

Geography Curriculum Overview 2024-25

Year	Unit	National curriculum	Vocabulary	Geographical Skills We are being Geographers by...
Reception	All year	<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. 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. 	Home, school, community, group, special, welcoming, map, natural, human,	<ul style="list-style-type: none"> Drawing information from a simple map Understand that some places are special to members of their community
1	Where are we in the world?	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Identify seasonal and daily weather patterns in the United Kingdom Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (school grounds and Easton) Use world maps, atlases and globes to identify the United Kingdom and its countries Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map 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>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p>	<ul style="list-style-type: none"> Using world maps, atlases and globes to identify the United Kingdom and its countries Using simple compass directions and locational and directional language Using aerial photographs to recognise landmarks and basic human and physical features Devising a simple map Using simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment
1	Physical and Human features	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of the local area. 	Physical, human, feature, plot, map, land/landmark , city, farm, town, village,	<ul style="list-style-type: none"> Map work Categorising information Presenting evidence (plotting on a map)

		<ul style="list-style-type: none"> • 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 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 	building, factory, port/harbour, office, house, shop	
2	Where would you prefer to live London or Nairobi?	<ul style="list-style-type: none"> • 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 • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London) and of a small area in a contrasting non-European country, Nairobi • 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 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 • 	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop	<ul style="list-style-type: none"> • Naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. • Using a world map, globe and atlas to name and locate the seven continents and five oceans. • Knowing about the local area, naming and locating key landmarks. • Making a simple map with a basic key of places in the local area. • Describing a journey on a map using compass directions and locational language. • Identifying a range of human environments, including within Bristol and Kenya. • Identifying and describing the physical and human geography of Bristol and Kenya and describing how they are different and similar.
2	Fieldwork and Local Study	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of the local area. • 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 maps and atlases to locate countries, continents and oceans. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map; and use and construct basic symbol in a key • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the 	aerial view, photographs, landscape, environment, human and physical features, symbols, key, compass, north, south, east, west	<ul style="list-style-type: none"> • Use simple fieldwork skills. • Interpreting images and diagrams. • Using evidence such as diagrams and images. • Use simple mapping skills.

		key human and physical features of its surrounding environment		
3	Why is Easton such a cool place to live?	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe 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) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links 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. 	Atlas, continent, capital city, region, district, land use, economic activity, Green space, fieldwork, sketch map, Questionnaire, grid reference	<ul style="list-style-type: none"> Identifying countries in Europe in an atlas and on a map Using an atlas to describe where the UK is located and name and locate its 4 countries and capital cities Using a map to locate Bristol and an OS map to locate Easton as a district of Bristol Understanding the natural, physical and human features of Easton Recognising how land is used in Easton and what activities take place there Giving direction instructions up to 4 compass points Carrying out fieldwork in the local area Making simple sketch maps and present information gathered in fieldwork using a simple graph
3	Villages, Towns and Cities	<ul style="list-style-type: none"> Describe and understand key aspects of physical and human geography Use maps, atlases and globes to locate countries and describe features studied. Compare physical and human features of Bristol with Chicago 	Population, settlement, village, town, city, physical feature, human feature, county, land-use, residential, commercial, industrial, industry	<ul style="list-style-type: none"> Maps. Interpret information from graphs and charts.
4	The Mediterranean	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere 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 Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, 	Equator, northern hemisphere, southern hemisphere, climate, landscape, population, currency, Euro	<ul style="list-style-type: none"> Understanding geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Bristol) and a region in a European country (Italy) Using maps, atlases, globes and digital/computer mapping to locate countries and describing features studied Using fieldwork to observe, measure, record and present the human and physical features in a local area using a range of methods including sketch maps, plans, graphs and digital technologies

		<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 Identify physical and human characteristics and key topographical features and understand how some of these aspects have changed over time. 		
4	Rivers	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography including rivers. Use maps and atlases to locate rivers Use an 8 point compass to build on their knowledge of the United Kingdom and the wider world Use fieldwork to observe physical features in the local area 	River, source, mouth, erode/erosion, sediment, transportation, deposit/deposition, landscape, landform, river bed, agriculture, tributaries, river bank	<ul style="list-style-type: none"> Map work including scale. Using evidence such as photographs and images.
5	Who are we and why do we live here?	<ul style="list-style-type: none"> 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 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 	Longitude, latitude, climate, mountain, fens, topological graph, poly tunnel, water irrigation, development, industry, globalisation, migration	<ul style="list-style-type: none"> Use of maps and atlases to locate countries; physical and human geographical features; questioning and analytical skills. Aerial photography; topological mapping; compass directions, route-planning, grid references. Discursive skills; presentational skills (artistic, oral etc); organisation of information. Digital mapping, recognition of O.S. symbols. The ability to understand the values of tolerance and harmony between different cultural groups.
5	Biomes	<ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts Describe and understand key aspects of human and physical geography. 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. Identify 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 	Climate, biome, vegetation, latitude, ecosystem, Equator, Tropic of Cancer, Tropic of Capricorn, flora, fauna, diversity, climate change	<ul style="list-style-type: none"> Reading maps. Interpreting and analysing information from charts and graphs.

5	Natural Resources	<ul style="list-style-type: none"> • Locate world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics. • Describe and understand key aspects of human geography including the distribution of natural resources including energy, food, minerals and water • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America 	natural resources, exhaustible, non-renewable, export, lucrative, agricultural, geological, deposit, exploitation, biomass, landfill, biodegrade	<ul style="list-style-type: none"> • Interpreting information on a map or graph. • Interpreting images and diagrams.
6	Mountains, Volcanoes and Earthquakes	<ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes • Describe and understand key aspects of: human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals • 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 	Summit, foothills, altitude, moraine, glacier, crevasse, peak, ridge, continent, O.S map, Tectonic plates, lithosphere, convection currents, anticline, syncline, constructive, destructive, eruption, converge, focus, epicentre, magnitude	<ul style="list-style-type: none"> • Using Atlases to identify places and geographical features. • Describing and understanding a range of key physical processes and the resulting landscape features. • Understanding how human activity is influenced by climate and weather. • Understanding hazards from physical environments and their management, such as earthquakes near fault lines.
6	Globalisation	<ul style="list-style-type: none"> • Describe and understand human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water 	Globalisation, international, industry, communication, internet, region, trade, imports, exports, TNC transnational, company, sustainable, pharmaceuticals, fast fashion	<ul style="list-style-type: none"> • Interpreting and presenting evidence in a range of formats.