

# Geography Curriculum Overview

## Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

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 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.

## Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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
- 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.

The National Curriculum Geography Programme of Study provides the content that must be taught to each year group.

Below is a grid showing how at Perran-ar-Worthal School we structure our geography teaching for KS1 and KS2.

## Geographical skills and fieldwork

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The [National Curriculum Geography Programme of Study](#) provides the content to be taught to each year group.

Below is a grid showing how at Perran-ar-Worthal School we structure our geography teaching for KS1 and KS2.

Due to our mixed age class structure in KS1, the planning below shows a Year A and Year B Topic grid which shows cross curricular planning linking Geography, History, Art and DT. You will notice that some half terms have a more single subject based focus.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS1 mixed age class Year A Topics</b>	<b>We are Britain British Values</b> <i>Cross Curricular - Geography, Art, History and SMSC (Spiritual, Moral, Social and Cultural Development (non-statutory))</i> Celebrate family history and culture. Share your family story, your interests, hobbies and family traditions. Find out what the different cultures represented in the class eat for breakfast and have a class 'Breakfast Club' that celebrates the diversity of all.	<b>The Great Fire of London</b> <i>Cross Curricular - History &amp; English</i> Find out more about how we fight fires today compared with how fires were fought in the 17th century. Generate questions about the Great Fire of London, research the answers. Write reports for a class newspaper 'Great Fire' special edition.	<b>Weather Experts Meteorologists</b> <i>Cross Curricular - Geography &amp; DT</i> Explore aspects of weather. Make simple weather measuring instruments and contribute to a class weather station and weather chart.	<b>Weather Experts Seasonal change</b> <i>Cross Curricular - Art &amp; Geography.</i> Study famous artworks and create collages, drawings and paintings to develop an understanding of weather patterns. Work towards a final art display	<b>Oceans and Seas</b> <i>Cross Curricular - Geography, History &amp; Art.</i> Learn about the seas that surround the UK. Develop knowledge of the oceans and continents of the world. Find out about Sir Francis Drake: the Queen's Pirate Investigate how waves are caused and how they move. Inspired by the stormy seascapes of J. M. W. Turner, use a variety of techniques to create textured watercolour paintings and turn them into sea-storm collages.	<b>Oceans and Seas The Galapagos Islands and Charles Darwin</b> <i>Cross Curricular - Geography, History &amp; Art.</i> Enter the world of famous naturalist Darwin and his discoveries. Research the Galapagos Islands and create a fact-file. Meet Darwin, learn about adaptations, create Naturalist's Notebooks similar to those of Darwin. Collect plant samples, make sketches and notes like a real naturalist.

<b>KS1 mixed</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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	<b>Changes within Living Memory History</b> Think about the rituals and routines of contemporary lives. Contrast these with those of parents and grandparents, prompted by the questions of 'Little Mouse' who lives in the corner of the classroom!	<b>Changes within Living Memory Food</b> <i>Cross Curricular - Geography, History &amp; DT</i> Look at how our experience of food has changed over the last 100 years. Look into changes in our tastes, in the availability of food, and how different factors have affected these. The block will finish with inviting visitors to experience 100 years of food!	<b>Castles History</b> Who built the first castles in the UK and why. Look at UK castles built by the Normans. Find out about the structure of medieval castles. Find out about the people living in medieval castles. Find out about how the common people were treated in medieval times. To find out about how the Tower of London's use has changed over time	<b>Castles Geography</b> Find out which physical land features made castles easier to defend. Name and locate UK capital cities and their castles. Devise a simple map and construct a simple key.	<b>Famous for more than five minutes Monarchs</b> <i>Cross Curricular - History, English &amp; Art.</i> Elizabeth 1 Queen Victoria Compare the lives and reigns of Elizabeth 1 and Queen Victoria. Place their reigns and significant events within a chronological timeline. Identify the key roles of a monarch.	<b>Famous for more than five minutes Explorers</b> <i>Cross Curricular - History, Geography, Art and English</i> Christopher Columbus Neil Armstrong Develop historical knowledge and understanding of the lives and significance of Christopher Columbus and Neil Armstrong. Discover navigation techniques and learn about the materials used by Columbus and Armstrong.
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Y3	Autumn 1 Fantastique France!	Autumn 2 Fantastique France!	Spring 1 Land Use	Spring 2 Extreme Earth	Summer 1 Rainforests	Summer 2 The UK
1	What do we already know about France?	Famous French Landmarks: physical	Sketch Maps To describe and understand key aspects of human geography including land use in the context of using sketch maps.	Under Our Feet To describe and understand key aspects of physical geography in the context of what is under the Earth's surface.	Where are the Rainforests? Locate the world's countries which contain rainforest using maps and atlases	Countries and Cities To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, using maps and atlases
2	Where do we live? Exploring the UK and Cornwall, looking at physical and human geography in the local area.	Famous French Landmarks: human	Using a Key Describe and understand key aspects of human geography including land use in the context of using keys and legends.	Volcanoes To describe and understand key aspects of physical geography in the context of volcanoes. How they are formed and how they affect people's lives.	The rainforest climate Understand the position of rainforests in relation to the equator and the tropics of cancer and Capricorn and how these effect climate	Rivers and Seas Locate the seas and main rivers which surround the UK and to identify these in maps and atlases. Understand the importance for the UK of the seas and rivers
3	Where is France? Using atlases to locate France and its neighbouring countries	Why visit France? Making advertising leaflets.	Surveying the Land Use fieldwork to observe, measure, record and present the human features in the local area in the context of creating sketch maps		Layers of the rainforest Describe and understand the key aspects of rainforests including the layers the constitute a rainforest	Hills and Mountains Locate using maps atlases and digital maps key topographical areas of the UK including key hills and mountains.
4	What makes France different to the UK? Food tasting				Earthquakes To describe and understand key aspects of physical geography in the context of earthquakes.	Life in the rainforest. Understand and describe the plants and animals which inhabit the rainforest
5		What makes Christmas in France different to	How Land Is Used Use maps and atlases to describe	Tsunamis Describe and understand key	The Amazon Comparing and contrasting the	How has London Grown?

		Christmas in the UK?	land use in the context of thinking about urban and rural areas.	aspects of physical geography in the context of tsunamis.	Amazonian rainforest to forests which can be found in the UK	Identify, understand and explain ways in which London has changed since AD43. Identify and understand Prime Meridian.
6	What makes France different to the UK? Money, flag, and language.		How Land Is Used for Farming Use maps and atlases to describe land use in the context of thinking about agriculture.	Tornadoes Describe and understand key aspects of physical geography in the context of tornadoes.	Protecting the rainforests Considering the effects that humans have on the rainforest and understanding the need for rainforest conservation.	Our Changing Nation Describing and understanding how the population of the UK has changed over time as a result of immigration.

Y4	Autumn 1 All around the world	Autumn 2 All Around the World	Spring 1 Water, Water everywhere!	Spring 2 What's it like in Sheffield?	Summer 1 Exploring Eastern Europe	Summer 2 Exploring Eastern Europe
1	North or South? To identify the position and significance of the Equator, Northern Hemisphere, Southern.	In the Tropics To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.	Changing State Describe and understand key aspects of the water cycle in terms of changing state.	Where Is Sheffield? Using maps to locate Sheffield and identify similarities and differences with PAW	Continents, Countries and Cities Using maps and atlases to locate countries in Eastern Europe	Comparing Places How does the human geography of Eastern Europe compare with the UK
2			The Water Cycle Describe and understand key aspects of the water cycle in the context of explaining the water cycle.	What Is the Landscape Like? Comparing physical features of Sheffield with PAW and Cornwall		
3	Over and Around To identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps. Understanding Maps: what are the symbols for and what do they mean?	On the Line To identify the position and significance of the Prime/ Greenwich Meridian	Treating Water Describe and understand key aspects of the water cycle in the context of learning about the water treating process.	How is land used? Comparing land usage with PAW/Cornwall	Comparing Landscapes Looking at physical features of Eastern Europe and comparing with the UK	Planning a trip to Eastern Europe
4				What goes on in Sheffield? Comparing human geography with Paw and Cornwall		
5	Top and Bottom To identify the position and significance of the Arctic and the Antarctic Circle	All the Time in the World To identify the position and significance of time zones (including day and night) by comparing times in different countries.	Floods Explaining the cause and effects of flooding.	A travel guide Creating a travel guide to Sheffield. Compiling information learnt during topic.	Comparing Climates Using computers and text to compare the climate of Eastern Europe with the UK	What Happened in Chernobyl? Explaining and understanding the impact of the Chernobyl nuclear disaster.
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Y5	Autumn 1 Magnificent Mountains	Autumn 2 Magnificent Mountains	Spring 1 Marvellous Maps	Spring 2 Enough For Everyone	Summer 1 Enough for Everyone	Summer 2 Exploring Scandinavia
1	Mountain Ranges To use maps, atlases, globes and digital/computer mapping to locate mountain ranges around the world	How are mountains made? Investigating the different mountain types in the context of mountain ranges of the world.	Using Atlases and maps to locate: countries of the world; cities of the UK; and capital cities	What do we need? 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 in the context of what settlers need.	Renewable or non-renewable? Investigating the use of renewable energy sources – making solar ovens	Where is Scandinavia? Which countries make up the region?
2			Symbols Using symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world			What is the weather like in Scandinavia? Investigating the arctic circle, comparing the climate in the 3 countries
3	UK Mountains To name and locate mountains and mountain ranges found within the UK	What is a mountainous climate? Investigating the climate in different mountain ranges around the world.	Compass Points Using the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map.	Where does our power come from? Understand and explain how and where energy is produced and distributed.	What do we need? Understand the importance of conserving food, water and energy supplies.	What are the human features of Scandinavia?
4			Grid References Using four and six-figure grid references to build knowledge of the United Kingdom and the wider world by finding features on a map.			What are the physical features of Scandinavia? Including glaciers, fjords, lakes and mountains.
5	Features of Mountains Exploring the key features of mountains and mountain ranges.	How does tourism affect mountain regions? Investigating the effects tourism has on mountainous regions.	Planning a Route Using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by planning a journey.	Where does our food come from? Understand and explain where our food comes from and the impact different food miles can have on the planet	Is there enough for everyone? Comparing resource supplies in the UK and abroad and understanding that access to natural resources varies in different countries.	What makes the culture of Scandinavian countries different to the UK? Researching and creating fact files
6			Charting the Changes Using maps to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have			



			changed over time by comparing maps and photographs of places.			
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Y6	Autumn 1 Amazing Americas	Autumn 2 Amazing Americas	Spring 1 Raging Rivers	Spring 2 Raging Rivers	Summer 1 Our Changing World	Summer 2 Our Changing World
1		Country Study. Children to select a South American Country and create a presentation focusing on explaining 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. Also focusing on cultural traditions and customs, as well as detailing the physical features of the country.	Where does our water come from? Exploring the water cycle and locating major rivers in the UK. Using maps to locate sources.	Erosion and Deposition Investigating how erosion and deposition changes river systems and landscapes.	Weathering and Erosion Understand and explain how erosion and weathering can change landscapes and what can / is being done to prevent this. Understand different types of erosion.	Changing boundaries. Understanding, identifying and describing how the UK's borders have changed over time. Explain how Europe's borders have changed over time.
2	Introduction to South America. Map challenge – identifying the countries and their capitals in South America using atlases.					
3	Climate. Using atlases to investigate the climate in different South American countries and comparing to the climate in the UK		Rivers of the World Using maps and atlases to locate rivers of the world. Using maps to identify sources.	How Do We Use Rivers? 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	Coastal Features Understand and explain how different coastal features are formed, including bays, beaches, arches and stacks. Use knowledge of erosion and deposition can affect the coast.	Changing landscapes. Understanding how and why landscapes have changed over time. Discussing why some landmarks and areas do not change with time.
4	Landscape: investigating the contrasting landscapes found South America.					
5	Understanding and identifying physical and human features of South America. Look at images from South America, matching description to picture and name. Decide if physical or human features.		Features of a river Exploring the key features of a river system	Holding back the flood. Exploring the effects of floods and the impact damming rivers has.	Changing coastlines Explain and understand how the changes in coastlines can effect land use. Identify area of the UK which have been effected by changing coastlines	What does the future hold? Use changes in the both physical and human geography to the Earth since 1800 to predict how the world may change by 2050.
6	Identify famous South American landmarks, human and physical.					