

Key Concepts:

EYFS Framework

EYFS			
KEY QUESTIONS			
The EYFS curriculum and progression of skills is currently under review – coming soon! Click here to see EYFS Curriculum Documents on the website for more information. ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - Explain some similarities and differences between life in this country and life in other countries, drawing on			

Geography National Curriculum KS1

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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

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
- 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
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical 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
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], 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 and 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

Comparing human and physical features of UK – needs to be more real/ local

weather station?

UK
mapping...

Year 1	Marvellous me	Changes	All creatures great and small
KEY QUESTIONS			
Geographical skills and fieldwork			
Ask simple geographical questions		Seasons	
Use simple observational skills to study the geography of the school and its grounds	Rosie's walk	Seasons	
Use simple maps of the local area e.g. large scale, pictorial etc.	Rosie's walk Route from school to library Finding house on map Draw house Use map to locate a home and visit		
Use locational and directional language (EG near and far; left and right) to describe the location of features and routes	Rosie's walk Route from school to library		
Make simple maps and plans e.g. pictorial place in a story	Rosie's walk		
Locational knowledge			
Understand how some places are linked to other places e.g. roads and trains	Route from school to library		
Human and physical knowledge			
Describe seasonal weather changes	Seasons – daily recording	Seasons – daily recording	Seasons – daily recording
Place knowledge			
Name, describe and compare familiar places			
Know about some present changes that are happening in the local environment e.g. at school			
Suggestions for improving the school environment			
KEY VOCABULARY	Like, don't like Weather: hot, cold, wind, wet, sunny, snow. Human Environments: building, park, street, road, shop, school, house, flat. Kingston, King Athelstan etc. Map language: forward, back, towards, next to, far, near, along, under, above, map.		
Year 2	Where do we belong?	Diary of a London kid	Journeys into the unknown
KEY QUESTIONS			
Geographical skills and fieldwork			

Use world map, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage			I can name and locate the four countries and capital cities of the UK and its surrounding seas. Ellen Macarthur – plot her route – map work, globe, virtual Mexico Reading maps – contents and index
use simple compass directions (north, south, east and west and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map	Compass points - London		Ellen Macarthur – plot her route – map work, globe, virtual
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;	Use aerial photographs to recognise landmarks – King Athelstan School Use aerial photographs to recognise landmarks – Kingston		
devise a simple map; and use and construct basic symbols in a key	Devise a simple map and use basic symbols in a key – create a map of Kingston – give them a template with empty boxes		
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	Recognise basic human and physical features of school	I can recognise landmarks in London. Stick in a picture of a landmark, name it and write a fact next the picture. (IT link)	
Locational knowledge			
name and locate the world's 7 continents and 5 oceans			What is the difference between countries and continents? I can name and locate the world's seven continents Name countries in the continents? Or add facts about those continents? How the moon controls our oceans – looking closely at the seas and oceans of the world What is the Pacific Rim? Where did all the Earth's water come from? I can name and locate the five oceans

name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom		I can name and locate the four countries and capital cities of the UK and its surrounding seas.	
name, locate and identify characteristics of the seas surrounding the UK		I can name and locate the four countries and capital cities of the UK and its surrounding seas.	
Human and physical knowledge			
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			Weather climate zones??
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	Recognise basic human and physical features of school and...		
use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Recognise basic human and physical features of school and...		
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			Compare local to non-European Look at graphs for rainfall, Temperature, population, tourists Mexico Day – Use knowledge to plan a day as if we were in a school in Tocuaro. Children to help plan. Make food Outdoor learning What lessons do they learn Outdoor learning Own clothes Ice lollies (break time)
KEY VOCABULARY	Weather and climate: hot, cold, wind, wet, sunny, snow, Winter, Summer, Spring, Autumn, month names, recycling. Human Environments: building, park, street, road, shop, school, house, flat. Kingston, King Athelstan etc, town, city, country. Map language: left, right, up, down, key, map, bird eye view. Comparison words: The same as, different		

Subject National Curriculum KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should 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
- 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
- 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 in 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 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Year 3	The Dawn of Mankind	Wild at Heart	Do Machines Dream of Electric Sheep?
KEY QUESTIONS	?	?	?
Geographical skills and fieldwork			
Ask and respond to geographical questions e.g describe the landscape. Why is it like this? How is it changing? What do	Climate change	What is it like here	

you think about that? What do you think it might be like if it continues?			
Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/ pictures e.g. population, temperatures etc.	Comparing temperature on climate change maps	Physical/ Political African geography. Comparison via images	Comparing Thames & Hogsmill
Recognise different people hold different views about an issue and begin to understand some of the reasons why	Debate about climate change	Comparing African laws Creating laws	
Communicate findings in ways appropriate to the task or for the audience	Poster on climate change	Kenyan venn diagram Leaflets	
Understand and use a widening range of geographical terms	✓	✓	✓
Use basic geographical vocabulary	✓	✓	✓
Make more detailed fieldwork sketches/ diagrams			Rivers
Use fieldwork instruments e.g. camera, rain gauge			Rivers
Make plans and maps using symbols and keys	Map localities of 3 contrasting UK areas	Labelling Kenya Map	Rivers
Use and interpret maps, globes, atlases and digital mapping to locate countries and key features		African mapping	Mapping famous inventors in Europe
Use four figure grid references		Atlas work – using grid ref	European countries in atlas OS map of local area
Use the 8 points of a compass		Weather forecasting	
Locational knowledge			
Identify where counties are within the UK and key topographical features	Local Environment : Different county and countries in the UK		
Name and locate the cities of the UK	Different settlements		
Identify where countries are within Europe; including Russia			Mapping inventors
Human and physical knowledge			
Identify physical and human features of the locality	Comparing 3 locations in UK	Africa – Kenya African physical features	Mapping Hogsmill and landmarks on the route
Explain about Key natural resources e.g. water in locality		River Nile – borders	Rivers
Explain about weather conditions/ patterns around the UK and parts of Europe	Climate change	Weather report for Africa Biomes, climate	
Place knowledge			
Recognise there are similarities and differences between places	Comparing climate	Comparison of Kenya to England Write to Kenyan pen pal? Comparing Africa to Europe. Culture: letter writing	
Develop an awareness of how places relate to each other	Links between climate warming	Political borders in Africa	How rivers link
KEY VOCABULARY	Weather and climate: climate, weather, hot, rain, cloudy, cold, wind, wet, sunny, snow, winter, summer, temperature, spring, autumn, month names, recycling, reducing, reusing, global warming. Human Environments: building, park, street, road, shop, school, house, semi-detached, detached, residential, commercial, flat. Kingston, Surrey, London, King Athelstan etc.		

Town, city, country, UK, England, continent.
 Map language: left, right, up, down, north, south, east, west, key, map, bird eye view.
 Comparison words: The same as, different, because.

Year 4	The Revolting People of Planet Earth	The Age of Empire	Tales of the Bearly Believable
KEY QUESTIONS	?	?	?
Geographical skills and fieldwork			
Understand and use a widening range of geographical terms e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc	✓	Volcanoes	Pangea v modern continents. Continental drift, tectonic plates and the mid-Atlantic ridge
Explore features on OS maps using 6 figure grid references		Locating Roman remains	
Draw accurate maps with more complex keys	✓	Plotting Roman Roads that still exist today.	Mapping Villiers Road
Plan the steps and strategies for an enquiry			
Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/ pictures e.g. population, temperatures etc.	River Nile & cruise		Peru
Locational knowledge			
Recognise the different shapes of continents			Pangea v modern continents. Continental drift, tectonic plates and the mid-Atlantic ridge
Demonstrate knowledge of features about places around him/ her and beyond UK	Where is Egypt – country profile Capital Cities, Population, Physical geography, landmarks		Comparing Peru to other SAM countries – map reading and travel guides/ brochures Comparing SAM to Europe

Identify where countries are within Europe; including Russia			
Recognise that people have differing quality of life living in different locations and environments	✓	Volcanoes and their impact	
Know how the locality is set within a wider geographical context			Comparing Peru to other SA countries – map reading and travel guides/ brochures
Human and physical knowledge			
Describe human features of UK regions, cities and/ or counties		Roman remains	
Understand the effect of landscape features on the development of a locality	Importance of the Nile to Ancient Egypt Why did AE become so powerful – Nile – plenty of food, trade and transport.	Coastal erosion	
Describe how people have been affected by changes in the environment	Describe how people have been affected by changes in the environment – Aswan Dam		
Explain about key resources e.g. water in the locality	Importance of the Nile now compared to Ancient Egypt Why did AE become so powerful – Nile – plenty of food, trade and transport.		
Explore weather patterns around parts of the world	Explore weather patterns around parts of the world		
Place knowledge			
Know about the wider context of places – region, country	Impact of Aswan Dam		Peru/ South America
Understand why there are similarities and differences between places			Comparing UK and Peru
KEY VOCABULARY	Weather: climate, weather, global warming, greenhouse effect, reduce, reuse, recycle, eco-friendly, hot, rain, cloudy, cold, wind, wet, sunny, snow, winter, summer, spring, autumn, month names, temperature. Human Environments: countryside, city, building, park, street, road, shop, school, house, semi-detached, detached, residential, commercial, flat. Kingston, Surrey, London, King Athelstan etc. Town, city, country, UK, England, continent. Map language: north, south, east, west, grid reference, co-ordinates, key, map, bird eye view. Comparison words: The same as, different, because, due to, as a result of.		

Year 5	The Great Invaders	Clash of the Titans	The Adventures of My Other Self
KEY QUESTIONS	?	?	?
Geographical skills and fieldwork			
Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Coastal erosion		Features of a river
Locational knowledge			
Identify and describe the significance of the Prime/ Greenwich Meridian and time zones including day and night			
Recognise the different shapes of countries		Mapping Greece	
Identify the physical characteristics and key topographical features of the countries within North America		Study of Mediterranean country	
Know about the wider context of places e.g. county, region and country		Study of Greece	Mapping Hogsmill and Thames
Know and describe where a variety of places are in relation to physical and human features	Vikings – mapping routes		Mapping Thames
Know location of: capital cities of countries of British Isles and U.K. seas around U.K. European Union countries with high populations and large areas and the largest cities in each continent		Greece	
Human and physical knowledge			
Understand about weather patterns around the world and relate these to climate zones	Coastal erosion	Create/write a weather forecast and perform	
Know how rivers erode, transport and deposit materials		Identify human and physical features Reading map co-ordinates Describe reasons for change over time	
Know about the physical features of coasts and begin to understand erosion and deposition	Vikings		
Understand how humans affect the environment over time	coast		River Thames, Hogsmill
Know about changes to world environments over time	coast		
Understand why people seek to manage and sustain their environment	coast		
Place knowledge			

Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences		To identify the location and physical and human features of Greece Write a comparison To compare the climate and physical geography of Greece to the UK	
<p>KEY VOCABULARY</p> <p>use old maps to investigate the counties that made up England in Anglo-Saxon times. From East Anglia and Kent, to Mercia, Wessex and Northumbria, we will explore why England was divided up this way. We will ask ourselves, why did they never conquer Wales, Scotland or Cornwall? We will also consider how Anglo-Saxons used natural resources to create their communities.</p>	<p>Weather: climate, weather, global warming, greenhouse effect, carbon dioxide, methane, pollution, reduce, reuse, recycle, eco-friendly, hot, rain, cloudy, cold, wind, wet, sunny, snow, winter, summer, spring, autumn, month names, temperature, precipitation, condensation.</p> <p>Human Environments: countryside, city, built up, building, park, street, road, shop, school, house, semi-detached, detached, residential, commercial, flat. Kingston, Surrey, London, King Athelstan etc. Town, city, country, UK, England, continent, global, local, region.</p> <p>Map language: north, south, east, west, grid reference, co-ordinates, key, map, bird eye view, contour lines.</p> <p>Comparison words: The same as, different, because, due to, as a result of, on the other hand, similar.</p>		
Year 6	The Unexplained	Into the Forest	Battles That Have Shaped Our World
KEY QUESTIONS	?	?	?
Geographical skills and fieldwork			
Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied		Locations – maps Deforestation Locations - maps	
Use the eight points of a compass, four-figure and six-figure grid references, symbols and key (including the use of	Plot places mermaids were seen Name all 7 continents	Tribes Locations - maps	

Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Name all 4 oceans – add these to mermaid map – links to Copenhagen mermaid		
Use fieldwork to observe, measure 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.			
Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links, etc		Deforestation Locations – maps Rivers locations – trade and settlements Locations – maps Pollution Deforestation linked to population numbers	
Use maps, charts etc to support decision making about the location of places e.g. new bypass			
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	Atlantis – Ancient Greece?? Russia		The countries of World War II: Allies v Axis The war outside of Europe – Asia, Africa
Name and locate counties and cities of United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hill, mountains, coasts and rivers), and land use patterns: and understand how some of these aspects have changed over time.	Scotland – mountains etc Link to Loch Ness Wales – dragon George and the dragon Chinese dragon - symbol	Deforestation linked to population numbers	Name and locate counties and cities of United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hill, mountains, coasts and rivers), and land use patterns: and understand how some of these aspects have changed over time.
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)	Autumn term - mapping		
Human and physical knowledge			

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, river, mountains, volcanoes and earthquakes and the water cycle		Deforestation Locations – maps Rivers locations – trade and settlements Locations – maps Flora and fauna charts and graphs – amazon Weather patterns Kew Garden trip and follow up	
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		Deforestation Locations – maps Rivers locations – trade and settlements Locations - maps	The journeys of Charles Darwin and his struggle against the church
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		Types of climate – compare Amazon to UK etc	
KEY VOCABULARY	<p>Weather: climate, weather, global warming, greenhouse effect, carbon dioxide, methane, pollution, reduce, reuse, recycle, eco-friendly, hot, rain, cloudy, cold, wind, wet, sunny, snow, winter, summer, spring, annual, global, autumn, month names, temperature, precipitation, condensation.</p> <p>Human Environments: countryside, city, built up, building, park, street, road, shop, school, house, semi-detached, detached, residential, commercial, flat. Kingston, Surrey, London, King Athelstan etc. Town, city, village, country, UK, England, continent, global, local, region.</p> <p>Map language: north, south, east, west, grid reference, co-ordinates, key, map, bird eye view, contour lines.</p> <p>Comparison words: The same as, different, because, due to, as a result of, on the other hand, similar.</p>		