

Geography Curriculum Overview

Key Geographical Knowledge- Disciplinary Knowledge

In developing pupils' disciplinary knowledge, teachers' plans allow pupils to: • take a holistic view of the content studied • establish whether the geographical questions posed, the methods used, and the answers found are valid • recognise the interconnectedness of different geographical content • appreciate what it means to be a geographer by asking geographical questions such as • 'why is this place like this?', • 'how is this place changing?' and • 'how are other places affected?'

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
EYFS (Understanding of the World)	Look at simple maps and globes identifying land types and the sea	Uses comparative language to describe objects as near or far away • Describes from photographs different environments around the world • Describes where they live and the surrounding area – shops, roads, parks etc.	Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches) • Describes vegetation in a variety of different photographs from around the world and comments on sizes, shapes and weather	Make simple pictorial representations or chart of observations or information gathered • Label simple diagrams and pictures • Discuss elements in photographs – weather, hot, cold, etc. • Describe and experiment with direction of movement • Use a magnifying glass • Use a camera to take still and moving images • Add detail to a map of a familiar place – bedroom, classroom • Use simple positional cues – gives directions around the room or a space
Year 1	Understand that maps and the globe are used to locate key places around the world	Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.	Begin to appreciate the different weather patterns in the UK • Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles	Understand why it is important for all streets to have a name, including post code • Be able to follow a simple road map and recognise key landmarks, such as a church • Talk about the features in the local environment • Observe and record information about the local area, i.e. types of shops, bus stops etc. • Take photographs of locally interesting geographical features • Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. • Talk about the main differences between a world map and a globe

Year 2	Understands that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth • Know and use the terminologies: left and right; below, next to	Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons	Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people	Locate the nearest town or city on map of the UK • Locate a number of cities on a map of the UK • Make a model, using road strips and toy buildings that shows features in an area • Study aerial photographs and use locational and directional language when doing so • Use Google Earth to find features in their locality • Use the school grounds or near park to create an initial sketch of what they see.
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 3	Understands that countries have defined borders and that each country has its own government or equivalent	Compare and contrast two regions within the UK that are very different be begin to appreciate why physical and human features will be different in these places	Recognise how human geographical features change over time • Understand what is meant by being environmentally friendly	Use maps to locate world countries and capitals • Use a globe to gain a better understanding about countries' location (USA and Russia, for example) • Talk about the features in their local environment and compare it with another they know • Create a report after a fieldwork activity that focuses on geographical features observed • Use systematic sampling and data collecting as part of fieldwork activity • Produce freehand map of a known place, e.g., journey between home and school
Year 4	Appreciates that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate.	Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.	Understand how ideal settlements may have changed over time • Understand some of the arguments put forward in relation to green energy	Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Distinguish between the Northern and Southern hemisphere on both a world map and a globe • Plan a journey within the UK, using a road map • Make a model to show part of the local area, e.g. parks, shopping precinct, etc. • Understand how to use four-figure grid references • Explain what a place is like and why

Year 5	Appreciate that most countries have capital cities from where their government operates but these can sometime change.	Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features.	Understand why their village/ town or city exists and what brought people to live there • Understand the issues associated with Fair Trade	Use graphs to record features such as temperature or rainfall across the world • Use appropriate special language when giving directions • Recognise most of the symbols used on a UK road map, including status of roads • Understand some of the main features of a satnav • Recognise ordnance survey (OS) symbols and know what they stand for • Carry out tests over time, evaluate changes and consolidate their understanding • Add annotations, such as label and captions to freehand maps
Year 6	Appreciate how historically there have been changes to many countries across the world, including changes in names.	Appreciate why people would choose to live where they do despite sometimes inclement weather or a place having physical features which do not make it easy to live with	Reflect on the key changes that have occurred in buildings, trade and population Understand the consequence of ignoring climate change	Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Understand how to use digimaps • Be familiar with topographical maps and know about contours, etc • Understand how to use sixfigure grid references • Set up a geographical fieldwork enquiry, starting with a hypothesis • Review, apply and consider next steps as a result of their geographical enquiry • Create journey booklets, to include maps, sketches and samples to capture what a place is like • Create map displays to communicate their fieldwork investigations • Use digital mapping software packaged with confidence