



Gretton Primary School

Geography Curriculum



Curriculum Overview for Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	Understanding the World Development Matters Statements:				People, Culture and Communities Early Learning Goal: The Natural World Early Learning Goal:	
	<ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. 		<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. 		<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. 	
Y1/2 Cycle A	History based unit N/A	History based unit N/A	What is it like here? <ul style="list-style-type: none"> • Simple fieldwork • Geography of School • Aerial Photographs 	History based unit N/A	Would you prefer to live in a hot or cold place? <ul style="list-style-type: none"> • Continents • Poles / Equator • Hot / Cold places 	Why is our world wonderful? <ul style="list-style-type: none"> • Human / physical features • Oceans / Seas
Y1/2 Cycle B	What is the weather like in the UK? <ul style="list-style-type: none"> • Countries of UK • 4 Compass directions • Daily weather patterns 	History based unit N/A	History based unit N/A	How is life different in Kenya? <ul style="list-style-type: none"> • Locating Kenya • Similarities / differences to UK • Human / physical features 	History based unit N/A	What is it like to live by the coast? <ul style="list-style-type: none"> • Coastal features • Human interaction with coastal areas
Y3/4 Cycle A	History based unit N/A	History based unit N/A	Physical Geography <ul style="list-style-type: none"> • Mountains, volcanoes and earthquakes • Using atlases to locate physical features 	Physical Geography <ul style="list-style-type: none"> • Water Cycle • Rivers • Using atlases to locate physical features 	United Kingdom <ul style="list-style-type: none"> • Naming / locating cities • Key topographical features • Using maps to compare localities 	Europe <ul style="list-style-type: none"> • Naming / locating countries • Comparing human and physical features
Y3/4 Cycle B	History based unit History unit on Anglo / Saxons and Vikings but some work on Saxon / Viking origin countries, Anglo Saxon / Viking Kingdoms - linked to names of today's counties and origins of settlements and their names	History based unit	Local area study <ul style="list-style-type: none"> • Naming / locating counties • Developing map skills using OS maps e.g. grid references 	Local area study <ul style="list-style-type: none"> • Conducting fieldwork to understand the local area • Understanding settlements / land use 	History based unit WW2 unit but some focus on Geography of Europe as part of this	History based unit
Y5/6 Cycle A	Around the World in 80 Days <ul style="list-style-type: none"> • Travel and transport - land use in UK, trade routes in Empire 		Let Me Entertain You - India <ul style="list-style-type: none"> • Geography of India, especially seasons, monsoon • Create choropleth maps 	Let Me Entertain You - USA <ul style="list-style-type: none"> • Geography USA, especially mountains, volcanoes, twisters 	What A Wonderful World <ul style="list-style-type: none"> • Biomes • Time zones • Rainforests 	
Y5/6 Cycle B	The Final Frontier <ul style="list-style-type: none"> • Settlement and land use first European settlers in the USA • Polar exploration 		So You Think You're Civilised - Ancient Egypt <ul style="list-style-type: none"> • Geography of Africa 	So You Think You're Civilised - The Kingdom of Benin <ul style="list-style-type: none"> • Location of Benin, and Musa Mansa's Empire (West Africa) • Perceptions of Africa 	What Makes Britain Great <ul style="list-style-type: none"> • Geography of the Roman Empire • Geography of the British Empire 	

Knowledge and Skills Progression in Year 1/2

Investigate places This concept involves understanding the geographical location of places and their physical and human features.	Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them.	Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.
<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • 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. • Identify land use around the school. 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Knowledge and Skills Progression in Year 3/4

Investigate places This concept involves understanding the geographical location of places and their physical and human features.	Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them.	Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.
<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate some of the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements and land use. • Use the eight points of a compass to compare localities • Use four figure grid references (and begin to introduce 6 figure references for those that are ready), symbols and keys to communicate knowledge of the United Kingdom and the wider world.

Knowledge and Skills Progression in Year 5/6

Investigate places This concept involves understanding the geographical location of places and their physical and human features.	Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them.	Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.
<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. • Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. - Describe how countries and geographical regions are interconnected and interdependent. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass confidently in comparing locations • Use six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) with confidence to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).