

**Over-arching Aims of the Geography Curriculum**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of 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, numerical and quantitative skills and writing at length.

Year	1	2	3	4	5	6
<b>All encompassing Concepts</b>			<p><b>Any time a new country is encountered by pupils this objective needs to be covered:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Use geographical skills and fieldwork in every theme:</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</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>			
<b>Theme Specific Concepts</b>	Diversity Landscape	Diversity Landscape	Vegetation Settlement	Vegetation Settlement	Vegetation Settlement	Vegetation Settlement

	Environment Population Region Settlement Continent	Environment Population Region Settlement Continent Atmosphere Climate Sustainability Vegetation Trade	Population Region Trade Development Sustainability Diversity Atmosphere Climate Continent Landscape Environment Resources Biome Fertile	Population Region Trade Development Sustainability Diversity Atmosphere Climate Continent Landscape Environment Resources Biome Fertile	Population Region Trade Development Sustainability Diversity Atmosphere Climate Continent Landscape Environment Resources Biome Fertile	Population Region Trade Development Sustainability Diversity Atmosphere Climate Continent Landscape Environment Resources Biome Fertile
<b>NC Knowledge</b>	<p><b>Who am I? Explore individuality and identity.</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 the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple fieldwork and observational</li> </ul>	<p><b>Weather</b></p> <ul style="list-style-type: none"> <li>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</li> <li>identify seasonal and daily weather patterns in the United Kingdom and the location</li> </ul>	<p><b>Study of the UK (3 week theme)</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</li> </ul>	<p><b>Amazon Rainforest</b></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li><u>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</u></li> <li>human geography, including: types of settlement and land use, economic activity</li> </ul>	<p><b>Ernest Shackleton</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>	<p><b>Mountains, Volcanoes and Earthquakes (3 week theme)</b></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, <u>mountains, volcanoes and earthquakes</u>, and the water cycle</li> </ul>

	<p>skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>Town Mouse Country Mouse</b>  use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United</li> </ul>	<p>these aspects have changed over time</p>	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		
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		Kingdom and its surrounding seas				
<b>Links to other subjects</b>	<p>Taught through history theme 'The Castle':</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p>Taught through the History theme 'The Royal Family'.</p>		<p>Use <b>Ancient Egypt theme</b> to study the River Nile and human geography, including:</p> <ul style="list-style-type: none"> <li>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p>Use <b>Ancient Greece theme</b> to study:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Use <b>WWII theme</b> to study Britain's axis and allies:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</li> </ul>	<p>Use <b>Ancient Maya theme</b> to learn:</p> <ul style="list-style-type: none"> <li>Geography link: understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</li> <li>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> </ul>

	<b>Study of London as a capital city.</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas'					
<b>Links to capabilities</b>						
<b>Links to literacy texts</b>						
<b>Enrichment opportunities</b>						

**Year group specific skills progression, s-plans, theme concepts and vocabulary mats should be used in planning to teach these themes and create knowledge organisers and quizzes.**