



Staveley CE Primary School

Geography Curriculum

EYFS Knowledge and Understanding of the World	People, Culture and Communities	<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 (when appropriate) maps.
	The Natural World	<ul style="list-style-type: none"> 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. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons.

KEY STAGE 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

	Autumn Term	Spring Term	Summer Term
	Human and Physical Geography Vocabulary: Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 		
Year A	OUR SCHOOL Geographical skills and fieldwork: <ul style="list-style-type: none"> 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. 	THE UK, THE SEASIDE Locational knowledge: <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Place knowledge: <ul style="list-style-type: none"> Understand geographical similarities and differences through 	AUSTRALIA Locational knowledge: <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Place knowledge: <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical

	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • To devise a simple map. • To use and construct basic symbols in a key. <p>ANTARCTICA</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans. <p>Place knowledge:</p> <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 small area in a contrasting non-European country. <p>Human and Physical Geography:</p> <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 the North and South Poles. 	<p>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.</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK 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 (e.g. near and far, left and right), to describe the location of features and routes on a map. • Use and construct basic symbols in a key. 	<p>geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
Year B	<p>OUR VILLAGE</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • 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. 	<p>THE UK - LONDON</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <p>Place knowledge:</p> <ul style="list-style-type: none"> • Understand geographical similarities and 	<p>AFRICA - KENYA</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans. <p>Place knowledge:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human

<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • To devise a simple map. • To use and construct basic symbols in a key. <p>THE ARCTIC</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. <p>Place knowledge:</p> <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 small area in a contrasting non-European country. <p>Human and Physical Geography:</p> <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 the North and South Poles. 	<p>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.</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK 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 (e.g. near and far, left and right), to describe the location of features and routes on a map. • Devise a simple map. • Use and construct basic symbols in a key. 	<p>and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Human and Physical Geography:</p> <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 the North and South Poles. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
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KEY STAGE 2

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 tools and skills to enhance their locational and place knowledge.

	Autumn Term	Spring Term	Summer Term
Year A	<p><u>LOCAL STUDY (HUMAN)</u> Locational knowledge:</p> <ul style="list-style-type: none"> Name and locate counties and cities of the UK, 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>Human and Physical Geography:</p> <ul style="list-style-type: none"> 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. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use four and six figure grid references, symbols and key (including the use of 	<p><u>THE UK – SCOTLAND</u> <u>THE UK - WALES</u> Locational knowledge</p> <ul style="list-style-type: none"> Name and locate counties and cities of the UK, 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>Place knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> 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. Describe and understand key aspects of physical 	<p><u>NORTH AMERICA – CANADA</u> <u>ASIA – CHINA</u> Locational knowledge:</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North America/Asia, 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 and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Place knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of North America/Asia <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including climate zones, rivers,

	<p>Ordnance Survey maps) to build their knowledge of the UK and the wider world.</p> <ul style="list-style-type: none"> 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. 	<p>geography, including rivers and mountains.</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>mountains, volcanoes and earthquakes and the water cycle.</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Year B	<p><u>LOCAL STUDY (PHYSICAL)</u></p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> Name and locate counties and cities of the UK, 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>Human and Physical Geography:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including rivers and mountains and the water cycle. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass. Use fieldwork to observe, measure and record the human and physical features in 	<p><u>EUROPE – GREECE</u></p> <p><u>EUROPE – ITALY</u></p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus of Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. <p>Place knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a European country. <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including climate zones, rivers, mountains and volcanoes. Describe and understand key aspects of human geography including types of settlement and land use, 	<p><u>SOUTH AMERICA - AMAZON</u></p> <p><u>ASIA - INDIA</u></p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America/Asia, 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 and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <p>Place knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of South America/Asia <p>Human and Physical Geography:</p>

	<p>the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> • 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. • Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation, rivers, mountains, volcanoes and earthquakes and the water cycle. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
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Y1 and Y2 and KS2 complete the same topic due to the structure of the classes. We have planned the Geography curriculum so throughout their time at Staveley CE Primary School, the children will visit every continent. Autumn term starts on a local level, Spring term is National and Europe and Summer term goes Global. They will focus on different knowledge but also embed Geographical skills. Teachers also devise year group end points to ensure high expectations of each year group.