

Geography Overview – EYFS, Key Stage 1 and Key Stage 2

		Autumn		Spring		Summer	
EYFS	Reception	Topic – All About Me	Topic – Let's Pretend	Topic – Animals	Topic – Journey	Topic – Traditional Tales	Topic – All Change
Key Stage 1	Year 1		Our School (6 Hours)		Our Community (6 Hours)		Our Kingdom The UK (6 Hours)
	Year 2	Living Well on our Island (6 Hours)		Exploring our world – Barants/ Cook (6 Hours)		Africa (6 Hours)	
Lower Key	Year 3	Our Island (6 Hours)		Antarctica (6 Hours)		The Mediterranean (6 Hours)	
	Year 4		Our Changing Island (6 Hours)		Rainforests (6 Hours)		Rivers (6 Hours)
Upper Key Stage 2	Year 5		The Oceans (6 Hours)		Mountains, Volcanoes and Earthquakes (6 Hours)		Birmingham & West Mids (6 Hours)
	Year 6	The Galapagos Islands (6 Hours)		Global Trade (6 Hours)		Geography Project (6 Hours)	

Early Years Foundation Stage - Related to Geography

Communication and Language

Understanding the World

ELG Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observations, discussions, 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.

ELG: The Natural World

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.

	Topic – All About Me	Topic – Let's Pretend	Topic – Animals	Topic – Journey	Topic – Traditional Tales	Topic – All Change
Draw information from a simple map.				<p>Make maps of our local area and view aerial images of the local area</p> <p>Walk around the local area, noticing features, e.g. shops, bus stop, post office, church, roads, park</p>		

				Describe journeys from one place to another place using maps to support		
Recognise some similarities and differences between life in this country and life in other countries.	Comparing our own houses and environment to that in Africa, link to 'Anna Hibiscus' Song'		Learn about the different habitats – desert, arctic, mountain, ocean – link animals to habitats and learn some vocabulary to describe features of these habitats			
Explore the natural world around them.			Learn about different animals in various habitats, create observational drawings, link animals to habitats and learn about camouflage Visit from Animal Man			Read 'Everywhere Bear' and learn about recycling and plastic pollution Lifecycle of butterfly
Describe what they see, hear and feel whilst outside.	Forest School sessions	Forest School sessions	Forest School sessions	Forest School sessions	Forest School sessions	Forest School sessions
Recognise some environments that are different to the one in which they live.			Learn about the different habitats – desert, arctic, mountain, ocean – link animals to habitats and learn some vocabulary to describe features of these habitats			

National Curriculum - Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

National Curriculum - 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.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four 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.

	Autumn	Spring	Summer
Year 1	<p>Our Place</p> <ul style="list-style-type: none"> • Where are we? • What do we need? • Start with classroom, moving out to school grounds • Simple maps (classroom- make 2d maps from photos, school grounds) take photos of small area to add to class map • Collecting natural materials to make a collage • Human and physical characteristics • Why is school here? Route to school • Weather and seasonal changes 	<p>Our Community</p> <ul style="list-style-type: none"> • Locate Moseley and Birmingham on a map • What other places are near to it? What kind of place is it (village, town, suburb) • What kinds of buildings/green spaces are there? Who uses them? • What about transport/links to other places? • Comparing old photos with what it looks like today. Has it changed? • Weather and seasonal changes 	<p>The UK</p> <ul style="list-style-type: none"> • Where are we in the UK? • What unites (and divides) the 4 countries of our kingdom? • Name and locate the four countries of the United Kingdom and their capital cities. Characteristics of the 4 countries of UK. • UK as an island nation - Living on our island – what do we need? Do we have enough? Is there enough of what we need for everyone? (Natural and man-made resources, land use, trade-links) • weather and seasonal changes.
Year 2	<p>Living Well on our Island</p> <ul style="list-style-type: none"> • What do we need on our island? • Look at resources, farming, industry, natural resources • Impact, pollution, jobs, loss of habitat • Look at where these can be found on maps • Moseley, what do we need here? How is it used? • Plan route on maps for walk around Moseley • Human impact, pollution take photos of pollution, can be added to route map later • Fieldwork – simple litter survey around Moseley, • Need v want – does everyone have enough of what they need? (Natural and man-made resources, land use, trade-links) • Sustainability – how can we sustain this? What can be done? (reduce, re-use, recycle) 	<p>Explorer – William Barents</p> <ul style="list-style-type: none"> • Exploration – good or bad for our planet? Advantages/disadvantages – different perspectives. • The journey of William Barents • globes and atlases, locate and name oceans, continents, equator, hemispheres, compass directions. • Compare location/climate with Africa • What have we learnt from the first discoveries? Changes - what's it like there now? 	<p>Non-European region – Africa</p> <ul style="list-style-type: none"> • Linked with a story • Name and locate 7 continents and 5 oceans • Look at equator, hemispheres, which countries in Africa are hot/cooler (compare with the Arctic) • Look at pictures in book, what geographical features are there? • What is life like there? • Choose small area or country to look at more closely., human/physical resources • How is the land used? Where are the settlements?

National Curriculum - 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 knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

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 within 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 eight points of a compass, four and six-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.

	Autumn	Spring	Summer
Year 3	Our Island <ul style="list-style-type: none"> Stone age to Iron age – settlements and land use (starting to use land for farming) How might humans have chosen sites to settle (physical geographical features – hills, forests, rivers etc) Needs - natural resources including energy, food, minerals and water. .Look at satellite maps of hill fort sites. Look at another satellite map - Where might you build a settlement? Climate and seasonal changes in UK – implications for hunting, farming. Name and locate 4 countries of UK and Europe on maps, globes and atlases. 	Shackleton and Antarctica <ul style="list-style-type: none"> Locate Antarctic - relate to northern/southern hemispheres, tropics of cancer / Capricorn – link location to climate / resources. Maps / globes / compass directions – expedition routes. Physical and human geography of locations Why don't people live in the Antarctic? Location of research stations. Volcanoes in Antarctica? Icebergs, glaciers and climate change. Biomes – tundra Human and physical impact of exploration. Time zones. 	The Mediterranean <ul style="list-style-type: none"> Building a picture of Europe, looking at range of maps, focussing in on Mediterranean, is it a real sea? Locate countries around the Med How does sea life affect the countries that border it? Human and physical features Focus on a country (Greece or Italy?), where are main cities? How is it divided? Tourism
Year 4	Our Changing Island <ul style="list-style-type: none"> Anglo-Saxons, Vikings, Scots – routes of invasion, reasons for invasion / migration / exploration, What are modern day reasons for migration? – economic, safety, natural resources, exploration and new life, work, conflict. Location and settlement of sites, human geography – conflict, natural resources, land use. Changing landscape of Britain – deforestation – farming, growth and development of settlements, land use and natural resources. Map work, looking at satellite pictures, google earth, OS maps 	The Rainforest <ul style="list-style-type: none"> Rainforest Biome – location on maps and globes in relation to poles, tropics, equator natural resources / habitat – advantages / disadvantages, deforestation and loss of habitat – economic, resources – need / want, impact of human geography on physical geography, Trade / fair trade? Trade links – tourism – advantages and disadvantages – human and physical 	Rivers <ul style="list-style-type: none"> Water cycle, rivers of UK (look at 4 countries of UK) physical characteristics of river, their journey from source to mouth, how they shape the land, waterfalls flooding and impact location of towns / cities trade links / travel – advantages and disadvantages canals – focus on Birmingham map work, grid references

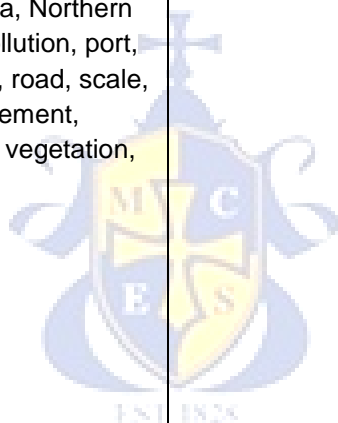
	Autumn	Spring	Summer
Year 5	<p>The Oceans biome and sustainability</p> <ul style="list-style-type: none"> • Locating the oceans and seas of the world on maps. • Cold/warm waters (latitude, climate) • Layers of the ocean biome and what lives there • Mariana Trench • Human use of oceans (fishing, trade, travel, recreation) • Issues affecting the oceans (pollution, overfishing etc.) • Sustainability – how can we move forwards (recycling, keeping the oceans clean) 	<p>Mountains, Volcanoes and Earthquakes</p> <ul style="list-style-type: none"> • location of mountain ranges, volcanic activity, earthquakes around the world • Looking at mountain ranges on maps (link to contour lines and grid references) • how are mountains formed? How do earthquakes and volcanoes occur? • living with these physical features, location of settlements, farming (changes in land use /habitats) • how people interact with volcanoes, the different types of land use and how it can be beneficial, from geothermal energy to mineral extraction/dangers from lava, ash, gas to lahars • the aftermath of an earthquake, look at San Andreas Fault, western USA/Japanese earthquake and tsunami 	<p>Birmingham and West Midlands</p> <ul style="list-style-type: none"> • Location of Birmingham and West Midlands (look at location of other counties and cities of the UK) – link to settlement and growth. • Transport links – development and growth of railways, canals, road infrastructure – how this supported economic growth and growth of city • HS2 development – advantages / disadvantages – economic, trade / environmental, migration and diversity.
Year 6	<p>Galapagos Islands</p> <ul style="list-style-type: none"> • Where are they? Locate on maps, what continent, ocean? Look at other South American countries. Look at position what about climate? They are in both hemispheres. What about their geography helped Darwin make his discoveries? • What is special? Look at physical features (volcanoes, coral reefs, coastline) • Human features (settlements, tourism) • Conservation and sustainability – what is been done there to protect the islands? 	<p>Global Trade</p> <ul style="list-style-type: none"> • How trade has changed over time (local to global)/what has allowed this? • Where does our food come from/exports/imports • Look at the geography of countries that export particular things/need to import others • Mapping global supply chains of more complex goods/primary, secondary and tertiary stages of supply chain • What does the UK import and export and why? • Impact of global trade, environment/jobs • Fairtrade • Highest value exports 	<p>Geography Project</p> <p>Children use the geography skills and knowledge they have gained in their own project/investigation. This could be a study of a particular country/region, an in depth study of a biome, an investigation into a particular current issue (e.g. plastic pollution, Covid 19) and its effects.</p>

Geography

Subject Specific Vocabulary Children should be explicitly taught to confidently understand and use

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 1	Year 1	Our Place area, building, compare ,different, distance , east, environment, faraway, identify, left, map, natural, near, next to, photograph, position, right, similar, turn,		Our Community bridge, bungalow, bus, centre, church, city, community, county, edge, faraway, fence, field, flats, hedge, home, house, interesting, journey, job, land, left leisure, map, near, office, places, railway, route, school, shop, street, terrace, town, village,		The UK airport, atlas, beach, Belfast, Britain, Cardiff, centre, city, distance, , east, Edinburgh, England, English Channel, factory, farm, forest, hill, house, island, key, lake, land, Irish Sea, London, map, motorway, mountain, north, North Sea, Northern Ireland, ocean, port railway, river, road, Scotland, sea, station, symbol, town, valley, village, Wales, west, wood	
		Weather autumn, cloudy, climate, day, dull, dry, dull, fog, hail, night, rain, season, snow, spring, storm, summer, sun, warm, weather, wet, windy, winter, year					
EYFS	Reception	All About Me House, home, road, street, names of rooms in house, school, hall, classroom, corridor, Reception, office, Moseley C of E School		Animals Names of animals, arctic, desert, ocean, jungle, rainforest, mountain, river, sea, ice, sand, water, salt,	Journey Names of different types of transport, road, street, railway, fence, hedge ,route, pavement, left, right, centre		All Change recycle, plastic, rubbish, reuse, protect, world

	<h2 style="margin: 0;">Year 2</h2>	<p style="text-align: center;">Living Well on our Island</p> <p>aerial view, airport, beach, Belfast, bridge, Britain, building, canal, Cardiff, centre, church, city, cliff, coal, community, conservation, county, crops, distance, east, Edinburgh, England, English Channel, environment, factory, farm, fishing, forest, grow, harbour, holiday, hospital, house, industry, Irish Sea, island, job, key, lake, land, leisure, London, man-made, map, motorway, mountain, natural, North Sea, Northern Ireland, ocean, outskirts, pollution, port, quarry, railway, resort, river, road, scale, Scotland, sea, service, settlement, street, symbol trade, valley, vegetation, Wales, work</p>	<p style="text-align: center;">Explorer</p> <p>Arctic, Arctic Sea, east, Equator, journey, north, North Pole, polar, position, route, settlement, south, South Pole, world</p>	<p style="text-align: center;">Africa</p> <p>animals, atlas, area, city, climate, community, continent, crops, desert, environment, Equator, globe, key, ocean, sea, symbol, trade, tropical, village, weather, world</p>
<p>Lower Key Stage 2</p>	<h2 style="margin: 0;">Year 3</h2>	<p style="text-align: center;">Our Island</p> <p>clay, cliff, community, fieldwork, harbour, lake, landscape, mountain, North East, North West, peat, settlement, sketch, soil, South East, South West, valley, vegetation,</p>	<p style="text-align: center;">Antarctica</p> <p>compass, diagram, environment, equator, landscape, latitude, longitude, ocean, polar</p>	<p style="text-align: center;">The Mediterranean</p> <p>cliff, climate zone, erosion, factory, harbour, industry, landscape, lake, mountain, political map, port, relief map, weather, settlement,</p>



	Year 4	<p>Our Changing Island allotment, arable farming, coastal, distance, distribution export, greenhouse, hydroponics, import, inland, intensive farming, mixed farming, organic farming, polytunnel, productivity, settlement patterns, trade, urban/rural</p>	<p>The Rainforest biomes, canopy, climate zone, conservation, deforestation, Equator, equatorial, hemisphere, humid, height, latitude, longitude, man-made materials, native/indigenous, natural resources, Northern Hemisphere, Southern Hemisphere, sustainable, Tropic of Cancer, Tropic of Capricorn, tropical, warm,</p>	<p>Rivers Coastal, condensation, confluence, contour, delta, deposition, distance, evaporation, flood plain, grid reference, ground water, irrigation, meander, mouth, natural disaster, ox-bow lake, precipitation, river, scale, satellite, sea level, settlement patterns, spring(water), source, transport(carry), tributary, urban/rural, valley, water cycle, weathering/erosion,</p>
Upper Key Stage 2	Year 5	<p>The Ocean and Sustainability Antarctic, Arctic Ocean, Atlantic Ocean, biomes, climate zones, conservation, coral reef Equator, estuary, export, import, Indian Ocean, latitude, longitude, marine, Mariana Trench, Midnight ((aphotic) zone, natural disaster, natural resources, Pacific Ocean, pollution, renewable, Southern Ocean, Sunlit (euphotic) zone, surface, sustainability, Tropic of Cancer, Tropic of Capricorn, Twilight (disphotic) zone,</p>	<p>Mountains, Volcanoes and Earthquakes active, ash, contour lines, dome mountains, dormant, Earth's crust, extinct, fold mountain, fault block mountain, fault line, gas, geothermal energy, grid reference, lahar, lava, magma, mineral extraction, mountain range, natural disaster, Pacific Ring of Fire, peak, scale, tectonic plates, terrain, topography, tsunami,</p>	<p>Birmingham and the West Midlands canal, commerce, congestion, contour, development, disperse, excursion, export, features, grid reference, housing, immigrant, import, industry, land use, landscape, location, migration, Ordnance Survey, population, products, questionnaire, scale, settlement, survey, symbols, trade, transportation, tourism, urban/rural,</p>

Year 6

The Galapagos Islands

archipelago, biodiversity, biome, coastline, conservation, coral reef, eco system, Equator, indigenous, latitude, location, longitude, migration, natural resources, Northern Hemisphere, ocean currents, pollution, population, settlements, Southern Hemisphere, topography, tourism, Tropic of Cancer, Tropic of Capricorn, tropical, vegetation, volcano,

Global Trade

Continent, deforestation, export, Greenwich Meridian, import, industry, latitude, longitude, man-made resources, natural resources, pollution, sub-continent, Suez canal, sustainability, time zone,

Geography Project

Any of the above dependent on topic chosen.

