



Geography Overview – Curriculum Coverage



EYFS Curriculum
 KSI Curriculum Statements
 KS2 Curriculum Statements

| | People, Culture and Communities | The Natural World | | |
|-----------|--|---|---|--|
| Nursery | <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. | | |
| Reception | <ul style="list-style-type: none"> 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 knowledge from stories, non-fiction texts and – when appropriate – maps. | <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter | | |
| | Geographical Study 1 | Geographical Study 2 | Geographical Study 3 | |
| Year 1 | <p>What is Geography?</p> <p>use basic geographical vocabulary use world maps</p> <p>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</p> | <p>What are the different types of weather?</p> <p>identify seasonal and daily weather patterns in the United Kingdom</p> | <p>What is it like in our local area?</p> <p>use basic geographical vocabulary</p> <p>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</p> | |

| | | | |
|--------|---|---|---|
| | | | 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. |
| Year 2 | <p>Where is our place in the World?</p> <p>name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</p> | <p>What is climate like around the world?</p> <p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> | <p>How does London compare to Nairobi?</p> <p>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> <p>use basic geographical vocabulary</p> |
| Year 3 | <p>Is everywhere in the UK the same?</p> <p>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</p> <p>describe and understand key aspects of settlements and land use</p> | <p>How does the water cycle work?</p> <p>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</p> <p>describe and understand key aspects of the water cycle</p> | <p>What is it like in South America?</p> <p>Physical geography describes and understand key aspects of biomes and vegetation belts</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> |

| | | | |
|---------------|---|---|--|
| | <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | | <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> |
| <p>Year 4</p> | <p>How do we share food and resources?</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, food, minerals and water</p> | <p>What are rivers and mountains?</p> <p>describe and understand key aspects of rivers and mountains</p> | <p>What is it like across Europe?</p> <p>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</p> <p>understand geographical similarities and differences through the study of human and physical geography a region in a European country</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> |

| | | | |
|---------------|---|---|--|
| <p>Year 5</p> | <p>Why is our coastline always changing?</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>name and locate geographical regions and 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> | <p>Where does energy come from?</p> <p>describe and understand key aspects of the distribution of natural resources including energy</p> | <p>Why are there lines on a globe?</p> <p>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> <p>describe and understand key aspects of climate zones</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> |
| <p>Year 6</p> | <p>What can I learn from Geography fieldwork?</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of</p> | <p>What are the hazards of our world?</p> <p>describe and understand key aspects of volcanoes and earthquakes</p> | <p>What is global economy and how does it affect the population?</p> <p>human geography, including: types of settlement and land use, economic activity</p> |

| | | | |
|--|---|---|---|
| | <p>Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>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.</p> | <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> |
|--|---|---|---|