








Geography National Curriculum

	EY	Y1	Y2	Y3	Y4	Y5	Y6	
Project	How would you describe our local area to Pirate Pete? What is the weather? Read around the world – What can we learn about the world from our books?	How does the weather affect our lives? What is the Jurassic Coast? What is the geography of where I live?	Where in the world Gahini and how does it compare with where I live? Why is London special? Why does it matter where my food comes from?	Why are jungles so wet and deserts so dry? Why do so many people in the world live in megacities? Why is fair trade fair?	How do volcanoes affect the lives of people on Heimaey? (European Case Study) What is Brazil really like? (South American case study) Why does Sylvia have the largest collection of plastic bath ducks in the world?	Lost at sea – how would you survive? Why are mountains so important? What is a river?	Who are World Heritage sites for? What is Climate change and how does it affect us? Do big earthquakes cause the most damage?	
Locational knowledge 	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explore the natural world around them, making observations and drawing pictures of animals and plants.	Begin to name and locate the world's seven continents and five oceans Name, locate and identify the four countries and capital cities of the United Kingdom.	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.	Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Name and locate cities of the UK		Locate Europe countries (including Russia) and North and South America, Focus on - environmental regions, key physical and human characteristics, countries, and major cities.	Locate the Prime/Greenwich Meridian and time zones (including day and night) Identifying key topographical features - mountains and rivers	Consolidate the location of the world's countries in relation to climate change events – Gambia, Australia, Greenland, Devon, Identifying key topographical features - coasts
Place knowledge	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.	Jurassic Coast through Jurassic Giants Local area – Southbourne, Change over time.	Geographical similarities and differences = A small area in a contrasting non-European country – Gahini in Rwanda with Southbourne. Farming in the county of Devon.		Understand geographical similarities and differences. European case study – Heimaey, Iceland A region within South America – Rio De Janeiro		World-wide – the effects of climate change	
Physical geography 	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Identify seasonal and daily weather patterns in the United Kingdom location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Hot and cold areas of the world in relation to the Equator – Gahini. Tropical, Temperate and Polar	Climate zones, biomes and vegetation belts,	Biomes and vegetation belts, rivers, (Amazon) Volcanoes (Heimaey, Iceland) Seas and oceans Coasts – change over time.	Course of the Rivers Stour Water cycle Mountains – Everest and the Cambrian Mountains	Coasts – Jurassic Coast formations. Climate change Earthquakes (New Zealand), Coastal features (Jurassic Coast)	
Human Geography 		Land use in Southbourne. Land use change over time using OS maps.	Daily life in Gahini compared with Southbourne.	Types of settlement and land use – Mega-cities, Land use in Southbourne.- Economic activity including trade links, distribution of food (fair trade)	Types of settlement and land use, (favelas) Economic activity (tourism and fishing industry in Heimaey)	To describe and understand key aspects of human geography, including economic activity Human interaction with the River Stour Farm diversification	Impact of global warming across the world. World heritage sites – economic activity, advantages and disadvantages to an area. Distribution of wealth and how this affects the impact of earthquakes.	

 Geographical skills/technique		Simple compass directions locational and directional language	Use simple compass directions locational and directional language. Draw own maps, include a key on a map using my own symbols.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied introduce the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps)	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps)	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, introduce six-figure grid references, symbols and key (including the use of Ordnance Survey maps)	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps)
 Fieldwork	Describe the immediate surroundings, drawing out geographical language. Field sketch on the beach and identify how it is different from school grounds.	Record weather in school grounds, weather vane, anemometer, temperature, cloud colour Identify human and physical features of Geography within local area.	To identify the human and physical features of the beach.	To record weather in school grounds - weather vane, anemometer, temperature, cloud colour, cloud cover, cloud type. Record data using charts and bar charts To identify different land uses – residential, transport, economic activity, public services, open space (follow route on OS map)	Take photos of habitats – woodland and heathland and locate on Digimaps. How do Geographers estimate how much plastic there is on the beach? Cross sample of beach and count plastic. Field sketching.	To investigate the human impact on the River Stour and how the River Stour affects humans. Field sketching/compass work/following route on OS map.	Investigate how the coastline around Hengistbury Head is becoming more climate resilient. Locate sea defences on a map.
 Vocabulary	North South East West Coast Beach Houses School Road Playground Field Sea River Map Forest, Hill Hot, cold, warm, cool, freezing, icy, temperature, breeze, wind, weather, frozen, wet, warm, hot, cloud, sky, rain, puddle, Sun, light, shade, shadow, summer, season. Cold, frost, thaw, melt, snow, winter, Windy, calm, blown away, storm, Arctic, ocean, land, sea, winter, icy, mountain, snowy, The iceberg, storm, North Pole, frosty, snowmobile, boat, weather. Similar Different Hot Cold Country Sea Continent City Town Desert, sand dune, sand storm, wind, city, sea, market,	Hot, Cold Globe Weather Seasons Winter Spring Summer Autumn Equator Polar North Pole South Pole Expedition Adapt Desert Continent Environment Antarctica Sahara map, globe, beach, cliff, coast, forest, hill, mountain, sea Jurassic Coast, World Heritage Site, fossil, cretaceous Triassic Dinosaurs Marine reptiles Landscape City Town Village Urban Rural Physical features Human features Environment Landuse Location Residential Public service Economic activity Open space Settlement	Similar Different Continent Beach, Coast, Forest, Mountain, Sea, River, Season Weather City, Town, Village, Tropical trees Tropical climate Temperate Gorillas Equator Land lock Urban Rural Lake Northern and Southern hemisphere, Capital city Nation Land mark North/ Irish/ Celtic Seas English Channel Urban Rural Coast Mountains Loch Lake River Import Export Pasture Farming Urban Rural Tropical Plantation Temperate Fair trade Dairy	Climate zone, Climate, Weather, Biome Vegetation belt, Bedouin Inuit latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Settlement Hamlet Village Town City Capital city Land use Mountain range River Road Transport Employment Population Leisure Residential Economic activity Open space Transport Public services Trade links Food Export Import Climate Vegetation belt Origin	Volcano Plate tectonic Trade Economy Settlement Farming Tourism Geothermal Lava Ash cloud Minerals Crater Core Crust Plate boundary Natural resources Economic activity Tourism Geothermal Archipelago Evacuation Equator Northern/southern hemisphere, Latitude Longitude The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Favelas Rio de Janerio Amazon Economic trade Fair trade Habitat Poverty Deforestation Beach Coast Global warming Plastic Pollution Human impact Marine wildlife Environmental change Erosion Gyres Oceanographer Pacific	Longitude Latitude Northern/Southern hemisphere Grid reference Tropic of Cancer Tropic of Capricorn Arctic circle Greenwich Meridian Ordinance survey Landscape Range Summit Base camp Tectonic plate Valley Agriculture Economic activity Conservation River Source Flood plain Erosion Deposition Meander Ox bow lake Lower, middle, upper course Waterfall Environmental change Human impact Floods Flood management Environmental agency	World Heritage Site, Cultural Natural, Arch, Stack, Cove Erosion, Sea defence Tourism Climate change Carbon dioxide, Fossil fuels Greenhouse gas, Drought Hazard, Bush fire Wild fire, Natural disaster Heat wave, Flood defense Indigenous, Renewable Non-renewable, Plate tectonics Earth's crust, Earthquake Aftershock, Epicentre Richter scale, Natural hazard Fault line, Settlement Northern/Southern hemisphere. Tsunami

				Food miles Fair trade International	Garbage Patch Sustainable Currents		
See Progression Pathway for breakdown of substantive and disciplinary knowledge.							

Commented [HK1]: