



Geography Curriculum

Key Stage 1

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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

Year 1

Autumn 1
<p>Transport Enquiry: How does transport today compare with transport in the past? Forest School As a geographer:</p> <ul style="list-style-type: none"> • Can I identify seasonal and daily weather patterns?
Autumn 2
<p>Dinosaurs Enquiry: How do we learn about the past? As a Geographer:</p> <ul style="list-style-type: none"> • Can I use geographical vocabulary to refer to dinosaur habitats e.g. mountain, valley, vegetation?

Spring 1

Not so Traditional Tales

Enquiry: What is the Geography of Where I live?

As a Geographer:

- Can I identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments?
- Can I use a number of GIS layers of *Google Earth* to identify and observe familiar physical and human geographical features of the immediate vicinity of their school?
- Can I identify and locate where I live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe?
- Can I create an imaginary map of Little Red Riding Hood with symbols and a key?
- Can I undertake a walk to the Nature Reserve, spot key physical and human features and use basic Geographical vocabulary to describe the Nature Reserve?

Forest School

As a geographer:

- Can identify seasonal and daily weather patterns?

Spring 2

The Future of Food

Enquiry:

As a Geographer:

- Can I recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced?
- Can I identify, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of dairy products?
- Can I describe how cheese is manufactured on one Devon farm and how it is exported?
- Can I identify the top 10 most popular fruits in the United Kingdom and understand why half of these are imported?
- Can I identify and categorise fruit and vegetables sold at a high street greengrocer, their cost and whether they are locally produced, UK grown or imported?
- Can I describe and explain some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers?

[Global Goal Link](#)

[GOAL 2: Zero Hunger](#)

Summer 1

Amazing Africa

Enquiry:

As a Geographer:

- Can I identify the hot and cold areas of the world in relation to the equator?
- Can I use atlases to explore the continent of Africa?
- Can I use photographs to compare life in Kenya to the UK?
- Can I create a Beebot map of Kenya using symbols?

Forest School

As a Geographer:

- Can I identify seasonal and daily weather patterns in the UK?

Summer 2

Explorers

Enquiry: What does it take to be a great explorer?

Forest School

As a Geographer:

- Can I make a field sketch of the Golden Garden?
- Can I identify seasonal and daily weather patterns in the UK?

Year 2

Autumn 1
Spectacular Skylines - The Great Fire of London Enquiry: How did the Great Fire change the city we live in? Forest School As geographers, we will: <ul style="list-style-type: none">Identify seasonal and daily weather patterns
Autumn 2
Pioneers - History Makers Enquiry: Who is the greatest history maker?
Spring 1
Rainforests: Kampong Ayer Enquiry: Why are rainforests important? As a Geographer: <ul style="list-style-type: none">Can I use maps, atlases and globes to identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles?Can I identify and describe the structure of typical tropical rainforest in Brunei?Can I describe, offer reasons and explain how living things in tropical rainforests are adapted to cope in extreme heat and rain?Can I compare and contrast the structure of a tropical rainforest with a wood in the local area? Forest School As a Geographer: <ul style="list-style-type: none">Can I identify seasonal and daily weather patterns in the UK?
Spring 2
Recycle today for a better tomorrow Enquiry: As a Geographer <ul style="list-style-type: none">Can I devise a simple map with basic symbols in a key?Can I use maps to locate countries? Global Goal Link GOAL 12: Responsible Consumption and Production
Summer 1
Egyptians Forest School As a Geographer: <ul style="list-style-type: none">Can I identify seasonal and daily weather patterns in the UK?
Summer 2
Our feathered friends Forest School As a Geographer: <ul style="list-style-type: none">Can I identify seasonal and daily weather patterns in the UK?

KEY STAGE 2

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 in 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 8 points of a compass, 4- and 6-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

Year 3

Autumn 1
Roman Empire Enquiry: How did the arrival of Romans change Britain?
Autumn 2
Stone Age to Iron Age Enquiry: When do you think it was better to live – Stone Age, Bronze Age or Iron Age?
Spring 1
Creatures of the Night Enquiry: As a Geographer: <ul style="list-style-type: none"> • Can I use observation skills to look at the impact of human activity on woodland habitats in the UK? • Can I use the eight points of a compass and a four-figure grid with own symbols and key? • Can I name and locate: <ul style="list-style-type: none"> ○ Countries of the United Kingdom? ○ Capital Cities of the United Kingdom? ○ Counties of the United Kingdom?
Spring 2
On the Brink Enquiry: As a Geographer: <ul style="list-style-type: none"> • Can I name, locate and map the world's seven continents and five oceans? • Can I describe and understand key aspects of physical geography, including vegetation belts? • Can I identify the position and significance of Equator, the Tropics of Cancer and Capricorn? <p>Global Goal Link GOAL 15: Life on Land</p>
Summer 1
India Enquiry: As a Geographer: <ul style="list-style-type: none"> • Can I name and locate the world's seven continents and five oceans? • Can I map major cities, rivers, seas, oceans and mountains in India?

- Can I describe and understand key aspects of physical geography, including vegetation belts (tea plantations)?
- Can I describe and understand aspects of Human Geography including types of settlement and land use?
- Can I make a map of a short route experienced and use standard symbols in a key?

Summer 2

Anglo-Saxons

Enquiry: Who was buried at Sutton Hoo?

Year 4

Autumn 1

Enquiry: What is a River?

As a Geographer:

- Can I use maps (including digital) to name and locate the four capital cities and countries of the UK?
- Can I use maps (including digital) to name and locate the rivers and seas of the UK?
- Can I identify and describe how physical features of rivers change from source to mouth?
- Can I offer reasons to explain why the course of a river changes as it flows from higher to lower ground?
- Can I use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river?
- Can I identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife?

Autumn 2

Voyagers and Villains

The Vikings

Spring 1

Myths and Legends

Ancient Greece

Spring 2

Blue Planet

Enquiry:

As a Geographer:

- Can I locate countries using maps concentrating on their seas and oceans?
 - Can I understand the term 'climate zone' and identify some differing ones?
 - Can I identify the position and significance of Northern and Southern Hemisphere, recap Equator, the Tropic of Cancer and the Tropic of Capricorn?
 - Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?
- [Global Goal Link](#)
[GOAL 14: Life Below Water](#)

Summer 1

Japan

Enquiry: Why are Mountains so Important?

As a Geographer:

- Can I recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements?
- Can I identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover?
- Can I explain how the movement of plates of the Earth's crust can form ranges of Fold Mountains?
- Can I reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924?

Summer 2

Ancient Maya

Year 5

Autumn 1
London: The Victorians
Autumn 2
Medical Marvels
Spring 1
Natural Disasters Enquiry: As a Geographer: <ul style="list-style-type: none">• Can I locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources• Can I observe and record the distribution of earthquakes in New Zealand over the past two hundred years?• Can I identify, describe and explain the causes of earthquakes?• Can I describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world?• Can I understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction?
Spring 2
Climate of Fear Enquiry: As a Geographer: <ul style="list-style-type: none">• Can I understand the terms, position and significance of Arctic and Antarctic Circle, latitude, longitude, the Prime/Greenwich Meridian (GMT) and time zones?• Can I reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland?• Can I identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places?• Can I understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be? Global Goal Link GOAL 13: Climate Action
Summer 1
China Enquiry: As a Geographer: <ul style="list-style-type: none">• Can I 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?• Can I 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?• Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?• Can I 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?
Summer 2
Earth and Space

Year 6

Autumn 1
WWII Enquiry: How is the history of WW2 reflected in our local area? <ul style="list-style-type: none">• Can I make deductions by examining and comparing maps?
Autumn 2
WWII Enquiry: How is the history of WW2 reflected in our local area? <ul style="list-style-type: none">• Can I make deductions by examining and comparing maps?
Spring 1
Tomorrow's World: Sustainable Solutions Enquiry: Why is Fair trade Fair? As a Geographer: <ul style="list-style-type: none">• Can I describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it?• Can I explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading?• Can I compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences?
Spring 2
Tomorrow's World: Sustainable Solutions Enquiry: Why is Fair trade Fair? As a Geographer: <ul style="list-style-type: none">• Can I describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world?• Can I explain what Fairtrade is, compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from certification?• Can I evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving <i>Fairtrade School</i> status? <p>Fairtrade fortnight 2022, from Monday 21st February to Sunday 6th March 2022</p> <p>Global Goal Link</p> <p>GOAL 17: Partnerships to achieve the Goal</p> <p>GOAL 1: No Poverty</p> <p>GOAL 2: Zero Hunger</p> <p>GOAL 8: Decent Work and Economic Growth</p> <p>GOAL 10: Reduced Inequality</p>
Summer 1
Empire Enquiry: Why did Britain once rule the largest empire the world has ever seen?
Summer 2
Apprentice You're Hired