



Geography Overview



The Geography curriculum for KS1 and KS2 follows the National Curriculum. The Curriculum for EYFS is based on Development Matters. It aims to build pupils' knowledge and understanding of different countries and cultures and develop pupils' empathy and understanding of others. It also aims to help pupils form understanding and opinions on current issues and debates.

Learning objectives have been sequenced considering pupils developmental stages, ensuring that learning is age appropriate. The sequence also ensures progression. Knowledge and skills in later years build on pupil's previous learning so knowledge and skills accumulate as pupils' progress through each year group. There are also opportunities for pupils to revise key concepts. Where possible links are made with other subjects such as History, R.E. and Science so concepts/topics are studied together.

<p style="text-align: center; font-weight: bold;">Nursery</p>	<ul style="list-style-type: none"> • Notices detailed features of objects in their environment • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Shows care and concern for living things and the environment <p><i>The Unicef Articles: 29, 31</i></p> <p><i>British Values: Mutual respect, Individual Liberty, Rule of Law</i></p>	
<p style="text-align: center; font-weight: bold;">Reception</p>	<ul style="list-style-type: none"> • Talk about the features of their own immediate environment and how environments might vary from one another • Know about similarities and differences in relation to places • Observe and talk about changes and patterns in their environment <p><i>The Unicef Articles: 29, 31</i></p> <p><i>British Values: Mutual respect, Individual Liberty</i></p>	

Year 1

Autumn 1

Where do our families come from?



- Locate 7 continents, 5 oceans and UK on a world map
- Identify hot/cold areas in the world, climate zones (in relation to the Equator and North and South Pole)
- Locate and label countries pupils come from
- Draw a route and begin to describe a journey from one country to another using locational language e.g. long distance, short distance; near, far; left, right

Autumn 2

How does the weather change?

- Collect information to identify and describe seasonal and daily weather patterns in the UK using

Spring 1

How can we make our area safer?

- Sketch a basic map of school/classroom and the local area and locate home, school, fire station, shops and other key features, including building materials
- Draw/ describe routes on a map using locational and geographical vocabulary to describe a journey e.g. near, far, left, right, shops, home, road, traffic lights, trees, park



- Look at/construct/draw a picture of a local road, including signage, road markings and explain how these make the area safer
- Conduct a traffic survey making links between traffic and weather and climate zones

Spring 2

Where do different animals live?

- Locate and label continents and countries animals come from on a map
- Describe features of these places e.g.

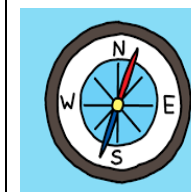
Summer 1

Why was/is important?

- Locate and label continents and countries heroes and heroines come from/that events took place

Summer 2

Where did Christopher Columbus travel to?



- Draw or trace a world map and locate 7 continents, 5 oceans and countries on a world map
- Describe features of these places e.g. climate (in relation to the Equator and North and South Pole) animals, environment

Year 1

geographical vocabulary e.g. season, rain, hot, cold, cloudy, sleet, snow



The Unicef Articles: 29, 31
British Values: Mutual respect, Individual Liberty

climate (in relation to the Equator and North and South Pole)

- Use geographical vocabulary to describe places that animals live e.g. the environment - savannah, rainforest, forest, woods, soil



The Unicef Articles: 29, 31
British Values: Mutual respect, Individual Liberty, Rule of Law

- Use geographical vocabulary to describe oceans and seas e.g. sea, ocean, vegetation, rocks, coral reef
- Use simple simple compass directions
- Draw a route and describe a journey from one country to another using locational language e.g. N,S,E,W; long distance, short distance, near, far, left, right, what

The Unicef Articles: 29, 31
British Values: Mutual respect, Individual Liberty

Year 2

Autumn 1
How did the Great Fire of London spread?

- Name and locate the four countries and capital cities of the UK and its surrounding seas
- Use aerial photos and plan perspectives to Identify/describe human and physical features of London e.g. town, cities, shops, park, house, factory, office
- Draw basic map of the River Thames including key features e.g. river, landmarks, buildings,

Spring
How are countries different around the World?



- Locate countries stories come from on a map
- Identify hot/cold areas, climate zones (in relation to the Equator and North and South Pole) and describe weather

Summer 1
How are areas of England different?

- Identify/describe human and physical features of Lyme Regis e.g. coastline, cliffs, sea, sand, pier, arcade, shops, harbour, port,
- Compare human and physical features to London



Summer 2
Where Could we build a hotel?

- Locate key continents, oceans and

Year 2

- underground stations, bridges
- Draw basic map of area/spread of fire from the time of the Great Fire of London
- Locate and describe the spread of the fire (inc. distance from home) using locational language



Autumn 2

How did Florence Nightingale Travel to Scutari Hospital?

- Draw/trace a world map and locate 7 continents, 5 oceans and countries on a world map
- Locate and label countries Florence, Edith and Mary came from and where they travelled to

The Unicef Articles: 29, 31

British Values: Mutual respect, Individual Liberty

- Compare weather to UK
- Identify/describe human and physical features of Chembakolli (India)
- Identify/describe differences to Colindale e.g. roads, shops, weather



The Unicef Articles: 29, 31

British Values: Mutual respect, Individual Liberty, Tolerance of different faiths and beliefs

- countries on a world map (including Spain)
- Locate destination/origin points of a journey on a map and suggest appropriate transport methods e.g. boat, aero plane if travelling across sea or a long distance
- Describe journeys using geographical and locational vocabulary e.g. N,S,E,W; long distance, short distance; near, far, left, right seas/oceans they cross; continents/countries they travel through; human/physical features they pass
- Identify/describe human and physical features of Spain
- Interpret data to predict, describe climate of a place
- Identify/describe differences to UK/London e.g. coastlines, bay/cliffs, weather
- Draw/trace a world map and locate 7 continents, 5 oceans and countries on a world map
- Locate destinations from journey and climate descriptors

The Unicef Articles: 29, 31

British Values: Mutual respect, Individual Liberty

Year 3

Autumn

Who lives in a house like this?

- Identify the positions of longitude and latitude
- Name significant lines of longitude and latitude e.g. Equator (also discuss Northern and Southern Hemisphere) the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime Greenwich Meridian
- Locate on countries and areas on a world map, where resources are produced/come from, where there are settlements
- Make links with location on globe to explain differences in climate, topography and natural resources used
- Use place knowledge to explain and compare lifestyle features (homes, clothing, food etc.)

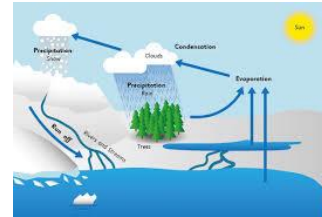


The Unicef Articles: 29, 31

British Values: Tolerance of Different Cultures and Religions Mutual respect

Spring

How has the Docklands Changed over Time?



- Identify and describe parts of a River
- Describe the Water Cycle
- Locate countries and cities of the UK on a map including key human, physical and topographical features e.g. towns, cities, rivers, mountains, coastlines
- Locate and describe trade routes using locational and directional language on maps pupils have drawn
- Explain choices for human features (settlement and land use choices) affected by physical features of an environment
- Identify changes in land use and human features e.g. settlements, trade routes overtime and suggest reasons for these

The Unicef Articles: 13, 14, 29, 30, 31

British Values: Tolerance of Different Cultures and Religions Mutual respect, Personal Liberty

Summer

Why was the River Nile important for Survival?

- Locate Egypt on a world map they have drawn, including key human, physical and topographical features e.g. River Nile, Cairo, desert, pyramid, sea
- Make links with location on globe to explain climate and topography and natural resources
- Identify and describe features of the River Nile
- Use place knowledge to explain and compare land use choices e.g. why did the Egyptians live near the Nile
- Suggest reasons for differences in lifestyles to Ancient UK, making links to location to climate and topography



The Unicef Articles: 29, 31
British Values: Tolerance of Different Cultures and Religions Mutual respect

Year 4

Autumn

How did the Roman's change our Landscape?



- Draw own basic map of Europe and locate Roman origins e.g. Italy, Rome
- Compare topography, climate and other physical features of Italy to the UK e.g. mountains, earthquakes, volcanoes (Pompeii)
- Describe the processes, causes/effects and consequences of volcanoes on the environments and people at that time
- Read Ordnance survey maps
- Locate; countries, cities, human, physical and topographical features of the UK that Romans invaded or built on Ordnance Survey Maps e.g. towns, cities, settlements, roads, Hadrian's Wall,
- Explain choices for human

Spring

Why did the Viking's Invade Britain?



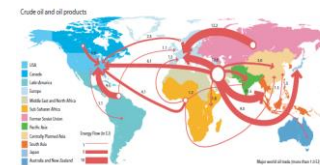
- Draw own basic map of Europe and locate Viking origins e.g. Scandinavia - Norway, Sweden, Denmark
- Compare topography, climate, human and physical features to UK and suggest reasons for invasion e.g. population, hills, forests

The Unicef Articles: 29, 31
British Values: Tolerance of Different Cultures and Religions Mutual respect

Summer

How did it get to my plate?

- Draw own basic world map locating continents, oceans, and UK
- Locate and label countries and origin of food and describe the climate, biomes, and topography
- Explain why food grows in these countries, making links with climate, biomes and topography
- Accurately describe trade routes using locational and distance language.
- Discuss how travel requires energy e.g. carbon footprint and how beneficial it is for the environment to import/export everything
- Describe economic inequalities and trade patterns between importing and exporting countries. Then consider benefits of fair-trading



The Unicef Articles: 29, 31
British Values: Tolerance of

Year 4

features (e.g. towns, cities, settlements, roads, Hadrians Wall) and how they were affected by physical features of an environment

- Describe the consequences of human features e.g. roads, settlements on the environment and people at the time



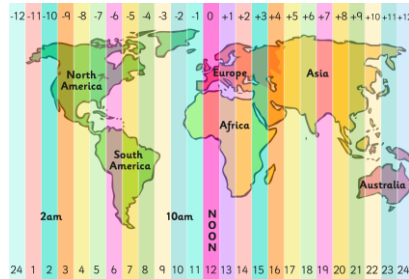
The Unicef Articles: 29, 31

British Values: Tolerance of Different Cultures and Religion, Mutual respect

*Different Cultures and Religions
Mutual Respect, Rule of Law*

Year 5

Autumn
How can travelling effect time?



- Identify the positions of longitude and latitude

Spring
How is the desert changing?



- Draw an accurate world map to locate and describe varying Biomes
- Describe patterns of cause/effect in desert Biomes and the impact they have on the environment e.g. desertification; climate change, overgrazing, overpopulation, soil erosion – fewer

Summer
Why should we buy locally?



- Use 8 point compass directions
- Read and use 4 point grid referencing
- Draw own maps of the local area locating shops and locally sourced

Year 5

- Name and locate significant lines of longitude and latitude e.g. Equator (also discuss Northern and Southern Hemisphere) the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime Greenwich Meridian
- Explain how these lines of significance help people e.g. sailors, pilots, GPS,
- Explain the significance of Prime Greenwich Meridian e.g. time zones
- Describe how travel across time zones effects timekeeping

The Unicef Articles: 29, 31

British Values: Tolerance of Different Cultures and Religions, Mutual respect

crops – less produce



- Accurately describe trade routes using locational and distance language e.g. The Silk Road
- Explain how trade routes impacted lifestyle and people at that time

The Unicef Articles: 29, 31

British Values: Tolerance of Different Cultures and Religions Mutual respect

- products e.g. farm shops, farmers markets, pick your own farms, using symbols to label as well as, 8 point compass directions and 4 point grid referencing
- Draw own world maps locating and describing routes of products in the past and present, using accurate locational and distance language
- Collect data and compile graphs to describe changes in imports and exports e.g. changes in physical and human of the environment – settlements, transport, fair trade, Brexit
- Suggest impact of importing and exporting on the environment

The Unicef Articles: 29, 31

British Values: Tolerance of Different Cultures and Religions Mutual respect

Year 6

Autumn

How did WW2 affect us?

- Draw accurate world maps to show the spread of the German Empire
- Use knowledge of the world map and trade routes to explain warfare used, including the Blitz

Spring

How is the rainforest changing?



Summer

Has Life Got Better in Colindale?

- Draw accurate maps of the local area and locate human features using compass and grid referencing
- Identify changes in the local environment and suggest reasons

Year 6

- and targeting trade routes in the UK
- Describe the impact of warfare on London and locate these accurately on own scaled map of UK e.g. evacuation, bombsites, shelters
- Compare to previous invasions e.g. Romans and Vikings



The Unicef Articles: 29, 31

British Values: Mutual respect

- Locate South America on a map, identifying key countries, oceans and physical features e.g. the Amazon Rainforest and River
- Collect data and compile graphs to show weather patterns in the rainforest e.g. temperature, rainfall and describe the consequence this has on the environment
- Use knowledge of position on the globe and climate zones to explain findings
- Describe patterns of cause/effect these weather patterns have on habitats in rainforest Biomes e.g. climate change – forest fires – loss of habitat including food – animal extinction
- Identify and describe features of the Amazon River
- Explain differences between the rivers Thames, Nile and Amazon River e.g. tributaries, length, watershed, natural resources, trade routes



The Unicef Articles: 29, 31

British Values: Tolerance of Different Cultures and Religions, Mutual respect

for these changes

- Accurately describe journeys and locations using 8 point compass directions and 4/6 point grid referencing
- Describe the impact of changes in the local environment (compare to WW2, Victorians)



The Unicef Articles: 29, 31

*British Values: Tolerance of Different Cultures and Religions
Mutual respect, Individual Liberty*