





GEOGRAPHY CURRICULUM OVERVIEW

	Year 1			Year 2		
Key Stage 1 – Subject Content Scheme of Work – Connected Geography / Scholastic National Curriculum	What is the Geography of where I live?	Why don't penguins need to fly?	Why do we love being beside the seaside?	How does the Geography of the Amazon compare to where I live?	How does the weather affect our lives?	Why does it matter where our food comes from?
Locational Knowledge Develop knowledge about the world, United Kingdom and their locality	✓	✓	✓	✓	✓	✓
Human and physical geography Understand subject specific vocabulary relating to physical and human geography	✓	✓	✓	✓	✓	✓
Geography skills and fieldwork Begin to use geographical skills, including first hand observation, to enhance their locational awareness	✓	✓		✓	✓	✓
Locational Knowledge Name and locate the world's seven continents and five oceans		✓		✓		✓
Locational Knowledge 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		✓	✓ (two areas of the UK)	✓ (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			✓		✓	
Human and physical geography 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) and key human features (including: city, town, village, factory, farm, house, office, port, harbour and shop)	✓	✓	✓	✓	✓	✓
Geography 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	✓	✓	✓	✓	✓	✓
Geography skills and fieldwork Use simple compass directions and locational and directional language to describe the location of features and routes on a map	✓			✓		✓
Geography skills and fieldwork 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						
Geography skills and fieldwork 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	✓			✓		

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Key Stage 2 – Subject Content Scheme of Work – Connected Geography / Scholastic	Year 3			Year 4		
	How can we live more sustainably?	What's in a Region? North West/East Anglia	Why do some earthquakes cause more damage than others?	How and why is my local environment changing?	Why different weather around the world? Combined with What can we discover about our local area?	Beyond the Magic Kingdom – What is the sunshine state really like?
National Curriculum						
Locational Knowledge Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America	✓	✓	✓		✓	✓
Human and physical geography Identify the location and characteristics of a range of the world's most significant human and physical features		✓	✓	✓	✓	✓
Locational Knowledge / Place Knowledge Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge	✓	✓	✓	✓	✓	✓
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	✓		✓		✓	✓
Locational Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time		✓		✓		
Locational Knowledge 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		✓ (UK)				✓ (North 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 and physical geography 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	✓					✓
Geography skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		✓	✓	✓	✓	✓
Geography skills and fieldwork Use the eight points of a compass, four and six figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		✓		✓	✓	
Geography skills and fieldwork Use fieldwork to observe, measure, record and present physical and human features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies				✓	✓	

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Key Stage 2 – Subject Content Scheme of Work – Connected Geography / Scholastic National Curriculum	Year 5			Year 6		
	Who are Britain's National Parks for?	How is climate change affecting the world?	What is a river? (local)	How do volcanoes affect the lives of people on Hiemaey?	What a State! California (Scholastic)	Why is fair trade fair?
Locational Knowledge Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America	✓	✓	✓	✓	✓	✓
Human and physical geography Identify the location and characteristics of a range of the world's most significant human and physical features	✓	✓	✓	✓	✓	✓

Locational Knowledge / Place Knowledge Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge	✓	✓	✓	✓	✓	✓
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	✓	✓		✓	✓	
Locational Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time	✓		✓	✓		
Locational Knowledge 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 and physical geography 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		✓	✓		✓	✓
Geography skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	✓	✓	✓	✓	✓	✓
Geography skills and fieldwork Use the eight points of a compass, four and six figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	✓			✓	✓	
Geography skills and fieldwork Use fieldwork to observe, measure, record and present physical and human features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies			✓			



Curriculum Drivers

Subject: Geography

Challenge	<p>Making the subject fully enquiry based and encourage children to think of themselves as young geographers</p> <p>Encourage pupils to teach each other through personal experiences</p> <p>Allowing children to succeed in Geography even if their English isn't strong</p> <p>Allow time to research and allow pupils to extend their own learning meaning they can be positive and independent</p> <p>Look at assessment criteria to ensure we can demonstrate clear progression</p> <p>Questioning at the end of units</p> <p>Sharing assemblies allow pupils to share what they have learned</p>
Inclusion	<p>Think about the history of the village of Wheathampstead.</p> <p>Expanding their outlook based on their own life experiences.</p> <p>Allowing children to succeed in Geography with specific skills even if their English isn't strong.</p> <p>Pre-teaching/over-learning of vocabulary.</p> <p>Encouraging learning for enjoyment.</p> <p>Sharing assemblies to celebrate success.</p>
Positive Minds	<p>Resilient tortoise Discovering that predictions may be wrong, especially in field work</p> <p>Independent rhino Independence of thought</p> <p>Risk-taking penguin Being brave enough to make predictions which may be wrong</p> <p>Reflective owl Analysing and reflecting on results/discoveries</p> <p>Team Bee Working together</p> <p>Curious and creative chameleon Develop in order to become more enquiry based and work as young geographers</p>