landscapes, food and farming, settlements

Equality and Diversity- differences across the world/within different countries

Community/Belonging- Our school, Stansted, Essex, UK

Change- development of areas over time (both human and physical features), settlements, land use

Wealth/Poverty- social and economic differences across the world/within different countries, trade routes, sharing natural resources

Freedom, Integration- migration, immigration

Responsibility/Sustainability- Environmental impacts, conservation, 'our planet', food and farming

Tradition- cultures within different countries or areas of the world

Geography Curriculum Key Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Weather Experts Seasons, temperature, equator, North Pole, South Pole, sun, rain, rainfall, cloud, snow, sleet, hail, wind, waterproof, forecast, symbols, key, climate, extreme weather, thermometer, rain gauge, wind meter	Oceans and Continents Europe, South America, North America, Asia, Africa, Australia (Oceania), Antarctica, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Antarctic Ocean, globe, equator, countries, population, climate	Mountains and Rivers Water cycle, mountain river, precipitation, stream, condensation, evaporation, coastline, lake, land formation, valley, range, summit, peak, river bed/banks, meander, tributary, source, mouth	Human and Natural Disasters Volcano, lava, magma, tsunamis, earthquake, hurricane, tornado, drought, flood, tectonic plates, man-made, pollution, environment, deforestation, industrial, nuclear, radiation	What can we Discover About Europe? Climate, altitude, borders, boundaries, biomes, economic activity, culture, tradition, population, migration (additional vocabulary based on European countries, cities and areas, e.g. Mediterranean, Scandinavia)	Our Planet (Impact on the Environment) Greenhouse effect, global warming, closed system, finite resources, biomes, vegetation belt, biodiversity, climate change, interconnected, sustainability, fossil fuels, deforestation, habitats
Our School in Stansted Local, location, map, atlas, directions, park, wood, forest, buildings, houses, shops, high street, river, stream, supermarket, church, newsagent, farm, road, lane, home, school	Aerial View Aerial photo, bird's eye view, globe, map, atlas, symbols, key, directions, ground level, field sketch, compass, north, south, east, west, grid reference, co-ordinates	Is the UK the same everywhere? Locality, physical, human, urban, rural, region, climate, settlement, city, village, town, coast, river, hill, mountain, forest, land use, populated, remote, landmarks	Exploring the Amazon Rainforest, ecotourism, deforestation, climate, weather, biome, tropical, habitat, tribe, layers, Brazil, South America, Amazon River, source, mouth	Our Planet (Lines Around the Globe) Northern and Southern Hemisphere, longitude, latitude, equator, Tropic of Cancer, Tropic of Capricorn, Antarctic/Arctic Circle, time zones, Prime/Greenwich Meridian	South/Central American Study Population, populace, economic, poverty, resources (natural), trade links, culture, tradition, equality, impact, South/North/Central America (Mesoamerica), Chichen Itza
Exploring Essex (human and physical features) Essex, county, urban, rural, village, city, town, coast, river, mountain, wood, forest, Stansted (Airport), Colchester, Saffron Walden, Southend	Where shall we go in the World? (contrasting UK & non-European locality) Country, population, climate, culture, migration, landmarks, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh (additional vocabulary dependent on the non-European locality studied)	Food and Farming Farmyard, farmer, crops, seasons, seasonality, livestock, vegetation, arable, pastoral, producers, consumers, market, supermarket, sustainability, harvest, farm/field to fork	Mapping the World Oceans, continents, countries, Northern and Southern Hemisphere, equator, Tropic of Cancer, Tropic of Capricorn, scale, compass, north east, north west, south east, south west	Settlements Village, town, hamlet, city, county, land use, agriculture, farmland, urban, rural, defensive, transport, resources, population, demographic, isolated dwelling	Mapping and Co-ordinates- Exploring the Local Area Ordnance survey map, co-ordinates, bearing, grid reference, scale, geographical and historical development, impact, fieldwork