

Geography Overview - Reception EYFS- linked to skills progression document

Term	National Curriculum aim	Skills	Ideas	Rationale
------	-------------------------	--------	-------	-----------

Pupils learn a whole range of highly transferable skills, values and attributes (including: problem-solving, observation, collaboration, open-mindedness, courage, resilience, curiosity, integrity, and a sense of what is fair and equitable) that combine to allow them to explore and interpret the world around them. When providing a context for learning there is invariably a spatial dimension at a practical level, with teachers setting up learning zones such as a role-play area, construction corner, small world play, lego cities etc. These enable pupils to transport themselves at an imaginary level, with these areas, in effect, acting as portals into the spaces, places and times within each pupil's imagination, allowing them to construct their own individual and collaborative learning story.

By learning 'All About Me', the concept of scale and cultural understanding and diversity can be introduced, as well as developing an awareness of their locality (school community). Cultural awareness and diversity is further developed through their learning on Diwali, Christmas story, Chinese New Year, Easter etc. Geographical skills and fieldwork are introduced in the 'Going Wild' and 'Mad about minibeasts' topic as pupils explore their local area and habitats.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about Me Family Pets Friends Change – seasonal change/Autumn	Space Autumn Diwali Bonfire Night Remembrance Sunday Christmas stories – Nativity, Stick Man Christmas around the world	Fairy Tales Winter Chinese New Year Heroes and villains – real life heroes (people who help us) Valentine's day	Farms Eggs and chicks Easter Growing up Seasonal change/Spring	Going Wild! Hot places Planting - sunflowers/Spring Wild animals and their habitats	Mad about Minibeasts Life cycles – Frog/butterfly/plant/sunflowers Minibeast habitats Painshill Park visit

Autumn	Understanding the world The natural world	Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Seasonal change- explore signs of Autumn, physical changes visible, changes in temp, clothing etc	Children in Rec start to talk about seasonal changes and the changes they notice. Talking about the weather in the different seasons will allow children to start to notice the comparisons between the seasons we have. This will help the children to understand more about hot and cold countries when they move into Year 1.
Spring	Understanding the world The natural world	Explore the natural world around them, making observations and drawing pictures of animals and plants;	Farm produce, considering the foods that come from a farm.	Children begin to learn about the world they live in, in Reception so that they can develop an understanding about what it is like.

		<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Sand, including farm animals, tractors and diggers.</p> <p>What makes our world wonderful?</p> <p>Caring for the world around us Comparing town and countryside, observations and drawing.</p> <p>Read stories with the children about seasonal changes.</p>	
Summer	<p>Understanding the world People, culture and communities</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>	<p>Recognise and find some similarities and differences between life in this country and life in other countries.</p> <p>Look closely at and make comparisons between this country and the lives of other people in other countries (homes around the world)</p> <p>Find Africa on a globe Find out about jungles Clothes for hot weather - link with Africa</p> <p>Reading stories about different cultures and countries</p>	<p>Children start to look at globes and maps to locate places so that they are exposed to different resources before KS1.</p>

Geography Overview - Year 1 - linked to skills progression document				
Term	National Curriculum aim	Skills	Topic and ideas	Rationale
Autumn	Locational knowledge- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none"> Know the names of the four countries that make up the UK and name the three main seas that surround the UK Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland 	Once upon a time Countries and capitals in the UK Chatter kid app - give a tour of the country saying facts Label surrounding seas Locate equator, north pole, south pole	Children start learning about the UK and surrounding seas in Year 1 so that they can start building an understanding of parts of the world they live in. They start to use atlases and maps in groups to visualise the size and shape of the UK.
Autumn	Skills and field work- Use world maps, atlases and globes Use simple compass directions Use aerial photos, construct simple maps Undertake simple fieldwork within school locality	<ul style="list-style-type: none"> Know where the equator, North Pole and South Pole are on a globe Know which is N, E, S and W on a compass 	Once upon a time Cinderella map work activities Map around the playground and directions Compass directions- North South East West directions	Children start learning the 4 compass points in Year 1 so that they start to understand basic direction. Children start to understand the language used in the fieldwork topic so that they can build on this in Year 2 and 3 when giving directions.
Spring	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	<ul style="list-style-type: none"> Know features of hot and cold places in the world 	Dinosaurs Recap countries in UK Pack a suitcase for a country Animals in Hot and cold countries Features of hot and cold countries e.g activities, clothing Similarities and differences Postcard writing	Children learn about features of hot and cold places so that they understand there are differences between places. This helps them make comparisons between places in Year 2, 3 and 6.
Summer	Human and physical geography- identify seasonal and daily weather patterns in the United Kingdom and the	<ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK 	Kings and queens Compare town, countryside, village, city	Children start to look at human and physical features in Year 1 learning some topic related vocabulary so that they can

	location of hot and cold areas of the world in relation to the Equator and the North and South Poles	<ul style="list-style-type: none"> • Know and recognise main weather symbols • Know the main differences between city, town and village 	Recap countries in UK Look at maps Look at weather symbols	develop their understanding and use this vocabulary in Year 2.
--	--	---	--	--

Geography Overview - Year 2- linked to skills progression document				
Term	NC aims	Skills	Topic and ideas	Rationale
Autumn	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	<ul style="list-style-type: none"> • Know the main differences between a place in UK and that of a small place in a non-European country 	Superheroes Learn about Jamaica Learn about Scotland Location/ climate Compare housing, weather, food, tourism, flags Use a venn diagram to compare Create posters/ leaflets	Children learn the similarities and differences between a country near them/ their own country and another place in the world so that they develop an understanding of areas they live in before comparing other countries in the world. This will serve them in Year 3 when they extend their knowledge of human and physical features of the UK.
Spring	Locational knowledge- name, locate and identify characteristics of the four	<ul style="list-style-type: none"> • Know the names of and locate the seven 	All around the world	Children start to learn about the seven continents and five oceans so that they have an

	<p>countries and capital cities of the United Kingdom and its surrounding seas</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 	<p>continents of the world</p> <ul style="list-style-type: none"> Know the names of and locate the five oceans of the world 	<p>Around the world day learning about the continents</p> <p>Learn 7 continents</p> <p>Learn 5 oceans</p> <p>Learn song</p> <p>Use atlas'</p> <p>Look at a globe</p> <p>Create art work</p> <p>Size of continents</p>	<p>understanding of the wider world as well as the UK. They use atlases and maps more independently so that they can visualise what the continents look like. Children learn the continents so that they can build on this in Year 3 when they learn about different countries within a continent.</p>
Summer	<p>Human and physical geography- use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Explain some of the advantages and disadvantages of living in a city or village. 	<p>Cracking contraptions</p> <p>The wrong trousers- Wallace and Gromit</p> <p>Sort pictures of human and physical geog</p> <p>Recognise features on a map</p> <p>Draw own map</p> <p>Include physical and human features on map</p> <p>Draw a key</p> <p>Ariel map</p>	<p>Children learn about human and physical features in familiar places so that they can identify them on a map and in real life.</p> <p>Children will learn a variety of different human and physical features in Year 2 and then more specific human and physical features in Year 3 and 4, for example the Alps.</p>
Summer	<p>Skills and field work- Use world maps, atlases and globes</p> <ul style="list-style-type: none"> Use simple compass directions Use aerial photos, construct simple maps Undertake simple fieldwork within school locality 	<ul style="list-style-type: none"> Know and use the terminologies: left and right; below, next to Know their address, including postcode Simple compass directions to direct someone around an area e.g school playground 	<p>Cracking contraptions</p> <p>Link with maps and symbols</p> <p>Instructions and compass points</p> <p>Follow instructions</p> <p>Create instructions</p>	<p>Children use the language N E S W that they have learnt in Year 1 to give directions in Year 2. Children become secure in knowing the 4 compass points in Year 2 so that they can build on this in the Year 3 fieldwork topic.</p>

Geography Overview - Year 3- linked to skills progression document

Term	NC aims	Skills	Topic and ideas	Rationale
Autumn	<p>Locational Knowledge- locate the world's countries</p> <p>Human and physical- Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied- linked to Ancient Egypt topic- settlements next to The River Nile</p>	<ul style="list-style-type: none"> • Use a map to locate a country • Use a globe • Explain where in the world a country is - what continent? 	<p>Egyptians</p> <p>Where is Egypt? River Nile Location in the world Use a globe</p>	<p>Learning where Egypt is in the world helps the children to understand more when learning about the Egyptians. Children can use knowledge from Year 2 to know which continent Egypt is in.</p>
Spring	<p>Human and physical- describe and understand key aspects of physical geography, including rivers, forests mountains, <u>volcanoes and earthquakes,</u></p>	<ul style="list-style-type: none"> • Know what causes an earthquake • Label the different parts of a volcano 	<p>James and the giant peach</p> <p>Causes of an earthquake What is an earthquake Where are earthquakes Parts of a volcano Make a volcano Read Non fiction book about earthquake and volcanoes</p>	<p>Children learn about earthquakes and volcanoes in Year 3 because it is building on their learning about physical features we have in the world.</p> <p>Children learn about earthquakes and volcanoes so that they would be able to link this to real life situations and have a better understanding if there was an earthquake or volcano near where they lived.</p> <p>Children have an understanding of the natural world and how it is continually changing and how the earth is continually moving eg plates moving /molten lava / effects of earthquakes - tsunami</p>
Spring	<p>Locational Knowledge- locate the world's countries, using maps to focus on Europe (including the location of Russia)</p>	<ul style="list-style-type: none"> • Know the names of and locate at least eight European countries 	<p>James and the giant peach</p> <p>Learn what a country is and identify them on a map</p>	<p>Children locate counties and cities in England to develop an understanding of the country they live in. They have an understanding of where they</p>

	<p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</p> <p>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</p> <p>Geographical skills and fieldwork- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<ul style="list-style-type: none"> • Use maps to locate European countries and capitals. • Know the names of and locate at least eight counties and at least six cities in England • Know the names of four countries from the southern and four from the northern hemisphere 	<p>Locate European countries and capitals</p> <p>Use maps/ Atlas' to look at the counties and cities in England</p> <p>Learn the vocab Southern and Northern hemisphere</p>	<p>live in relation to the capital cities in the UK and know which counties border the county they live in. This builds on key geographical knowledge acquired in Year 2.</p>
<p>Summer</p>	<p>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</p> <p>Geographical skills and fieldwork- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<ul style="list-style-type: none"> • Know and name the eight points of a compass • Create a route or a set of instructions using the eight compass points • Use the local area e.g the school grounds to create a map 	<p>Tudors</p> <p>Links to the book The Stowaway</p> <p>Countries around the world</p> <p>Oceans around the world</p> <p>Drawing maps</p> <p>Compass work</p> <p>Visiting the local woods and local river</p> <p>Physical and human features of area</p> <p>Compare country side to town/ cities</p> <p>Comparing rivers and forests around the world</p>	<p>Children learn the eight compass points so that they can give more detail when giving instructions. Children learn these so that they can create a set of instructions or a route around the local area. Compass points give children an understanding of where they are in the UK when looking at a map and where they are in relation to the rest of the world. They are able to use points of a compass when studying maps and can relate them to their local area when visiting the local woods/ river.</p>

	<p>Human and physical- describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts and the water cycle.</p> <p>Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.</p>			<p>Children can use a compass to give directions.</p> <p>Children can identify the continents of the world. They focus on one of the continents in more depth in Year 3 and learn: the countries within that continent; capital cities; culture; physical and human features.</p> <p>This will help children in Year 4 and 5 when they focus on the capital cities of different countries.</p>
Summer	<p>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</p>	<ul style="list-style-type: none"> Know at least five differences between living in the UK and a Mediterranean country 	Tudors / Diversity Week Comparison between Spain and UK	<p>Children learn the difference/ similarities about different places, so that they develop an understanding of places other than the one they live in-progressing on from Year 2 learning.</p> <p>Some children may not visit many other countries other than the one they live in so this is important in our school for the children's cultural capital.</p>

Geography Overview - Year 4- linked to skills progression document

Term	NC aims	Skills	Topic and ideas	Rationale
Autumn	<p>Human and physical- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, <u>rivers</u>, <u>mountains</u>, volcanoes and earthquakes, and the <u>water cycle</u></p> <p>Locational Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, <u>key topographical features (including hills, mountains, coasts and rivers)</u>, and land-use patterns; and understand how some of these aspects have changed over time</p>	<ul style="list-style-type: none"> • Know where the main mountain regions are in the UK • Know what is meant by the term 'tropics' • Know the names of a number of the world's highest mountains • Explain the features of a water cycle 	<p>Stone Age</p> <p>Locate mountain regions in the world using a map Explain the word tropics Name world highest mountains on a world map</p> <p>Explain the water cycle</p>	<p>Children learn about mountains in Year 4 because they are developing their knowledge about different human and physical features we have in our world. They learn subject specific vocabulary linking to these physical features and start to use these in explanations and conversation in the lesson.</p>
Autumn	<p>Geographical skills and fieldwork- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, <u>four</u> 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</p>	<ul style="list-style-type: none"> • Know how to plan a journey within the UK, using a road map • Touch on four figure grid reference 	<p>Stone Age</p> <p>Plan a journey using compass points Look at road maps - on paper and online 4 figure grid ref Give partner instructions Create a route from Woking leisure centre to school Walk the route</p>	<p>Children start to learn about the 4-figure grid reference so that they can locate places accurately on a map. This allows them to give more detail when explaining locations. They use this knowledge as well as previous knowledge from Year 3 (8 compass points) to be able to plan a journey within the UK on a map.</p>
Spring	<p>Locational Knowledge- locate the world's countries, using maps to focus on Europe</p>	<ul style="list-style-type: none"> • Know the names of and locate at least eight major capital 	<p>What a wonderful world</p> <p>Use maps to locate countries</p>	<p>Children will build on knowledge from Year 3 to be able to locate capital cities</p>

	<p>(including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>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)</u></p>	<p>cities across the world</p> <ul style="list-style-type: none"> • Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian 	<p>Name the capital cities of these countries</p> <p>Locate the equator on a map in an Atlas</p> <p>Locate the tropic of cancer, tropic of Capricorn and Greenwich meridian on a world map</p>	<p>across the world. They learn this so that they can link this to real life situations outside of school. Having an understanding of what a capital city is will help them to progress their learning in Year 5 where they are expected to know a number of European capitals.</p>
Summer	<p>Human and Physical- Describe and understand key aspects of human geography, <u>including types of settlement and land use,</u> economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Place knowledge - settlement of living near a river</u></p>	<ul style="list-style-type: none"> • Know why most cities are located by a river • Touch on settlement and land use • Why would you live near a river? • Know and label the main features of a river • Know the name of and locate a number of the world's longest rivers 	<p>Romans</p> <p>Where and why they settled</p> <p>British- Colchester / Bath</p> <p>Why do we settle near a river - advantages/ disadvantages</p> <p>Settlements</p> <p>Land use</p> <p>Debate- why would you live near a river - different views</p>	<p>Children continue to learn about human and physical features so that they can now use prior knowledge to explain and give reasoning.</p>

Geography Overview - Year 5- linked to skills progression document (Victorians, Space, island invasion)

Term	NC aims	Skills	Topic and ideas	Rationale
Autumn	Geographical skills and fieldwork- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none"> Recap 4 figure grid reference Know how to use graphs to record features such as temperature or rainfall across the world. 	Victorians Find places using co ordinates 4 figure grid ref Give co ordinates to a partner Create a battleships game	Children are reminded how to read a 4 figure grid reference so that they are ready to develop their learning in Year 6 to 6 figure grid references. Learning how to read a grid reference helps children to accurately locate places on a map. Looking at graphs also allows cross curricular links for children to the data handling work they do Maths.
Spring	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	<ul style="list-style-type: none"> Know the names of a number of European capitals Locate Russia on a map and some of its countries / capitals Locate North and South America as well as some of its countries/ capitals 	Space Use maps and atlas' Use globes Read non fiction book on North and South America Locate Russia Locate North and South America - learn some of its countries capitals	Progressing from Year 4 children will now locate a number of European capitals so that they have an understanding of some of the capitals within the continent they live. Using prior knowledge from Year 2 children will locate North and South America so that they can now identify some of its countries and capitals.
Summer	Human and physical- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts , rivers, mountains, volcanoes and earthquakes, and the water cycle	<ul style="list-style-type: none"> Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is Distribution of natural resources 	Island invasion Compare human and physical features Locate worlds biomes Label layers of rainforest Explain deforestation Research weather and climate of mountainous region	Children continue to learn about human and physical features in the world so that they have now learnt about a variety of different human and physical features in depth throughout KS2.

	<u>The distribution of natural resources including energy, food, minerals and water</u>		Use a map to explore distribution of natural resources	
Summer	Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none"> Recap 4 figure grid reference Know how to use graphs to record features such as temperature or rainfall across the world. 	Fieldwork Cross Curricular Topic Choose a topic to measure e.g rainfall, temperature, number of cars etc- collect data and create a graph Explore results Use technology to show results	This is a cross curricular topic linking different aspects they have learnt in geography throughout the year as well as Maths data handling.

Geography Overview - Year 6- linked to skills progression document (WW1, Greeks, on top of the world)				
Term	NC aims	Skills	Topic and ideas	Rationale
Autumn	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 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic	<ul style="list-style-type: none"> Know about time zones and work out differences 	WW1 Map of the world comparing Time Zones Calculate time zones in different places New Year's Eve timings	Children will use prior knowledge about continents and countries so that they can work out time zones. This will be helpful in real life situations outside of school, if they were to have family or friends in a different country or if they were to visit a different country.

	and Antarctic Circle, <u>the Prime/Greenwich Meridian and time zones (including day and night)</u>			
Spring	<p>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</p> <p>Describe and understand key aspects of human geography, <u>including types of settlement and land use, economic activity including trade links,</u> and the distribution of natural resources including energy, food, minerals and water</p>	<ul style="list-style-type: none"> • Know the names of and locate some of the world's deserts • Know why are industrial areas and ports are important • Know main human and physical differences between developed and third world countries • Know key differences between living in the UK and in a country in either North or South America • Know the names of, and locate, a number of South or North American countries 	<p>Greeks</p> <p>Physical and human features in Greece</p> <p>Label and identify deserts across the world</p> <p>Compare North and South A - link to desert Mexico and where Mayans settled</p> <p>Compare UK and Brazil- population, river, landmarks</p> <p>Compare your life to child in Rio</p>	<p>Children explain differences between developed and third world countries in Year 6 so that they can draw on previous knowledge from throughout KS2 to help give explanations and reasoning with evidence.</p> <p>Children will use subject specific vocabulary to effectively discuss similarities and differences between the UK and a region within North or South America.</p>
Summer	<p>Geographical skills and fieldwork- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and <u>six-figure grid references, symbols</u> and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<ul style="list-style-type: none"> • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Know what most of the ordnance survey symbols stand for • Know how to use six-figure grid references 	<p>On top of the world</p> <p>6 figure grid ref</p> <p>Look at google earth</p> <p>Find locations on google earth</p> <p>Ordnance survey of River Thames</p> <p>Woking- maps work</p> <p>Complete a route from Guildford to Woking by car</p>	<p>Children use google earth in Year 6 because they have learnt all about human and physical features throughout KS2 so will be able to locate these and discuss them using the software. This offers cross curricular links with computing.</p> <p>Children learn most of the symbols on an ordnance survey in Year 6 so that they can name and locate them when</p>

				learning the 6-figure grid reference.
--	--	--	--	---------------------------------------