



Curriculum plan- Geography

EYFS	The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.		
	<p>Three and four year olds</p> <p>Mathematics</p> <ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <p>Understanding the world</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>Reception</p> <p>Understanding the World</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. 	<p>Reception</p> <p>Understanding the World</p> <p>People, culture and communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> • 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>The natural world</p> <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> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons.
Year Group	Autumn	Spring	Summer
1 and 2 Cycle A	<p>Human and physical geography of small area in UK</p> <p>What makes our local area unique?</p> <p>Can I draw a simple sketch map of my local area?</p> <p>Can I use compass directions to move around a map?</p>	<p>Human and Physical Geography of the UK</p> <p>What is it like to live in one of the capital cities of the UK?</p> <p>Can I identify and locate the countries of the United Kingdom?</p> <p>Can I identify the seas and coasts of the United Kingdom?</p>	<p>Hot and Cold Areas</p> <p>What is it like to live in a hot or cold area of the world?</p> <p>Where is the equator?</p> <p>How does it feel to live in a country near to the equator?</p> <p>Where are the North and South Poles?</p>



	<p>Can I find our local area on a map? Can I observe aerial photographs of the school and local area? Can I describe the human features of the United Kingdom? Can I describe the physical features of the United Kingdom?</p> <ul style="list-style-type: none"> • 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, East, South and West) and locational and directional language 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 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 <ul style="list-style-type: none"> • Use basic observational skills • Carry out a small survey of local area 	<p>How do people move around London? What are the landmarks of London? What physical features will I see if I visited London? What would it be like to live in London?</p> <ul style="list-style-type: none"> • 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, East, South and West) and locational and directional language 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 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 <ul style="list-style-type: none"> • Use maps to identify the UK and its position in the world • Use maps to locate the four countries and capital cities of UK and its surrounding seas 	<p>How does it feel to live in a country near the North Pole? How does it feel to live in a country near the North Pole? Can you use compass directions to plot a journey around the world, that will visit hot and cold areas?</p> <ul style="list-style-type: none"> • 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, East, South and West) and locational and directional language 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 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 <ul style="list-style-type: none"> • Use simple compass directions • Locate on a globe and world map the hot and cold areas including
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	<ul style="list-style-type: none"> • Draw basic maps including appropriate symbols and pictures to represent places or features • Use photographs and maps to identify features • Add labels onto map or photograph of features • Use a simple picture map to move around the school • Use directional language such as near and far, up and down, left and right 	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • Draw or make a map of real places • Add labels onto map or photograph of features • Use simple compass directions (North, East, South, West) • Use basic geographical vocabulary to refer to key physical and human features 	<p>and in relation to the equator and North and South poles</p> <ul style="list-style-type: none"> • Use directional language such as near and far, up and down, left and right • Use maps to identify the UK and its position in the world
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Year Group	Autumn	Spring	Summer
1 and 2 Cycle B	<p>Continents and oceans of the world <i>What makes our world so wonderful?</i> What is a continent? What are the oceans around the world called? What is Europe like? What is Asia like? What is North and South America like? What is Africa and Antarctica like?</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United 	<p>Comparing a small area of the UK with a small area of a non-European contrasting country <i>How is Brazil different to life in the UK?</i> Where is Brazil? Why do people visit Brazil? What are the features of cities in Brazil? How do experiences within Rio de Janeiro differ? What is the weather like in Brazil? How is the weather in Brazil different to weather in the United Kingdom?</p>	<p>Oceans and Seas <i>Is an ocean different to a sea?</i> What is an ocean? How deep is the ocean? Why are our oceans important? What lives in the ocean? Why are the oceans under threat? How are people protecting the oceans?</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and



	<p>Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> • Use simple compass directions (North, East, South and West) and locational and directional language 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 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 <ul style="list-style-type: none"> • Use simple compass directions (north, east, south, west) • Locate the seven continents and five oceans • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<ul style="list-style-type: none"> • 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, East, South and West) and locational and directional language 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 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 <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small UK area and a contrasting non-European country • Use basic geographical vocabulary to refer to key physical and human features • Use world maps to identify the UK and its position in the world 	<p>its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> • Use simple compass directions (North, East, South and West) and locational and directional language 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 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 <ul style="list-style-type: none"> • 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 north and south poles • Use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
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	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical and human features • Use photographs and maps to identify features 	<ul style="list-style-type: none"> • Use relative vocabulary such as bigger, smaller, like, dislike • Ask and respond to basic geographical questions 	<ul style="list-style-type: none"> • Understand geographical similarities and differences across the UK • Use pro-forma to collect data
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Year Group	Autumn	Spring	Summer
3 and 4 Cycle A	<p>The UK</p> <p>Which counties and cities make up the UK?</p> <p>Which countries make up the United Kingdom?</p> <p>What is the geography of Scotland?</p> <p>What is the geography of Wales?</p> <p>What is the geography of Northern Ireland?</p>	<p>European Region</p> <p>How does life in the UK compare with life in Spain or Italy?</p> <p>What are the countries of Europe?</p> <p>What are some of Europe's most important human characteristics?</p> <p>What are the physical features of Europe?</p> <p>What are the similarities and differences between the UK and Spain?</p>	<p>UK Region</p> <p>What is it like to live in the North East of England?</p> <p>What are some of the main human and physical features of the North East?</p> <p>What does the North East look like on a map?</p> <p>What is made in the North East of England?</p>



	<p>What is the geography of England? How has the UK changed over time?</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Locate places using a range of maps including OS and digital • Use 4 figure compasses and letter/number co-ordinates to identify features on a map • Locate UK on a variety of different scale maps • Name and locate the counties and cities of UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these have changed over time 	<p>What is important about the region of Catalonia? How is the weather different in the UK and Spain?</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Locate UK on a variety of different scale maps • Locate Europe on a large-scale map or globe • Locate places using a range of maps including OS and digital • Identify features on an aerial photograph, digital or computer map • Name and locate countries in Europe • 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 • Name and locate the counties and cities of UK, geographical regions and their identifying human and physical characteristics, key topographical 	<p>Where do the rivers of the North East start and finish? Fieldwork: can I create a sketch map of roads in my community? Fieldwork: can I create a field sketch of my community?</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area • Ask geographical questions • Use appropriate terminology • Identify features on an aerial photograph, digital or computer map • Begin to use 8 figure compass and four figure grid references to identify features on a map • Recognise and use OS map symbols, including completion of a key and why it is important • Understand geographical similarities and differences through
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		<p>features and land-use patterns; and understand how some of these have changed over time</p>	<p>the study of human and physical geography of a region of the United Kingdom</p> <ul style="list-style-type: none"> • Ask geographical questions about places and environments to carry out investigations • Draw maps, sketches and places with accurate symbols, keys and scale • Accurately use six figure grid reference
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Year Group	Autumn	Spring	Summer
<p>3 and 4 Cycle B</p>	<p>North and South America How are North and South America different? What are North America's countries and physical features? What are some of North America's most important human characteristics? What is the climate like in parts of North America?</p>	<p>Countries and Time zones of the world How is the world divided? What is the position and significance of the equator and Northern/ Southern Hemisphere? How can I use lines of longitude and latitude to find places on a map? What are the key features of the polar regions? How is the climate of the tropics different to the climate of the UK?</p>	<p>Rainforests What can we do to protect the rainforests? Where are the rainforests? What are the key aspects of a tropical climate? What are the different layers that make a rainforest? What is life like in the rainforest?</p>



	<p>Which countries are in South America? What physical features can we find in South America? What are some of South America's most important human features? What is the geography of Chile? How are Chile and the UK similar and different?</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use a range of maps, atlases, globes and digital mapping to locate places • Begin to use eight figure compass and four figure grid reference to identify features of a map • Locate North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities 	<p>What is the position and significance of the Prime Meridian? What time is it in different countries?</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use a range of maps, atlases, globes and digital mapping to locate the world's countries • Begin to use eight figure compass and four figure grid reference to identify features of a map • Identify the position and significance of lines of longitude and latitude • 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) 	<p>What are the similarities and differences between the Amazon Rainforest and Sherwood Forest? What effects are human having on the rainforest?</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use a range of maps, atlases, globes and digital mapping to locate the world's countries • Begin to use eight figure compass and four figure grid reference to identify features of a map • Recognise and use OS map symbols, including completion of a key and understanding why it is important • Understand geographical similarities and differences through the study of human and physical features of the UK with another region
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	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of a regions within North or South America • Create a simple scale drawing • Use standard symbols and understand the importance of a key • Identify features on an aerial photograph, digital or computer map 		
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Year Group	Autumn	Spring	Summer
5 and 6 Cycle A	Natural resources How do we get our energy, food and water? What are the worlds' natural resources? How has the use of natural resources changed? What resources does Chile have? What resources does the UK have?	Climate zones, biomes and vegetation belts Does our climate represent our biome character? What are the Earths biomes? Where are the Earths biomes? What affects an ecosystem? What is the tundra? What is the taiga?	Rivers and the Water Cycle What does the journey of a river look like? Where are the world's rivers? How do rivers shape the land? What landforms do rivers create (1)? What landforms do rivers create (2)? Why are rivers important to people? What happens when a river floods?



	<p>How does resource exploitation cause problems? What is the circular economy?</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area • Select appropriate methods for data collection • Use graphs to display data collected • Describe and understand the key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water • Use atlases to find out data about other places • Identify key topographical features (including hills, mountains, coasts and rivers), 	<p>What are the grasslands?</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area • Select a map for a specific purpose • Begin to use atlases to find out other information (e.g. temperature) • Use 8 figure compasses, begin to use 6 figure grid references • Find and recognise places on maps of different scales • Locate the world's countries • Identify the position and significance of lines of longitude and latitude • Describe and understand the key aspects of physical geography, including: climate zones, biomes and vegetation belts 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area • Describe and understand the key aspects of physical geography, including: rivers and the water cycle • Find and recognise places on maps of different scales • Begin to use and recognise atlas symbols • Use 8 figure compass and 6 figure grid references accurately • Identify key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time
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	and land use patterns; and understand how some of these aspects have changed over time		
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Year Group	Autumn	Spring	Summer
5 and 6 Cycle B	<p>Extreme Earth What effects do volcanoes and earthquakes have on people living in the world? What is the Earth made of? What are fold mountains? How are volcanoes made? How does an earthquake occur? What happens when a volcano erupts?</p>	<p>Mountains What is the climate on Mount Everest, the world's tallest mountain? Where are the world's mountain ranges? Does the UK have mountain ranges? What are the features of a mountain range? How are mountains formed? What is the climate like on a mountain? How do mountain ranges affect tourism?</p>	<p>Economic activity including trade links How has trading changed throughout history? What is globalisation? How has globalisations affected how we communicate? How does globalisation affect trade? What does globalisation have to do with fashion?</p>



	<p>What happens when an earthquake occurs?</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area • Compare maps with aerial photographs • Select a map for a specific purpose • Use 8 figure compass and 6 figure grid references accurately • Locate the world's countries on a variety of maps, including the areas studied throughout the key stages • Describe and understand key aspects of physical geography, including: volcanoes and earthquakes 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area • Compare maps with aerial photographs • Use 8 figure compass and 6 figure grid references accurately • Begin to use and recognise atlas symbols • Locate the world's countries on a variety of maps, including the areas studied throughout the key stages • Describe and understand key aspects of physical geography, including: mountains • Identify 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>Where were your clothes made? What does globalisation have to do with food?</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/ computer mapping to locate and describe features studied • Use the eight point of a compass, four and six-figure grid references, symbols and key (including use of OS maps) to build their knowledge of the United Kingdom and wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area • Begin to use atlases to find out other information • Use 8 figure compass and 6 figure grid references accurately • Identify the world's countries on a variety of maps, including the areas studied throughout the key stages • Describe and understand the key aspects of human geography, including: economic activity including trade links
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