



KS1 Geography - 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.

KS2 Geography - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North 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 tools and skills to enhance their locational and place knowledge.



| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| U+W | Locational knowledge | | | | | |
| 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 | Name, locate and of the 4 countries of the UK and three of the main surrounding seas. Know the location of the school. | Know the names of and locate the seven continents of the world. Know the names and locate the five oceans of the world. Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. Know the location of the surrounding area | Name and locate the six towns of Stoke-On-Trent on a map of the city. Begin to locate major cities of the UK. Know the main difference between the British Isles, Great Britain and the UK. Know where the main mountain regions are in the UK and know the names of a | Name and locate a counties and cities of the UK, geographical regions and their identifying human and physical features, key topographical features (including hills and mountains). Locate the world's countries, or and major cities (move to focus on Europe, Italy). | Know the names of and locate a number of North American countries. Focus study on North America. Pupils can identify for most, the position and significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones. | Pupils can confidently locate countries and major cities on a world map. Pupil can confidently name and locate counties and cities of the UK, Pupils can identify the position and significance of latitude and longitude, Equator, Northern Hemisphere, |

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| <p>what has been read in class.</p> <p>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.</p> | | <p>to the school, understand that Abbey Hulton is in the country England.</p> | <p>number of the world's highest mountains.</p> <p>Pupils can identify the position of the Equator, Northern and Southern Hemisphere.</p> <p>Know the names of four countries from the southern and four from the northern hemisphere.</p> <p>Know why most cities are located by a river.</p> <p>Know the name of and locate a number of the world's longest rivers.</p> <p>Know and locate some of the main</p> | <p>Pupils can identify the position and start to think about significance of the Equator, Northern and Southern Hemisphere, the Prime/Greenwich Meridian, tropic of cancer and Capricorn. (Locate on a world map).</p> <p>Know what is meant by the term 'tropics'.</p> <p>Pupils can identify aspects of human and physical geography that have changed over time.</p> <p>Know the names of and locate at least six European countries.</p> <p>Know the names of and locate a number of</p> | <p>Know the names of and locate some of the world's deserts using an atlas.</p> | <p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones.</p> <p>Pupils can identify and explain aspects of human and physical geography that have changed over time.</p> <p>Locate and name world famous volcanoes.</p> <p>Know about time zones and work out differences.</p> |
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| | | | islands that surround the UK. | European capitals (at least eight). Know the countries that make up the European Union. | | |
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| Place Knowledge | | | | | | |
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| | Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (London). | Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country to the UK (Australia, United States of America - state Florida). | Understand geographical similarities and differences through the study of human and physical features of a region of the UK linked to the Six towns. Know the difference between the British Isles, Great Britain and the UK. | Understand geographical similarities and differences through the study of human and physical features of a region of the UK and a region within Europe (Italy). | Understand geographical similarities and differences through the study of human and physical features of a region of the UK and a region within North America. (Know the Key differences between living in the UK and a country in North America.) | Understand geographical similarities and differences through the study of human and physical features of a region of the UK and a third world country. |
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| Human and physical geography | | | | | | |
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| | Identify seasonal and daily weather patterns | Identify seasonal and daily weather | Pupils can describe a few aspects of | Pupils can describe an increased range | Pupils can describe and understand an increasing | Pupils can describe and understand a |
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| | <p>in the UK and the location of hot and cold areas of the world in relation to the Equator.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • 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. <p>Know features of hot and cold places in the world and know what clothes to wear in these places.</p> <p>Know the main differences between a city, town and village.</p> | <p>patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • 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. | <p>physical geography (including climate zones, rivers, and mountain, water cycle).</p> <p>Pupils can describe a few aspects of human geography (including settlement and land use).</p> <p>Know and label the main features of a river.</p> <p>Know why most cities are located by the river.</p> <p>Pupils can identify aspects of human and physical geography that have changed over time also Linked to rivers and Erosion.</p> | <p>of aspects of physical geography (including climate zones, biomes and vegetation belts, rivers, mountains).</p> <p>Pupils can describe an increased range of human geography (land use).</p> <p>Label layers of the rainforest and know what deforestation is.</p> | <p>variety of key aspects of physical geography (including climate zones, biomes and vegetation belts, rivers, mountains and the water cycle).</p> <p>Pupils know what is meant by the term biomes and what the features of a specific biome are.</p> <p>Pupils can describe and understand an increasing variety of key aspects human geography (including settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water).</p> | <p>wide range of key aspects of physical geography (including climate zones, biomes and vegetation belts, rivers, mountain, earthquakes and volcanos) with confidence.</p> <p>Pupils can describe and understand a wide range of key aspects of human geography (including settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water) with confidence.</p> <p>Know what causes an earthquake.</p> <p>Label the different parts of a volcano.</p> |
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| | <p>Know which the hottest and coldest season is in the UK.</p> <p>Know and recognise main weather symbols.</p> | <p>Identify the following physical features: mountain, hill, island, valley, ocean, coast, forest and beach.</p> <p>Know the main differences between a place in England and that of a small place in a non-European country.</p> <p>Explain some of the advantages and disadvantages of living in a city, town or village.</p> | | | | <p>Know why industrial areas and ports are important.</p> <p>Know main human and physical differences between developed and third world countries.</p> <p>Know how jobs may be different in other locations.</p> |
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| Geographical Skills & Field Work | | | | | | |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
| Geographical Enquiry and Field Work | | | | | | |
| <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>With guidance, begin to select appropriate sources to answer questions.</p> <p>Begin to ask/answer simple geographical questions e.g. Where is it? What is it like? Use information books/pictures as sources of information. Begin to use maps.</p> <p>Make observations about where things are e.g. within school or local area.</p> <p>Know what I like and do not like about where I live.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds (simple human /physical features on the school grounds) and the key human and physical features of its surrounding environment.</p> | <p>Children encouraged to ask/answer simple geographical questions e.g. Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Select appropriate sources to answer questions.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p> <p>Use simple fieldwork and observational skills to study the geography of the local area - the human / physical features of its surrounding environment (Abbey Hulton)</p> | <p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p> | <p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> | <p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided and to know how to use graphs to record features such as temperature or rainfall across the world.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world.</p> | <p>Suggest questions for investigating.</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.</p> | |

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| Direction and Location | | | | | | |
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| | Use simple compass directions - Know which is N, S, E and W on a compass. | Use locational and directional language - Know and use the terminologies: left and right; below, next to. | Use 8 compass points to follow/give directions. | Use 8 compass points well. | Use 8 compass points confidently. . Begin to use 4 figure grid references. | Use 8 compass points confidently and accurately. Apply understanding of 4 figure grid references to find given places on a map, confidently. Use 6 figure grid reference to locate features on a map. |
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| | | | | | | Use latitude and longitude on atlas maps. |
| Drawing maps | | | | | | |
| | | Devise a simple map of the surrounding area to the school. | Begin to draw a simple sketch map. | Draw a sketch map and label details. | Draw a plan view map. | Draw a plan view map accurately and add symbols. |
| Representation | | | | | | |
| | Begin to form basic symbols to add to a map of the school and its grounds. | Begin to form basic symbols to add to a map of the local area and its grounds. | Know why a key is needed. Use standard symbols. | Know why a key is needed | Draw a sketch map using symbols and a key; | Use/recognise OS map symbols. Use atlas/ map symbols confidently. |
| Using maps, globes and atlases (also to include scale and distance) | | | | | | |
| | Begin to use simple world maps, atlases and globes to identify the united Kingdom and its countries, continents and oceans studied at this key stage. Use a simple infant atlas | Use simple world maps, atlases and globes to identify the united Kingdom and its countries, continents and oceans studied at this key stage. Use a simple infant atlas | Locate places on larger scale maps e.g. map of Europe. Locate the six towns on a map of Stoke-On-Trent. Begin to use atlases to find the features of a place. | Locate places on large scale maps, (e.g. Find UK on globe). Use maps and atlases to locate European countries and capitals Use google earth to locate a country or place of interest and follow the journey of rivers etc. | Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. OS map to find local village.) Use atlases to find out about other features of places. (e.g. find wettest part of the world). Know how to plan a route journey on a large scale map (linked to a road map and journey to Kendal). | Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. Use maps and plans at a range of scales. |

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| | Know where the equator, North Pole and South Pole are on a globe. | | | <p>Use maps and globes to locate the Equator, the tropics of cancer and Capricorn and the Greenwich Meridian.</p> <p>Use atlases to find the features of a place, by using the index to find places.</p> <p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps across</p> | Use a scale to measure distances. | |
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Style of map

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| | Begin to use aerial photographs to identify features (linked to local area surrounding the school). | Use aerial photographs to identify features (linked to local area surrounding the school). | <p>Use large scale OS maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use junior atlases.</p> <p>Identify features on aerial/oblique photographs.</p> | <p>Use large and medium scale OS maps. Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs with confidence.</p> <p>Know how to use an atlas by using the index to find places</p> | <p>Use index and contents page within atlases.</p> <p>Use map sites on internet.</p> <p>Use medium scale land ranger OS maps.</p> | <p>Use OS maps.</p> <p>Confidently read an atlas.</p> |
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Year 7 Curriculum

| During Year 7, students cover a range of topics with locational knowledge in a range of places. Students don't focus just on key knowledge and processes, but the 'big picture' and the ways in which the natural and human world interact and interchange with the varying impacts they have on each other. | | |
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| Autumn Term 1a | Spring Term 2a | Summer Term 3a |
| <p>Geography in the News (4 weeks) Students start by learning the 4 key aspects of geography through the geography compass rose (social, economic, environmental, political), then look at the news events which have happened during the summer holidays and apply these factors to the story. Students produce their own analysis of a recent news event. Rationale: The geography compass rose underpins most discussions in geography, so it is important for all Y7 students to be familiar with this (social, economic, environmental and political factors). It is also crucial for students to be aware of recent news events and what is happening in the world around them.</p> <p>A world of extremes (First part - Earth structure and plate tectonics) Students start by looking at a global scale: structure of the Earth and plate tectonic theory to underpin the rest of the unit. This unit focuses on different tectonic hazards (earthquakes, volcanic eruptions and tsunamis) and the impacts they have in countries of varying levels of development. Japan appears as a case study example throughout the unit, compared to LIC regions such as the impacts of the Boxing Day tsunami 2004. Students also assess the varying responses to tectonic hazards in countries at different levels of development. Rationale: Students start with 'the big picture', looking at Earth's composition and the resultant hazards. This works well at the start of the year when events from over the summer holiday can also be incorporated into lessons.</p> | <p>Our unequal world Having looked at a world of physical extremes, students now look in more depth at the world of human extremes; how and why quality of life varies between LICs, NEEs and HICs. Students are introduced to the idea of absolute vs relative poverty and poverty on varying scales. Examples are used from different areas around the world at Africa This unit will focus on the continent of Africa and the differences within the continent across the natural and human world. Students are introduced to different ecosystems within Africa, with particular focus on the Sahara desert. Students then look at the disparity within the continent of quality of life (e.g. Johannesburg vs Lagos) and the Designing a taught subject curriculum St Margaret Ward Catholic Academy different levels of development, including poverty in Ghana compared to the UK, and the development gap within countries, such as Bangalore vs Dharavi slums (India) and Kensington vs Broadwater Farm (UK). Other extremes are also considered, including child poverty - 'My Super Sweet 16' vs child soldiers.</p> <p>Rationale: It is important for students to understand that not everybody around the world has the same quality of life as themselves, and that quality of life varies not just globally, but also locally. It is important for them to understand how and why some countries are</p> | <p>Impacts of globalisation Students start by looking at what globalisation is and the role of TNC's in globalisation. They then looks at the positives and negatives of TNC's, both to HICs and LICs. Case study examples are used to consider the impacts of TNCs on the natural and human world, including Shell, Coca-Cola, Nestle, Apple, Primark and gold-mining and e-waste. Students then have to make a decision on whether the overall impact of TNC's is a positive or negative thing to both people in LICs and the natural environment, and consider how the situation could be improved in the future.</p> <p>Rationale: Students are aware of some large-scale global companies, but aren't necessarily aware of where the products from these companies come from and the impacts that this has. This unit allows students to question their own purchases and role in globalisation and make informed ethical choices in the future.</p> |

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| <p>This unit, although predominately physical geography, also introduces some key components in human geography. also introduces some key components in human geography, therefore forming a good starting point.</p> | <p>richer than others, as this knowledge will be revisited throughout their school career.</p> | |
| <p>Term 1b</p> | <p>Term 2b</p> | <p>Term 3b</p> |
| <p>A world of extremes (Second part - Volcanoes, earthquakes, tsunamis) Students start by looking at a global scale: structure of the Earth and plate tectonic theory to underpin the rest of the unit. This unit focuses on different tectonic hazards (earthquakes, volcanic eruptions and tsunamis) and the impacts they have in countries of varying levels of development. Japan appears as a case study example throughout the unit, compared to LIC regions such as the impacts of the Boxing Day tsunami 2004. Students also assess the varying responses to tectonic hazards in countries at different levels of development. Rationale: Students start with 'the big picture', looking at Earth's composition and the resultant hazards. This works well at the start of the year when events from over the summer holiday can also be incorporated into lessons. This unit, although predominately physical geography, also introduces some key components in human geography, therefore forming a good starting point.</p> | <p>Africa This unit will focus on the continent of Africa and the differences within the continent across the natural and human world. Students are introduced to different ecosystems within Africa, with particular focus on the Sahara desert. Students then look at the disparity within the continent of quality of life (e.g. Johannesburg vs Lagos) and the impacts of political corruption and wars, including genocide in Rwanda and health disparities such as HIV and malaria. Rationale: a common misconception in geography is that Africa is a country, not a continent. This unit should dispel this misconception and highlight the scale of the continent itself and some differences between countries within the continent - not just that 'Africa is poor'.</p> | <p>River deep, mountain high incl. fieldwork During this unit, students start off in the oceans (linking to the previous unit with impacts of globalisation on e-waste and ocean health) and then move on-land to look at how waste in rivers can impact ocean health as part of the river drainage basin system. Students will be introduced to the basic processes involved in the formation of river landscapes, then look at the relationships that people have with river and upland environments - either positive or negative (i.e. impacts on the economy, leisure activities, threats to these environments or flooding). Fieldwork will be completed during this unit where students will visit a popular riverside location (Dovedale) to see some of these processes and features for themselves. Rationale: This unit is completed in the summer term as weather should (hopefully!) be better for fieldwork, and students can identify some of these features for themselves if they visit rivers/upland areas over the summer holidays, and photograph them to show their teacher in September! The unit focuses on river landscapes within the UK, giving students an understanding of the features of the place in which they live, considering Stoke-on-Trent is based around numerous river systems. Fieldwork is also important to give students out of the classroom experiences and apply their knowledge to real-world examples.</p> |

