

Geography Curriculum Plan

This document is designed to support the teaching of Geography throughout school. It will demonstrate progression in teaching and ideas given as children move through school to develop their knowledge, skill and understanding of geographical concepts.

	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	The World	A UK	B UK and non- European small area	A UK	B UK and European region	A UK study	B North/South American study
Locational knowledge	FS 1 = Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding area	Name and locate the world's seven continents and five oceans	Name and locate counties and cities of the United Kingdom, geographical regions Identify the human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns	Use maps to focus on Europe (including the location of Russia) Look at the environmental regions of Europe (different areas defined by their environmental conditions e.g. climate, landforms Identify the position and significance of latitude, longitude and Equator	Depth study of the UK Environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains and coasts. Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)	Depth study of North or South America Environmental regions, key physical and human characteristics. Major cities, mountain ranges, rivers, lakes and landmarks. Identify position and significance of Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic circle
Place knowledge	FS 2 – Children know about similarities and differences in relation to places		Study of a small area of the UK and a small area of a contrasting non-European country identifying their geographical similarities and differences		Study the human and physical geography of a region of the UK and a region in a European country , identifying their similarities and differences		Study the human and physical geography of a region of the UK and a region within North or South America, identifying their similarities and differences
Human and physical geography	FS 1 – Notices detailed features of objects in their own environments FS 2 – (Exceeding)	Identify seasonal and daily weather patterns in the UK Use basic geographical	Identify seasonal and daily weather patterns in hot and cold areas of the world in relation to	Physical geography – rivers, mountains and the water cycle Human geography – Settlement and land	Physical geography- Climate zones, biomes and vegetation belts, rivers, mountains,	Physical geography- rivers, mountains and the water cycle Human geography- Land use, economic	Physical geography – climate zones, biomes and vegetation belts, rivers, mountains,

	<p>children know that the environment and living things are influenced by human activity.</p> <p>FS 2 – They talk about the features of their own environments and how environments might vary from one to another.</p>	<p>vocabulary to refer to physical and human features of the UK</p>	<p>the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to physical and human features of the two contrasting places of study</p>	<p>use</p>	<p>volcanoes and earthquakes</p> <p>Human geography</p> <p>Types of settlement and land use, economic activity and the distribution of natural resources</p>	<p>activity and the distribution of natural resources</p>	<p>volcanoes and earthquakes</p> <p>Human geography –</p> <p>Types of settlement and land use, economic activity and the distribution of natural resources</p>
<p>Geographical skills and fieldwork</p>		<p>Use world maps, atlases and globes to identify the UK and its countries</p> <p>Use simple compass directions and locational language to describe the location and features and routes on a map</p>	<p>Use world maps, atlases and globes to identify countries, continents and oceans studied</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate counties and cities in the UK</p> <p>Orienteering activities around the school grounds to use symbols and keys on maps</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate counties and cities in the UK</p> <p>Use symbols and keys to build their knowledge of a region in a European country</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate counties and cities in the UK</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</p> <p>Orienteering activities using the eight points of a compass</p> <p>Use four and six figure grid references to build their knowledge of the UK</p>	<p>Use four and six-figure grid references to build knowledge of North or South America</p>