			Geog	raphy		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me	Celebrations	Winter	People who will help	Once upon a time	Splish Splash
						Splosh/Children's choice
	Geography is taught as p	part of the topic work thro	ugh child-initiated and adu	It led activities. The children	develop their understand	ling of the world through
	activities such as find	ling out about their immed	diate environment, school a	and their homes. They will le	earn about similarities and	differences between
		themsel	ves and others and among	families, communities and t	raditions	
	Through our Early Years	curriculum children will e	xplore similarities and diffe	rences in relation to places,	objects, materials and livi	ng things. They will have
	opportunit	ies talk about the features	of their own immediate er	nvironment and how enviror	nments might vary from o	ne another.
			T			T
Y1	Where we live: Our		Spring 1 Countries of			Physical features of the
	local area and our		the UK			UK, local spaces to
	school.				N.	national features
	Pupils should develop		Pupils should name,			Pupils use basic
	knowledge about the		locate and identify			geographical vocabulary
	world, the United		characteristics of the			to refer to: key physical
	Kingdom and their		four countries and			features, including:
	locality. They should		capital cities of the			beach, cliff, coast,
	understand basic		United Kingdom and its			forest, hill, mountain,
	subject-specific		surrounding seas			sea, ocean, river, soil,
	vocabulary relating to		Pupils use basic			valley, vegetation,
	human and physical		geographical vocabulary			season and weather.
	geography and begin to		to refer to: key physical			key human features,
	use geographical skills,		features, including:			including: city, town,
	including first-hand		beach, cliff, coast,			village, factory, farm,
	observation, to enhance		forest, hill, mountain,			house, office, port,
	their locational		sea, ocean, river, soil,			harbour and shop
	awareness		valley, vegetation,			
	Pupils use simple		season and weather.			
	compass directions		Pupils use world maps,			
	(North, South, East and		atlases and globes to			
	West) and locational		identify the United			
	and directional language		Kingdom and its			
	[for example, near and		countries.			
	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. To 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.			
Y2	Place knowledge:	Polar Regions and the	Non-European study:	
	where we live, seasonal	Equator, Hot and cold	Brazil	
	and daily weather	places		
	patterns in the UK			
	Pupils use basic	Pupils name and locate	Pupils understand	
	geographical vocabulary	the world's seven	geographical similarities	
	to refer to: key physical	continents and five	and differences through	
	features, including:	oceans.	studying the human and	
	beach, cliff, coast,	Pupils identify seasonal	physical geography of a	
	forest, hill, mountain,	and daily weather	small area of the United	
	sea, ocean, river, soil,	patterns in the United	Kingdom, and of a small	
	valley, vegetation,	Kingdom and the	area in a contrasting	
	season and weather.	location of hot and cold	non-European country.	
	key human features,	areas of the world in	Pupils use aerial	
	including: city, town,	relation to the Equator	photographs and plan	
	village, factory, farm,	and the North and	perspectives to	
	house, office, port,	South Poles.	recognise landmarks	
	harbour and shop.	Pupils use world maps,	and basic human and	
	Pupils to use simple	atlases and globes to	physical features; devise	
		identify the United	a simple map; and use	
i	fieldwork and	identity the officed	1 1 2	
	fieldwork and observational skills to	Kingdom and its	and construct basic	
		•		

	grounds and the key		and oceans studied at			
	human and physical		this key stage.			
	features of its					
	surrounding					
	environment.					
Y3			Rivers and Mountains		Volcanoes and	UK cities and Countries,
			and the water cycle		Earthquakes	land use and how it has
						changed over time
			Pupils describe and		Pupils describe and	Pupils name and locate
			understand key aspects		understand key aspects	counties and cities of
			of: physical geography,		of: physical geography,	the United Kingdom,
			including: climate zones,		including: mountains,	geographical regions
			biomes and vegetation		volcanoes and	and their identifying
			belts, rivers, mountains		earthquakes.	human and physical
			and the water cycle.		Pupils use maps, atlases,	characteristics, key
			Human geography,		globes and	topographical features
			including: types of		digital/computer	(including hills,
			settlement and land		mapping to locate	mountains, coasts and
			use.		countries and describe	rivers), and land-use
			Pupils use fieldwork to		features studied	patterns; and
			observe, measure,		use the eight points of a	understand how some
			record and present the		compass, four and six-	of these aspects have
			human and physical		figure grid references,	changed over time.
			features in the local		symbols and key	Pupils use the eight
			area using a range of		(including the use of	points of a compass,
			methods, including		Ordnance Survey maps)	four and six-figure grid
			sketch maps, plans and		to build their knowledge	references, symbols and
			graphs, and digital		of the wider world.	key (including the use of
			technologies.			Ordnance Survey maps)
						to build their knowledge
						of the United Kingdom
						and the wider world.
						Pupils use maps, atlases,
						globes and
						digital/computer
						mapping to locate
						countries and describe
						features studied.
Y4		European study		Spring 2 Trade around		The Lake district
				the World		

	countries, using maps to	understand key aspects	countries, using maps to
	Pupils locate the world's	Describe and	Pupils locate the world's
Y5	World Countries and Capitals	Sustainable Living	Amazon and Americas
			to build their knowledge of the United Kingdom.
			Ordnance Survey maps
			(including the use of
			symbols and key
			figure grid references,
			compass, four and six-
			use the eight points of
			features studied.
			countries and describe
	features studied.		mapping to locate
	countries and describe		digital/computer
	mapping to locate		globes and
	digital/computer		Pupils use maps, atlase
	globes and		Kingdom.
	Pupils use maps, atlases,		region of the United
	European country.		physical geography of
	Kingdom, a region in a		the study of human an
	region of the United		and differences through
	physical geography of a	reatures Studied.	geographical similariti
	the study of human and	features studied.	Pupils understand
	and differences through	countries and describe	changed over time.
	geographical similarities	digital/computer mapping to locate	of these aspects have
	Pupils understand	•	patterns; and understand how some
	countries, and major cities.	Pupils use maps, atlases, globes and	rivers), and land-use
	characteristics,	and water.	mountains, coasts and
	key physical and human	energy, food, minerals	(including hills,
	environmental regions,	resources including	topographical feature
	concentrating on their	distribution of natural	characteristics, key
	and South America,	links, and the	human and physical
	of Russia) and North	activity including trade	and their identifying
	(including the location	land use, economic	geographical regions
	focus on Europe	types of settlement and	the United Kingdom,
	countries, using maps to	geography, including:	counties and cities of
	Pupils locate the world's	Pupils use human	Pupils name and locate

	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. Pupils use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	of physical geography including climate zones, biomes and vegetation belts. Deepen understanding of the interaction between physical and human processes. Describe and understand key aspects of human geography including land use, economic activity and the distribution of natural resources.	focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Pupils understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Pupils use maps, atlases, globes and digital/computer mapping to locate
			countries and describe features studied.
Y6	Migration and	Shackleton's Journey	Coast to coast
	Settlement		
	Pupils use human	Pupils Identify the	
	geography, including:	position and significance	
	types of settlement and	of latitude, longitude,	
	land use, economic	Equator, Northern	
	activity including trade links, and the	Hemisphere, Southern Hemisphere, the Tropics	
	distribution of natural	of Cancer and	
	resources including	Capricorn, Arctic and	
	energy, food, minerals	Antarctic Circle, the	
	and water.	Prime/Greenwich	
	Pupils use maps, atlases,	Meridian and time	
	globes and	zones (including day and	
	digital/computer	night).	
	mapping to locate	Pupils use maps, atlases,	
	countries and describe	globes and	
	features studied.	digital/computer	
		mapping to locate	

		countries and describe	
		features studied.	