




# Geography Overview

**Intent:** 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.



	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> <li>• Talk about features of their own environment - what they see, hear and feel</li> <li>• Know there are different countries in the world</li> <li>• Talk about the similarities and differences of these countries based on what they have seen or experienced</li> <li>• Observe and describe the weather and seasons</li> </ul> <p><i>Unicef Articles: 29, 31</i> <i>British Values: Mutual respect, Individual Liberty, Rule of Law</i></p>		
Reception	<ul style="list-style-type: none"> <li>• Describe what they see, hear, feel whilst outside</li> <li>• Recognise similarities and differences between life in this country and life in other countries</li> <li>• Recognise some environments that are different to the one in which they live</li> <li>• Describe the effect the change of weather and seasons has on the environment e.g. how animals behave</li> <li>• Use a map (including Google Maps/Google Earth) to get information about their local environment e.g. school, Colindale</li> <li>• Draw simple maps of their immediate environment</li> <li>• Use geographical vocabulary including beach, forest, mountain, sea, river, season and weather</li> </ul> <p><i>Unicef Articles: 29, 31</i> <i>British Values: Mutual respect, Individual Liberty</i></p>		 

# Year 1

## Autumn 1

**Where do our families come from?**



- Name 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 countries pupils come from
- Understand and use locational language to describe a journey from one country to another e.g. long distance, short distance; near, far; left, right

## Autumn 2

**How does the weather change?**



- Use information to identify seasonal and daily weather patterns in the UK
- Understand and use geographical vocabulary e.g. season, rain, hot, cold, cloudy, sleet, snow

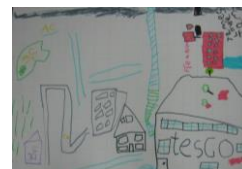
*Unicef Articles: 29, 31*

*British Values: Mutual respect, Individual Liberty*

## Spring 1

**How can we make our area safer?**

- Create a basic map of school/classroom and the local area and identify key features e.g. home, school, fire station, shops, including building materials
- Understand and use locational and geographical vocabulary to describe a journey or route on a map e.g. near, far, left, right; shops, home, road, traffic lights, trees, park
- Understand and explain how we keep safe on local roads, including signage and road markings
- Collect information about local traffic
- Understand the link between traffic and weather and climate zones



## Spring 2

**Where do different animals live?**

- Name and locate continents and countries animals come from on a map
- Describe features of these places e.g. climate (in relation to the Equator and North and South Pole)
- Understand and use geographical vocabulary to describe places that animals live e.g. the environment - savannah, rainforest, forest, woods, soil.



*Unicef Articles: 29, 31*

*British Values: Mutual respect, Individual Liberty, Rule of Law*

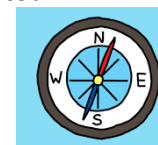
## Summer 1

**Why was/is ..... important?**

- Name and locate continents and countries heroes and heroines come from/that events took place

## Summer 2

**Where did Christopher Columbus travel to?**



- Name 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
- Understand and use geographical vocabulary to describe oceans and seas e.g. sea, ocean, vegetation, rocks, coral reef
- Use simple simple compass directions
- Understand and use locational language to 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

*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
- Identify and describe human and physical features of London e.g. town, cities, shops, park, house, factory, office using aerial photos and plan perspectives to
- Map the River Thames including key features e.g. river, landmarks, buildings, underground stations, bridges
- Map the area/spread of fire from the time of the Great Fire of London
- Use locational language to describe the spread of the fire (inc. distance from home)



### Autumn 2

#### ***How did Florence Nightingale Travel to Scutari Hospital?***

- Name 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

*Unicef Articles: 29, 31*

*British Values: Mutual respect, Individual Liberty*

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



*Unicef Articles: 29, 31*

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

### Summer 1

#### ***How are areas of England different?***

- Name and locate the four countries and capital cities in the UK and surrounding seas
- 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 destination and point of origin of a journey on a map and suggest appropriate transport methods e.g. boat, aeroplane if travelling across sea or a long distance
- Use geographical and locational vocabulary to describe a journey 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
- Use information to describe climate and weather of a place
- Compare human and physical features of Spain and London to UK/London e.g. coastlines, bay/cliffs, weather

*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 countries and areas on a world map where; resources were produced/came from, there were 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.)

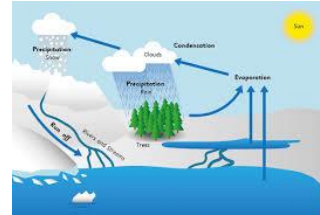


Unicef Articles: 29, 31

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



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



Unicef Articles: 29, 31

British Values: Tolerance of Different Cultures and Religions Mutual respect

**Autumn**

**How did the Roman's change our Landscape?**

- 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 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



*Unicef Articles: 29, 31*

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

**Spring**

**Why did the Viking's Invade Britain?**



- 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

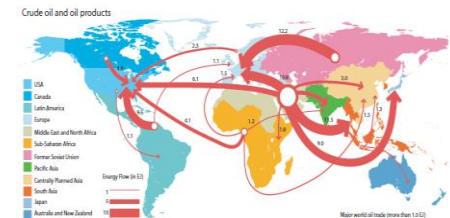
*Unicef Articles: 29, 31*

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

**Summer**

**How did it get to my plate?**

- Locating continents, oceans, and UK on a world map
- Locate countries of origin of food and describe the climate, biomes, and topography
- Explain why food grows in these countries, making links with climate, biomes and topography
- Describe trade routes using locational and distance language.
- Understand that 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

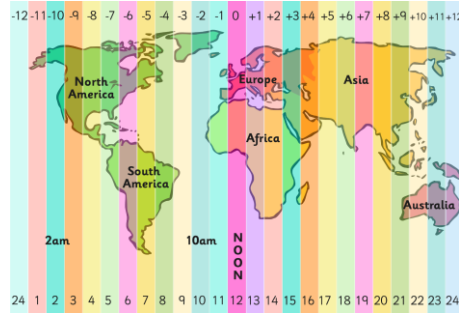


*Unicef Articles: 29, 31*

*British Values: Tolerance of Different Cultures and Religions Mutual Respect, Rule of Law*

**Autumn**

*How can travelling effect time?*



- Identify the positions of longitude and latitude
- 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

*Unicef Articles: 29, 31*

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

**Spring**

*How is the desert changing?*



- Locate varying Biomes on a world map and describe them
- 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 crops – less produce



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

*Unicef Articles: 29, 31*

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

**Summer**

*Why should we buy locally?*



- Use 8 point compass directions
- Read and use 4 point grid referencing
- Create a map of the local area locating shops and locally sourced 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
- Locate and describe 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

*Unicef Articles: 29, 31*

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

## Year 6

### Autumn

#### *How did WW2 affect us?*

- Show the spread of the German Empire on a world map
- Use knowledge of the world map and trade routes to explain and give reasons for warfare used, including the Blitz 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



*Unicef Articles: 29, 31*

*British Values: Mutual respect*

### Spring

#### *How is the rainforest changing?*

- 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



*Unicef Articles: 29, 31*

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

### Summer

#### *Has Life Got Better in Colindale?*

- Create a map of the local area and locate human features using compass and grid referencing
- Identify changes in the local environment and suggest reasons 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)



*Unicef Articles: 29, 31*

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

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