



Geography Curriculum Overview

	NC objective/Development Matters	Topic/Unit & Key Concepts
Nursery (FS1)	See sequence of learning document for Geography	
Reception (FS2)		
Year 1	<ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	This is where we live (Darfield) <ul style="list-style-type: none"> • Place & Location • Physical & Human Features
	<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 • identify seasonal and daily weather patterns in the United Kingdom • key human features, including: town, port, harbour and shop • 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 	The Seaside <ul style="list-style-type: none"> • Place & Location • Physical & Human Features
Year 2	<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 • Use world maps, atlases and globes to identify the United Kingdom and its countries. 	This is where we live (UK) <ul style="list-style-type: none"> • Scale • Culture & Diversity

	<ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans • 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 • 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 countries, continents and oceans studied at this key stage 	<p>Around the world in 80 days</p> <ul style="list-style-type: none"> • Scale • Culture & Diversity
<p>Year 3</p>	<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 • 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 	<p>Settlements</p> <ul style="list-style-type: none"> • Interdependence
	<ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: rivers, mountains, and the water cycle 	<p>Rivers, Coasts, Mountains & The Water Cycle (UK)</p> <ul style="list-style-type: none"> • Place & Location • Scale

Year 4	<ul style="list-style-type: none"> • North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Understand geographical similarities and differences through the study of human and physical geography of a region North America • use maps, digital/computer mapping to locate countries and describe features studied 	USA Road Trip (North America) <ul style="list-style-type: none"> • Scale • Cultural Diversity
Year 5	<ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: rivers, volcanoes and earthquakes. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • 	Natural Disasters <ul style="list-style-type: none"> • Place & Location • Environmental Impact
	<ul style="list-style-type: none"> • South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Understand geographical similarities and differences through the study of human and physical geography of a region of South America • South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts 	Rainforests (South America) <ul style="list-style-type: none"> • Place & Location • Environmental Impact
Year 6	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	Europe & The Wider World <ul style="list-style-type: none"> • Interdependence • Cultural Diversity

	<ul style="list-style-type: none"> 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 Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	
	<ul style="list-style-type: none"> 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. 	<p>Map Work and Usage</p> <ul style="list-style-type: none"> Place & Location Scale