

John Keble CE School

Geography Curriculum

Rooted together in love, growing without limits.

Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love.

Geography Intent, Implementation and Impact: EYFS – KS2

Whole school curriculum intent

Our ambitious, knowledge-rich curriculum has been sequenced to equip our pupils with the knowledge and skills to ensure they are happy, healthy global citizens, ready to take their place in modern Britain. The broad and balanced curriculum is creative, coherent and inclusive and, together with our Christian values, enables the pupils to be self-motivated, independent learners.

Subject specific intent: Geography

At John Keble school, we aim to provide a curriculum that meets the aims of the National Curriculum whilst providing a structure and sequence to support teachers in inspiring our pupils to become curious learners and develop a fascination about the world. Our curriculum content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. We intend to develop pupils' contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. Our curriculum offers a range of opportunities for investigating places around the world as well as the Earth's key physical and human processes. As our pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Our coverage intends to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge, and variety to ensure interest and progress in the subject.

Implementation and impact

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenges. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. We believe that the impact of our curriculum is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills, and knowledge.

John Keble Key stage 1 and 2 Geography curriculum overview 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All about Me	Let's Celebrate	What a Wonderful World		Traditional Tales	Animals and Me
Reception	All about Me		What a Wonderful World		People Who Help Us	
Year 1	Our School	Local Area	We are Britain - England and Scotland	We are Britain - Wales and N.Ireland	The Seaside	Contrasting Study: Kenya
Year 2	Weather Experts	London	The 7 Seas	Settlements	Brazil	Geographical Skills
Opening Worlds						
Year 3	Rivers UK overview	Mountain ranges & famous mountains	Settlements & cities	Agriculture	Volcanoes	Climate and biomes
Year 4	Climate and biomes	The Rhine and the Mediterranean	Population	Coastal Processes and landforms	Tourism	Earthquakes
Year 5	Climate and biomes	The Rhine and the Mediterranean	Population	Coastal Processes and landforms	Tourism	Earthquakes
Year 6	Climate and biomes	The Rhine and the Mediterranean	Population	Coastal Processes and landforms	Tourism	Earthquakes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Identify features of the school.	Know that everyone has a birthday and they are usually celebrated in a similar manner around the world.	<p>Know that there are different countries in the world and talk about the differences they have experienced (on holidays) or seen in photos.</p> <p>Talk about where their families come from.</p> <p>Know how you would travel to different countries.</p> <p>To know how they travel to school.</p>		Talk about where food comes from	Create simple maps in their play, representing features like water and land with blue/green.
Reception	<p>Describe and talk about their immediate environment (classroom, school, home)</p> <p>Talk about members of their immediate family and community.</p>		<p>Compare and contrast what it is like to live in a hot country and a cold country.</p> <p>Understand what the equator is.</p> <p>Talk about how a country changes due to proximity to the equator.</p> <p>Draw information from a simple map.</p> <p>Create their own simple map.</p>		<p>Recognise similarities and differences between jobs and occupations.</p> <p>Recognise similarities and differences between jobs around the world e.g. teaching in Brazil/Arctic</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</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>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Our School In this unit, pupils will: use simple fieldwork and observational skills to study the geography of their school & its grounds and the key human & physical features of its surrounding environment; use simple compass directions and locational and directional language to describe the location of features and routes on a map; learn about the points on a compass; and use local resources to investigate and answer Rosie's questions about specific geographical features of the school.</p> <p>Geographical skills: early stages of field work.</p> <p>Disciplinary focus: What are the geographical features of the school?</p>	<p>The local Area In this unit, pupils will: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human & physical features of its surrounding environment; use simple compass directions (North, South, East and West) and locational and directional language (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; use and construct basic symbols in a key; use basic geographical vocabulary to refer to key physical features; and locate features and routes on a map.</p> <p>Geographical skills: using ground and aerial photographs</p> <p>Disciplinary focus: How can we describe the location of our school using directional language?</p>	<p>We Are Britain: Four Nations – England and Scotland In this unit, pupils will: name, locate and identify characteristics of the 4 countries & capital cities of the UK and its surrounding seas; use basic geographical vocabulary to refer to key physical and key human features; use world maps, atlases and globes to identify the UK and its countries; 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> <p>Geographical skills: using maps</p> <p>Disciplinary focus: What are the characteristics of England and Scotland?</p>	<p>We Are Britain: Four Nations – Wales and Northern Ireland In this unit, pupils will: name, locate and identify characteristics of the 4 countries & capital cities of the UK and its surrounding seas; use basic geographical vocabulary to refer to key physical and key human features; use world maps, atlases and globes to identify the UK and its countries; 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> <p>Geographical skills: using maps</p> <p>Disciplinary focus: What are the characteristics of Wales and Northern Ireland?</p>	<p>Seasides In this unit, pupils will: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use basic geographical vocabulary to refer to key physical features and key human features; 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.</p> <p>Geographical skills: using maps of the UK</p> <p>Disciplinary focus: What are the physical features of the seaside?</p>	<p>Kenya In this unit, pupils will: 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; Use basic geographical vocabulary to refer to key human & physical features; Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>Geographical skills: Using world maps</p> <p>Disciplinary focus: What are the similarities and differences between Kenya and England.</p>

Year 1 - Autumn 1 - Our School

Geographical skills: early stages of field work.

Disciplinary focus: What are the geographical features of the school?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To give and follow directions/instruction	<ul style="list-style-type: none"> Follow instructions to move around classroom: turn right, touch the window; turn left, open the door; go under the nearest table; go round the furthest chair Copy puppet's modelling to give directions/instructions to partner Record directions/instructions as a route, using symbols Use another pair's recording to work out their route Learn about the points on a compass 	School, Grounds, Geography, Directions, School building Playground Classroom
2	To plan a route for Rosie to journey around the school.	<ul style="list-style-type: none"> Plan with TP a journey for Rosie around the school Write instructions as captions, using prepositions Combine captions with others and plot on plan of school; ensure a consecutive order Make a playdough Rosie to journey the route 	Fieldwork Observational skills Human features Physical features Environment
3	To refer to Rosie's route to identify locations in her questions	<ul style="list-style-type: none"> Take part in an Egg Hunt to find Rosie's questions Use local resources to investigate and answer Rosie's questions about specific geographical features of Our School 	Compass directions Locational language Directional language Map Compass points
4	To use simple fieldwork and observational skills	<ul style="list-style-type: none"> Listen to visitors; ask questions to find out more Use local resources to further investigate our school Assemble 'I-Spy' booklet to highlight geographical features of Our School 	Local resources Geographical features Routes Investigation
5	To use simple fieldwork and observational skills	<ul style="list-style-type: none"> Create a block graph to show how chn travelled to school that morning Paint mode of transport to create visual wall display Write road safety rules for pedestrians, cyclists (scooter riders), drivers; add to display 	Questions
6	To use simple fieldwork and observational skills	<ul style="list-style-type: none"> Conduct a simple traffic survey to reply to Rosie's friend Draw conclusions from traffic survey Make a plan of the school so Rosie's friend can find their way around Sing songs about travelling/vehicles 	survey conclusions map plan

Year 1 - Autumn 2– The local Area

Geographical skills: using ground and aerial photographs

Disciplinary focus: How can we describe the location of our school using directional language?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To use simple compass directions	<ul style="list-style-type: none"> ● recap the previous units learning ● discuss the different places they have been and what they saw there. ● look at a simple world map and point out where they live. ● learn the basic compass directions (North, South, East, West) using a compass or visual aids like arrows. ● draw a simple map of their classroom, including key features like doors, windows, and desks and use the compass directions ot describe where things are. 	North, South, East, West, compass, direction
2	To develop observational skills and understanding of the geography of the local area	<ul style="list-style-type: none"> ● go on a guided tour of the local area (either to the library or to Tesco), noting the physical features like trees, playground, and buildings. ● Draw a basic map of the local area, including the noticeable features they observed during the walk. 	route, map, observations, noticeable features
3	To use aerial photographs and recognise local landmarks	<ul style="list-style-type: none"> ● look at aerial photographs of the school and surroundings. ● identify familiar landmarks like the school building, playground, or nearby park. ● discuss what landmarks are and why they are important in maps and navigation. ● draw their own aerial view of the school and its surroundings, adding landmarks they identified. 	aerial photographs, surroundings, landmarks, navigation
4	To construct a simple map using basic symbol	<ul style="list-style-type: none"> ● be Introduced to symbols and their meanings. For example, a tree symbol can represent trees, a circle for the playground, etc. ● be provided with a blank map of the school grounds and various stickers or drawings to represent different features. ● create a map using the symbols they learned. 	symbols
5	To use basic geographical vocabulary to describe physical features.	<ul style="list-style-type: none"> ● be Introduced to geographical vocabulary related to their school and surroundings, such as station, underground, shops, church, school ● be shown pictures of these physical features and identify and name them. ● look at maps of the local area and use the newly learned vocabulary while describing their maps and surroundings. 	physical features
6	To use directional language to locate and describe routes and features on a map.	<ul style="list-style-type: none"> ● be shown a simple route on the maps of the local area and use directional language (e.g., near, far, left, right) to guide them through it. ● navigate a path on the map using directional language. ● describe different routes and features using their maps from lesson 4 and directional language.. 	near, far, left, right

Year 1 - Spring 1– We Are Britain: Four Nations – England and Scotland

Geographical skills: using maps

Disciplinary focus: What are the characteristics of England and Scotland?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To learn about London, the Capital City of the UK.	<ul style="list-style-type: none"> ● identify famous buildings and landmarks in London ● learn that London is the capital city of UK, where British Parliament meets; R Thames ● Construct buildings that can be found in London ● take aerial photographs of their constructions; identify and match ● acquire broad general knowledge and respect for UK public institutions, the king and other significant members of royal family 	landmarks, building, capital city, city, country, London, United Kingdom, nations
2	To find out about the 4 nations which make up the UK; focus – England.	<ul style="list-style-type: none"> ● use an assortment of sources to research topic: ‘England’ ● contribute written information and images to large class collage poster: ‘England’ ● present their findings to their peers ● learn about symbols of England: St George; flag; the rose; the 3 lions motif ● Begin to use physical geographic vocabulary: town, city, countryside, village, moor, peak, lake 	symbols, motif, town, city, countryside, village, moor, peak, lake
3	To find out something of the culture and traditions of the 4 nations which make up the UK; focus - England.	<ul style="list-style-type: none"> ● acquire a broad general knowledge of traditions and customs ● consolidate their learning by participating in celebration of customs and traditional activities ● reflect on their learning ● explain to others, engaging with their audience 	traditions, customs
4	To find out about the 4 nations which make up the UK; focus – Scotland.	<ul style="list-style-type: none"> ● use an assortment of sources to research topic: ‘Scotland’ ● contribute written information and images to large class collage poster: ‘Scotland’ ● present their findings to their peers ● learn about symbols of Scotland: St Andrew; saltire; the thistle; unicorn ● Begin to use physical geography vocabulary: ocean, sea, island, mountain, loch, firth 	saltire; the thistle; unicorn, ocean, sea, island, mountain, loch, firth
5	To find out about the 4 nations which make up the UK; focus – Scotland.	<ul style="list-style-type: none"> ● acquire a broad general knowledge of traditions and customs ● consolidate their learning by participating in celebration of customs and traditional activities ● reflect on their learning ● explain to others, engaging with their audience 	traditions, customs
6		<ul style="list-style-type: none"> ● Additional lesson left spare to allow for a run over of any of the above lessons 	

Year 1 - Spring 2– We Are Britain: Four Nations – Wales and N. Ireland

Geographical skills: using maps

Disciplinary focus: What are the characteristics of Wales and Northern Ireland?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To find out about the 4 nations which make up the UK; focus – Wales.	<ul style="list-style-type: none"> ● use an assortment of sources to research topic: ‘Wales’ ● contribute written information and images to large class collage poster: ‘Wales’ ● present their findings to their peers ● learn about symbols of Wales: St David; The National flag; the Daffodil and Leek; the Red Dragon ● begin to use physical geography vocabulary 	patron saint
2 and 3	To find out about the 4 nations which make up the UK; focus – Wales.	<ul style="list-style-type: none"> ● acquire a broad general knowledge of traditions and customs ● consolidate their learning by participating in celebration of customs and traditional activities ● reflect on their learning ● participate in an Eisteddfod 	traditions, customs, eisteddfod
4	To find out about the 4 nations which make up the UK; focus – Northern Ireland	<ul style="list-style-type: none"> ● use an assortment of sources to research topic: ‘Northern Ireland’ ● contribute written information and images to large class collage poster: ‘Northern Ireland’ ● present their findings to their peers ● learn about symbols of Northern Ireland: the flag; the Flax flower ● begin to use physical geographical vocabulary 	Flax flower
5	To find out something of the culture and traditions of the 4 nations which make up the UK: Northern Ireland.	<ul style="list-style-type: none"> ● acquire a broad general knowledge of traditions and customs ● consolidate their learning by participating in celebration of customs and traditional activities ● reflect on their learning ● Explain to others, engaging with their audience 	traditions, customs
6	To persuade visitors to visit the United Kingdom	<ul style="list-style-type: none"> ● consolidate their learning by participating in discussion and debate ● produce information leaflet or poster or other ● explain to others, engaging with their audience, hoping to persuade listeners 	

Year 1 - Summer 1– Seasides

. Geographical skills: using maps of the UK

Disciplinary focus: What are the physical features of the seaside?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To find capitals in each of the four countries, name the surrounding seas and popular seaside locations.	<ul style="list-style-type: none"> ● begin to understand what a beach holiday is like ● find capitals in each of the four countries, name the surrounding seas and popular seaside locations ● make a simple puppet theatre 	Puppet show, Punch and Judy, seaside
2	To understand how Victorians spent their leisure time and consider the similarities and differences of modern holidays.	<ul style="list-style-type: none"> ● present research to an audience ● identify and compare different physical environments using aerial photographs and maps 	castle, harbour, hills, and houses, coastal
3	To use maps to find British capital cities and seaside locations.	<ul style="list-style-type: none"> ● learn about how Britain’s railways changed the way people go on holiday ● use maps to find British capital cities and seaside locations ● learn about the variety of creatures found at the seashore 	railway, location, rock pool, seashore
4	To find seaside locations on a map and identify the countries they are in.	<ul style="list-style-type: none"> ● present research on seaside towns ● find seaside locations on a map and identify the countries they are in 	seaside town, features, location
5	To identify and compare different physical environments using aerial photographs and maps.	<ul style="list-style-type: none"> ● present research to an audience ● identify and compare different physical environments using aerial photographs and maps 	aerial photography, maps, identify
6		<ul style="list-style-type: none"> ● Additional lesson left spare to allow for a run over of any of the above lessons 	

Year 1 - Summer 2– Kenya

Geographical skills: Using world maps

Disciplinary focus: What are the similarities and differences between Kenya and England.

Lesson number	Learning objective	Pupils will	Vocabulary
1 and 2	To find out about Kenya and its geography, cities & countryside.	<ul style="list-style-type: none"> ● use brochures, websites and information books to research Kenya ● contribute information and images to large class brochure ● present their findings to their class ● begin to understand the physical geography of Kenya 	Continent, country, Kenya, Nairobi, England, London, capital cities, human, physical, equator, culture, landmarks, maps
3 and 4	To compare life in Kenya with life here in the U.K and imagine living in Kenya.	<ul style="list-style-type: none"> ● investigate and identify the human/physical geography of Kenya ● use atlases and maps to find Kenya, Nairobi and other cities, mountains and rivers ● learn about life in Kenya and through role play develop greater understanding of similarities/differences to their own lives 	
5 and 6	To compare rural and city locations in Kenya.	<ul style="list-style-type: none"> ● discuss aspects of life in Kenya and vote for their preferred lifestyle ● use hot seating to appreciate similarities and differences between life in Kenya and in the UK ● use an assortment of sources to research topic: Kenya ● explore a range of Kenyan landscapes & contribute images to the class brochure: 'Kenya' 	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p>Weather Experts In this unit, pupils will: name and locate the world's seven continents and five oceans; identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; and use world maps, atlases and globes to identify the United Kingdom as well as the countries, continents and oceans studied.</p> <p>Geographical skills: using maps</p> <p>Disciplinary focus: How do we locate other countries?</p>	<p>London In this unit, pupils will: should develop knowledge about their locality; 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</p> <p>Geographical skills: using maps</p> <p>Disciplinary focus: What geographical language can I use to describe key physical features?</p>	<p>The Seven Seas In this unit, pupils will: name and locate the 7 continents and 5 oceans on a map or globe; find and locate hot or cold places in relation to the equator and the poles; Identify hotter and colder parts of the world ; find routes on simple maps using North, South, East and West and left/right; describe where places are on a map using North, South, East and West; use North, South, East and West, and left/right; identify equator and the poles; and name and locate where my family are from</p> <p>Geographical skills: using maps</p> <p>Disciplinary focus: What are the similarities and differences between the continents?</p>	<p>Settlements In this unit, pupils will: explore which continents have the biggest populations; explore what the differences are between villages, towns and cities; identify what makes a good / bad location for a settlement; find out how early settlements were different to settlements today; and what land uses are found in a city.</p> <p>Geographical skills: use aerial and satellite photographs</p> <p>Disciplinary focus: What makes a good settlement for people to live in?</p>	<p>Brazil In this unit, pupils will: locate South America on a world map; describe the major physical features of Brazil; identify and describe the human features of Brazil including major cities; recognise the physical and human diversity within Brazil; explore cities in Brazil and the differences with cities in the UK; describe the process of urbanisation within Brazil; explain the push and pull factors causing migration; describe how different regions of Brazil have different physical and human features. Use photographs and maps to identify the features of regions in Brazil; and describe these features using geographical language</p> <p>Geographical skills: using photographs</p> <p>Disciplinary focus: What are the key human and physical features of Brazil?</p>	<p>Geographical Skills In this unit, pupils will: identify and locate the countries of the UK and their capital cities on maps, atlases and globes; start to develop the skills involved in using maps, atlases and globes in order to find information; identify and locate a series of countries, continents and oceans across the wider world using atlases; understand and apply the mapping skills involved in using maps, atlases and globes; use simple compass directions (North, South, East and West) to find items and features on a map and to give directions; describe the position of specific features and routes on a map using locational and directional language; use simple grid references to locate features on a map and; describe simple features from aerial images.</p> <p>Geographical skills: using grid references on maps</p> <p>Disciplinary focus: What are the geographical skills I have developed?</p>

Year 2 - Autumn 1– Weather Experts

Geographical skills: using maps

Disciplinary focus: How do we locate other countries?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To use an atlas to identify and place different countries, continents and oceans	<ul style="list-style-type: none"> ● identify and name the seven continents. ● use atlases to find countries in specific continents. ● identify and name the five oceans. 	Continent, Atlas, Country, Ocean North America, South America, Africa, Europe, Asia, Oceania, Antarctica, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean,
2	To learn about and identify five climate zones	<ul style="list-style-type: none"> ● identify the common weather that we experience in the UK. ● learn the difference between climate and weather. ● name the climate zones and recognise the average weather experienced in each. 	Hot weather Cold weather Rainy weather Sunny weather
3	To learn about and identify five climate zones - Mediterranean	<ul style="list-style-type: none"> ● identify, explore, and find out facts about the Mediterranean climate zone. ● role-play what it has been like to visit that climate zone. 	Weather, United Kingdom (UK) Climate, Climate zones, Average weather, Mediterranean climate zone
4	To learn about and identify five climate zones – equatorial	<ul style="list-style-type: none"> ● identify, explore, and find out facts about the Equatorial climate zone. ● send an email to describe a visit to this climate zone. 	Equatorial climate zone
5	To know the characteristics of Arid climates and how they affect living conditions.	<ul style="list-style-type: none"> ● identify, explore, and find out facts about the arid climate zone. ● create a poster to show the different features of this climate zone. 	Arid climate zone Poster
6	To learn about and identify five climate zones - polar	<ul style="list-style-type: none"> ● identify, explore, and find out facts about the polar climate zone. ● write a postcard to describe what it has been like to visit that climate zone. 	Polar climate zone, Features, Geography

Year 2 - Autumn 2– London

Geographical skills: using maps

Disciplinary focus: What geographical language can I use to describe key physical features?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To be able to locate London on a map and describe its location.	<ul style="list-style-type: none"> ● know that London is the capital city of England and the UK ● identify where Europe is on a map ● identify where London is on a world map 	Europe, city, continents, government, capital city
2	To be able to identify and describe landmarks of London.	<ul style="list-style-type: none"> ● identify some different London landmarks ● describe some London landmarks ● find landmarks within an aerial photo of London 	Landmark, ferris wheel, beefeaters
3	To be able to use compass points and positional direction to navigate between London landmarks	<ul style="list-style-type: none"> ● use a map to identify and locate various landmarks ● use compass points and positional language to navigate between points on a map ● use a key to identify landmarks on a map 	map key, compass, navigation
4	To be able to identify and describe a variety of geographical features in London.	<ul style="list-style-type: none"> ● identify a variety of geographical features ● use their knowledge of the features of London to identify if a photo is of London or not ● use and understand appropriate vocabulary to describe the geographical features of London 	rural, city, valley, forest, sea, beech, mountain, hill, river, lake, coast, cliff, park
5	To explore seasonal weather patterns in London.	<ul style="list-style-type: none"> ● name and describe the four seasons ● suggest activities and events that might take place in London in each of the four seasons 	season, weather pattern
6	To be able to plan a trip to London	<ul style="list-style-type: none"> ● *plan a visit to key landmarks and features in London ● use knowledge of the seasons to plan clothing and activities suitable for the season ● describe what they think and feel about London <p>*This can be a potential trip for the spring or summer term,</p>	

Year 2 - Spring 1– The Seven Seas

Geographical skills: using maps

Disciplinary focus: What are the similarities and differences between the continents?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To recognise the UK on a range of maps, naming and locating the seas that surround	<ul style="list-style-type: none"> ● recognise the UK on a range of different maps and globes ● name and locate the major seas surrounding the UK ● name and locate the country's 4 constituent nations 	England, Wales, Northern Ireland, Scotland, North Sea, Irish Sea, Atlantic Ocean
2	To understand what an ocean is	<ul style="list-style-type: none"> ● learn the definition of an ocean (An ocean is a huge body of salt water) ● identify the 5 oceans on a map ● order the oceans in size 	oceans, continent, Pacific, Southern, Atlantic, Arctic, Indian Ocean
3	To name the 5 oceans and 7 continents of the world and locate them on a map	<ul style="list-style-type: none"> ● recap the names and locations of the world's continents and oceans ● add up the numbers of oceans and continents ● compare the oceans of the world in terms of width ● recognise that the UK lies within the Atlantic Ocean 	oceans, continent, Pacific, Southern, Atlantic, Arctic, Indian Ocean
4	To understand why our oceans are important	<ul style="list-style-type: none"> ● learn that the ocean covers 70% of our earth ● understand the importance of the ocean- habitat to animals; oxygen; food; medicine; weather pattern; transportation 	continent, habitat, food, medicine, transportation, oxygen
5	To understand how the ocean is different at the North pole and the Equator	<ul style="list-style-type: none"> ● identify the differences in temperature at the North Pole and Equator ● observe the differences in the appearance of the sea (ice) ● explore the different types of life in the sea in ● 	equator, temperature, ice, Arctic Ocean, hemisphere, North Pole
6	To locate the Pacific Ocean and to make comparisons between this and the Atlantic Ocean	<ul style="list-style-type: none"> ● develop knowledge of world oceans and how they compare ● learn about the Pacific Ocean and the countries around it 	

Year 2 - Spring 2 – Settlements

Geographical skills: use aerial and satellite photographs

Disciplinary focus: What makes a good settlement for people to live in?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To identify where the world's people are	<ul style="list-style-type: none"> ● explore how many people live on the planet ● learn where people are distributed globally ● identify which continents have the biggest populations 	densely populated, sparsely populated, population
2	To learn what a settlement is	<ul style="list-style-type: none"> ● identify where people live in settlements ● explain the differences are between villages, towns and cities ● explain why there are increasing numbers of people that live in cities 	settlement, village, town, city
3	To explain what affects where people live	<ul style="list-style-type: none"> ● identify what makes a good location for a settlement and what makes a bad location for a settlement ● identify what the ideal location for a settlement might be 	natural resources
4	To explain how settlements are shaped	<ul style="list-style-type: none"> ● compare how early settlements were different to settlements today ● explore how settlements vary in shape ● identify how settlements have patterns 	
5	To explain what makes up a city	<ul style="list-style-type: none"> ● learn what land uses are found in a city. ● investigate the purpose of these different land uses are. 	commercial, residential, industrial, transportation
6	To compare how cities and villages are different to live in	<ul style="list-style-type: none"> ● investigate where people live across the globe ● compare how life is different for people living in cities and villages 	megacity,

Year 2- Summer 1– Brazil

Geographical skills: using photographs

Disciplinary focus: What are the key human and physical features of Brazil?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To locate Brazil on a map	<ul style="list-style-type: none"> locate South America on a world map. locate Brazil on a map of South America. identify and describe the major physical features of Brazil. identify and describe the human features of Brazil including major cities. recognise the physical and human diversity within Brazil. 	landscape, physical geographical features, human geographical features, rural
2	To understand why people visit Brazil	<ul style="list-style-type: none"> understand that people travel to visit different countries for a range of reasons explore the opportunities to visit sites of natural beauty and diversity articulate the human features that make Brazil a popular destination (festivals, sport) 	continents, human features,
3	To identify the features of a city in Brazil	<ul style="list-style-type: none"> explore cities in Brazil and the differences with cities in the UK look at a case study: Rio de Janeiro: what are the most important physical and human features 	city, capital city
4	To compare life for people across Brazil	<ul style="list-style-type: none"> explain how within cities people have very different lives and experiences describe what life is like for poorer people in Rio describe what life is like for richer people in Rio contrast the life experiences of these two groups 	business district
5	To describe how populations are changing in Brazil	<ul style="list-style-type: none"> describe the process of urbanisation within Brazil explain the push and pull factors causing migration 	population, migrating, urban areas, rural areas, urbanisation
6	To explain why Brazil is difficult to describe	<ul style="list-style-type: none"> acknowledge the diversity in Brazil describe how different regions of Brazil have different physical and human features use photographs and maps to identify the features of regions in Brazil describe these features using geographical language 	diverse, climate

Year 2 - Summer 2– Geographical Skills

Geographical skills: using grid references on maps

Disciplinary focus: What are the geographical skills I have developed?

Lesson number	Learning objective	Pupils will	Vocabulary
1	To explore images of physical and human geography in the UK;	<ul style="list-style-type: none"> ● identify and locate the countries of the UK and their capital cities on maps, atlases and globes ● start to develop the skills involved in using maps, atlases and globes in order to find information ● Enrichment activity 4 - Create a photo montage that reflects one of the UK's countries ● Describe physical and human features from images of one of the UK's countries 	Physical Geography Terms: Ocean, Sea, Coast, Beach, Island, Mountain, Hill, River, Lake, Valley, Forest, Meadow, Peninsula, Cliff
2	To compose some ocean inspired music.	<ul style="list-style-type: none"> ● identify and locate a series of countries, continents and oceans across the wider world using atlases ● understand and apply the mapping skills involved in using maps, atlases and globes ● Enrichment activity 1 Compose a piece of music that reflects a description of an ocean ● identify the location of the five oceans 	Human Geography Terms: Town, Village, City, House, School, Playground, Road, Bridge, Farm, Shop, Church, Castle, Hospital, Factory, Market
3	To use locational and directional language accurately	<ul style="list-style-type: none"> ● use simple compass directions (North, South, East and West) to find items and features on a map and to give directions ● describe the position of specific features and routes on a map using locational and directional language ● use simple grid references to locate features on a map 	Locational and Directional Language: Left, Right, Up, Down, Near, Far, Next to, Between, In front of, Behind, Above, Below, North, South, East, West
4	To identify features from aerial photographs	<ul style="list-style-type: none"> ● use aerial photographs and plan perspectives to identify landmarks and human and physical features ● Enrichment 1 Suggest human and physical features from an aerial photograph ● create a collage based on an aerial photograph 	Aerial Photograph Features: Roads, Rivers, Buildings, Parks, Fields, Forests, Lakes, Bridges, Playgrounds, Houses, Schools, Gardens, Paths, Car parks, Farms
5	To complete fieldwork in the school grounds to identify key features	<ul style="list-style-type: none"> ● take photographs and label key human and physical features of their school and its grounds ● create a guided walk around the school which highlights the geography of their school ● annotate a simple map of the school 	Fieldwork and Local Exploration Terms: Walk, School grounds, Key features, Land use, Building use, Local area, Environment, Observation, Information, Nature, Pathway, Landmarks, Trees, Flowers, Animals
6	To take part in a local walk to gather information about local land and building use;	<ul style="list-style-type: none"> ● take photographs and identify key human and physical features of the local environment surrounding the school ● annotate a local area map of the school, highlighting key features ● describe simple features from aerial images ● Enrichment 3: describe physical and human features in a tourist leaflet 	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Rivers</p> <p>Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems.</p> <p><i>Geographical skills: Using photographs</i></p> <p><i>Disciplinary focus: interaction</i> <i>How do rivers, people and land affect each other?</i></p>	<p>Mountains</p> <p>Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people</p> <p><i>Geographical skills: Describing location using 4- point compass</i></p> <p><i>Disciplinary focus: interaction</i> <i>How do mountains and people affect each other?</i></p>	<p>Settlements & cities</p> <p>Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London.</p> <p><i>Disciplinary focus: diversity</i> <i>How are settlements similar and different?</i></p>	<p>Agriculture</p> <p>Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</p> <p><i>Disciplinary focus: interaction</i> <i>How are we connected to farmers?</i></p>	<p>Volcanoes</p> <p>Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science) Geographical skills: Using diagrams, describing distribution</p> <p><i>Disciplinary focus: interaction</i> <i>How do volcanoes affect a place?</i></p>	<p>Climate and biomes</p> <p>(situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison Geographical skills: World map and key lines of latitude</p> <p><i>Disciplinary focus: interaction</i> <i>How does the climate affect the way people live?</i></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4-6	<p>Climate and biomes (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison</p> <p><i>Geographical skills: World map and key lines of latitude</i></p> <p><i>Disciplinary focus: interaction</i> <i>How does the climate affect the way people live?</i></p>	<p>Rhine and Mediterranean Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine How the course of the river has been changed by human activity including canals Mediterranean Sea Suez Canal This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).</p> <p><i>Geographical skills: Extending use of maps and photographs</i></p> <p><i>Disciplinary focus: diversity</i> <i>How are different parts of the Rhine and the Mediterranean used by people?</i></p>	<p>Population Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity</p> <p><i>Geographical skills: Thematic maps and using census data</i></p> <p><i>Disciplinary focus: diversity</i> <i>How and why does population distribution vary across Great Britain?</i></p>	<p>Coastal processes and landforms Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast</p> <p><i>Disciplinary focus: interaction</i> <i>How does the location of west Wales affect its coast?</i></p>	<p>Tourism Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism.</p> <p><i>Geographical skills: Interpreting climate data</i></p> <p><i>Disciplinary focus: interaction</i> <i>How do tourists interact with a place?</i></p>	<p>Earthquakes Depth focus: The Christchurch earthquake, New Zealand. Causes of earthquakes: tectonic plates, fault lines Depth focus: California & San Andreas fault, Indian Ocean tsunami Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) Revisits knowledge on volcanoes from Year 3 summer 1.</p> <p><i>Geographical skills: Thematic maps</i></p> <p><i>Disciplinary focus: interaction</i> <i>How do earthquakes affect people and environments?</i></p>