



## **Geography Curriculum – Overview**

### **Rationale**

We want children to be taught about the world around them and the people in it. We want them to give them knowledge of diverse places, people and natural and human environments as well as an understanding of some of the Earth's key processes.

The approach with our Geography Curriculum is on building long-term memory and improved retrieval focussing on key knowledge and vocabulary. The knowledge and vocabulary can be found on the Knowledge Organiser for each topic.

### **Structure**

Each year group has three Geography topics to be taught. There will be a main focus and, in most cases and secondary focus for each unit. These are taken from the National Curriculum (statements from the National Curriculum are in Bold).

The main focuses for units of work are as follows:

- Map work – every year
- Locational focus – Year 2 and 6
- Physical features – every year
- Human features – Year 3,4 and 6
- Fieldwork – Year 1 and 5
- Comparison of locations – Year 1, 2, 3 and 5

Skills focus take place in every unit of work. These are built upon and repeated over time.

### **Real-life Outcomes**

These are application tasks using the knowledge acquired over the course of a unit. These take place for all units of work.

### **Written Outcomes**

These are pieces of written work designed to encourage children to write at length about what they have learned including the key knowledge and use of key vocabulary. Children complete the written outcomes in Year 3 to 6.

**YEAR 1**

Unit	Main focus (from National Curriculum)	Secondary focus(es) (from National Curriculum)	Skills focus	Real-life Outcomes
<b>Local Area</b>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Look at, create and label a map of the geography of the school grounds including physical features (e.g. trees, grass areas, bushes) and human features (e.g. buildings, playgrounds)</li> <li>• Look at the geography of the local area</li> <li>• Conduct a local area walk and create/ label a map of some of Tilehurst Village including roads, shops, houses and offices</li> </ul>	<p><b>Use basic geographical vocabulary to refer to key physical features, including: hill, river and valley and key human features, including: city, town, village, factory, farm, house, office and shop</b></p>	<p><b>Devise a simple map use and construct basic symbols in a key</b></p> <p><b>Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</b></p>	<ul style="list-style-type: none"> <li>• Draw a <b>map</b> with a key of the <b>school grounds</b></li> <li>• Draw a <b>map</b> with a key of the <b>local area</b></li> <li>• <b>“Design the ultimate school.”</b> Children draw a map of the ultimate school using what they have learned</li> </ul>
<b>The UK</b>	<p><b>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</b> Including:</p> <ul style="list-style-type: none"> <li>• 4 countries of UK (and Ireland)</li> <li>• Their capital cities</li> <li>• North Sea – to the East and North</li> <li>• Irish Sea – West</li> <li>• Atlantic Ocean – West</li> <li>• English Channel - South</li> </ul>	<p><b>Use basic geographical vocabulary to refer to key physical features, including: forest, mountain, sea, ocean river and vegetation</b></p>	<p><b>Use world atlases to identify the United Kingdom and its countries</b></p> <p><b>use simple compass directions (North, South, East and West)</b></p>	<ul style="list-style-type: none"> <li>• Design a new <b>flag</b> for the <b>U.K.</b> using ideas from some of the features learned about</li> <li>• Write a leaflet about the <b>U.K.</b></li> </ul>
<b>The Seaside</b>	<p><b>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</b></p> <p>2.1 – Comparing the human and physical features of Weymouth beach in the UK and Surfer’s Paradise beach in Gold Coast City, Australia</p>	<p><b>use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea and ocean and key human features, including: port and harbour</b></p>	<p><b>use world maps and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</b></p>	<p><b>“Let’s go on Holiday”</b> Produce a holiday brochure for Bournemouth Beach</p>

## YEAR 2

Unit	Main focus (from National Curriculum)	Secondary focus(es) (from National Curriculum)	Skills focus	Real-life Outcome
Rivers	<p>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</p> <p>Compare the human and physical features of the River Thames and The Amazon river</p>	<p>use basic geographical vocabulary to refer to key physical features, including: river, soil, valley and forest and key human features, including: city, town, village, shop, port and harbour</p>	<p>use world maps and atlases to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p><b>“River day Trip”</b> Create a leaflet advertising a day trip either on the River Thames or the Amazon River (including geographical human and physical features learned in the unit)</p>
London	<p>use basic geographical vocabulary to refer to key physical features, including: river, soil, valley, weather and human features, including: city, factory, house, office, port, and shop</p> <p>A focus on the Human and physical geography of London including:</p> <ul style="list-style-type: none"> <li>• Population size (compared to other cities)</li> <li>• Famous buildings/ landmarks</li> <li>• Areas of London (link to compass points and postcodes). E.g. the city, docklands, east end</li> <li>• Transportation – railways, underground, roads</li> </ul>	<p>name, locate and identify characteristics of the four countries and capital cities</p> <ul style="list-style-type: none"> <li>• 4 countries of UK (and Ireland) (recap Y1)</li> <li>• Their capital cities (recap Y1)</li> </ul>	<p>Devise a simple map use and construct basic symbols in a key</p> <p>Use simple compass directions (North, South, East and West)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>	<p><b>“Fact file”</b> Write a Fact-file about a Famous London Landmark</p>
World and Weather	<p>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</p> <ul style="list-style-type: none"> <li>• Identify and locate the Equator and the North and South Poles</li> <li>• Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• identify seasonal and daily weather patterns in the United Kingdom</li> </ul>	<p>name and locate the world’s seven continents and five oceans</p>	<p>use world maps, atlases and globes to identify the United Kingdom and the countries, continents and oceans studied at this key stage</p>	<p><b>“Weather Reporter”</b> Produce a weather report for one of the four seasons for the UK using the knowledge they have learned.</p>

YEAR 3				
Unit	Main focus (from National Curriculum)	Secondary focus(es) (from National Curriculum)	Skills focus	Real-life Outcome Written Outcome
<b>The United Kingdom</b>	<p><b>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</b></p> <ul style="list-style-type: none"> <li>• 4 countries of UK (and Ireland) (recap from Y1)</li> <li>• counties - Berkshire and those that surround it</li> <li>• Cities – 4 capitals and 5 other large cities</li> <li>• Highest mountains in each country</li> <li>• Surrounding seas (recap from Y1)</li> <li>• Longest rivers – Thames, Severn, Trent</li> <li>• land-use patterns – map the different types</li> <li>• understand how some of these aspects have changed over time</li> </ul>	<p><b>Describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water</b></p> <p>Gain an understanding of the difference between the UK, GB and England</p>	<ul style="list-style-type: none"> <li>• Use maps to locate countries and describe features studied</li> <li>• Use four-figure grid references to build their knowledge of the United Kingdom</li> <li>• Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> <li>• Use UK maps and 4 figure grid references to locate features</li> <li>• Use specific Ordnance Survey Maps to locate some of these in more detail</li> </ul>	<p><b>“The Big Trip”</b></p> <p>Plan a big trip around the UK using some of the knowledge learned in this unit. (e.g. to the four capitals/ along main rivers/ visit the highest mountains)</p>
<b>Rivers of the World</b>	<p><b>Describe and understand key aspects of rivers and the water cycle</b></p> <ul style="list-style-type: none"> <li>• What is a river? Why do they occur? Drain Basins. Erosion. Valleys. Flood plains</li> <li>• Major rivers of the world – Nile (History link), Amazon, Mississippi, Yangtze, Volga, Danube?</li> <li>• Water cycle</li> </ul>	<p><b>Describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water</b></p> <p>Focus on the Nile Valley and why settlements started there compared to the surrounding desert</p>	<ul style="list-style-type: none"> <li>• Use maps to locate countries and describe features studied</li> </ul>	<p><b>“The Water Cycle”</b></p> <p>Design a poster explaining the water cycle</p>
<b>Settlements</b>	<p><b>Describe and understand key aspects of types of settlement</b></p> <ul style="list-style-type: none"> <li>• Human and not physical geography, Population</li> </ul> <p>Examples locally</p> <ul style="list-style-type: none"> <li>• Hamlet – Pingewood or Burghfield Bridge</li> <li>• Village – Tilehurst or Pangbourne</li> <li>• Town – Reading</li> <li>• City - London</li> </ul>	<p><b>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom</b></p>	<ul style="list-style-type: none"> <li>• Use four-figure grid references to build their knowledge of the United Kingdom</li> <li>• Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> </ul>	<p><b>“Estate Agent”</b></p> <p>Design an Estate Agent Poster to sell a house in one of these types of settlement – including information learned</p>

YEAR 4				
Unit	Main focus (from National Curriculum)	Secondary focus(es) (from National Curriculum)	Skills focus	Real-life Outcome Written Outcome
Europe	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>• There are 44 Countries altogether</li> </ul> <p>Know and locate:</p> <ul style="list-style-type: none"> <li>• Recap UK countries from Y3</li> <li>• Locate some key countries and capital cities from different areas of Europe</li> <li>• Key mountain ranges and mountains, seas and rivers</li> <li>• Major landmarks</li> </ul>	<p>understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>Compare Reading or London to a chosen city in Europe – focus on the human and physical features</p>	<ul style="list-style-type: none"> <li>• Use four-figure grid references to build their knowledge of the wider world</li> <li>• Use atlases and globes to locate countries and describe features studied</li> </ul>	<p><b>“City Fact file”</b></p> <p>Create a Fact file comparing a European city to Reading</p>
Land Use	<p><b>Describe and understand key aspects of land use</b></p> <ul style="list-style-type: none"> <li>• An overview of the different types of land use – urban, rural, greenbelt, coastal, mountains/ moorlands, forests/woods, farming, transportation</li> <li>• Locate these on a map of the UK</li> <li>• Focus on Tilehurst/ Reading/ Berkshire land use.</li> </ul>	<p><b>Name and locate land-use patterns; and understand how some of these aspects have changed over time</b></p> <p>Compare land use of Reading/ Tilehurst over time.</p>	<ul style="list-style-type: none"> <li>• Use maps to locate countries and describe features studied</li> <li>• Use four-figure grid references to build their knowledge of the United Kingdom</li> <li>• Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> </ul>	<p><b>“Tilehurst, Past and Present”</b></p> <p>Create a map overlay (using tracing paper) of Tilehurst today and in the past</p> <p>Write about the pros and cons of building new houses on ‘green’ land (e.g. the local development near Sulham and Chapel Hill)</p>
Mountains	<p><b>Describe and understand key aspects of mountains</b></p> <p>Learn what is a mountain and how are they formed and that some are still growing and some are getting smaller (through erosion)</p> <ul style="list-style-type: none"> <li>• Measured height above sea level</li> <li>• 5 types – fold, fault-block, dome, volcanic, plateau?</li> <li>• Mountains ranges in Europe – Alps, Pyrenees, Ural</li> <li>• Ranges in World – Himalayas, Andes, Rockies</li> </ul> <p>Some of the highest mountains in the world</p>		<ul style="list-style-type: none"> <li>• Use maps to locate countries and describe features studied</li> <li>• Use four-figure grid references to build their knowledge of the United Kingdom</li> <li>• Use digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b>“King/Queen of the Mountains”</b></p> <p>Plan an expedition to climb some or all of seven highest mountains on each continent. Plan the route and calculate the distances</p> <p>Write a diary entry for a mountain climber including knowledge learned in this unit</p>

YEAR 5				
Unit	Main focus (from National Curriculum)	Secondary focus(es) (from National Curriculum)	Skills focus	Real-life Outcome Written Outcome
<b>Natural Disasters</b>	<p><b>Describe and understand key aspects of volcanos and earthquakes</b> Recap mountains and how they are formed Learn what earthquakes, volcanos and tsunamis are and how they are formed</p> <ul style="list-style-type: none"> <li>Map major tectonic plates with volcanos and earthquakes</li> <li>Volcanos types – active, dormant, extinct</li> <li>Major volcanos across the world</li> </ul> <p>Famous earthquakes and tsunamis</p>		<ul style="list-style-type: none"> <li>Use atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use six-figure grid references and the eight points of a compass to build their knowledge of the wider world</li> </ul>	<p><b>“Living near disaster”</b></p> <ul style="list-style-type: none"> <li>Write about the pros and cons of living near a volcano.</li> <li>Write a diary entry as someone who has witnessed a tsunami</li> </ul>
<b>The Americas</b>	<p><b>Locate the world’s countries, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</b></p> <ul style="list-style-type: none"> <li>There are 23 countries in North America and 12 in South America</li> </ul> <p>Know and locate:</p> <ul style="list-style-type: none"> <li>Locate some key countries and capital cities from North, South and Central America</li> <li>Key mountain ranges and mountains, seas and rivers</li> <li>Major landmarks</li> </ul>	<p><b>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</b> Compare a beach area of the UK with St Lucia</p> <p><b>Describe and understand key aspects of economic activity including trade links</b> Economic activity a focus on the banana trade of St Lucia from source to supermarket in England.</p>	<ul style="list-style-type: none"> <li>Use atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use six-figure grid references and the eight points of a compass to build their knowledge of the wider world</li> </ul>	<p><b>“St Lucia Island”</b></p> <ul style="list-style-type: none"> <li>Write a fact file about St Lucia</li> <li>Write about the story of the banana from source to supermarket</li> </ul>
<b>Tilehurst</b>	<p><b>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.</b></p> <p>Physical features</p> <ul style="list-style-type: none"> <li>Hills - near Chilton Hills and North Wessex Downs</li> <li>Rivers – Thames, Kennet, Holy Brook, Pang, Bourne</li> <li>Woods - Sulham and Tidmarsh Woods</li> </ul> <p>Human features</p> <ul style="list-style-type: none"> <li>Transport - Railway lines – north and south; M4 and A4 roads south</li> <li>Water towers x2</li> <li>Types of housing: old cottages, Victorian/ Edwardian terrace housing (linked to clay pits), Mid-20<sup>th</sup> century semi-detached.</li> <li>Building use (e.g. shops, houses, offices)</li> </ul>		<ul style="list-style-type: none"> <li>Use local maps and digital/computer mapping to locate and describe features studied</li> <li>Use six-figure grid references and the eight points of a compass</li> <li>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> </ul>	<p><b>“Encyclopaedia of Tilehurst”</b></p> <p>As a class, create a page for an encyclopaedia of Tilehurst – taking a different aspect each to write about</p>

YEAR 6				
Unit	Main focus (from National Curriculum)	Secondary focus(es) (from National Curriculum)	Skills focus	Real-life Outcome Written Outcome
<b>The World</b>	<p><b>Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</b></p> <ul style="list-style-type: none"> <li>Locate the seven continents and five oceans</li> <li>Locate some notable countries (outside of Europe and The Americas)</li> <li>Physical features - locate the main deserts, mountains, rivers, lakes and waterfalls of the world</li> <li>Human features – locate some major landmarks across the world</li> </ul>		<ul style="list-style-type: none"> <li>Use atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use six-figure grid references and the eight points of a compass to build their knowledge of the wider world</li> </ul>	<p><b>“Around the World in 80 Days”</b></p> <p>Plan an expedition to travel around the world – visiting all 7 continents and some of the features learned in this unit.</p>
<b>Biomes and Climate Zones</b>	<p><b>describe and understand key aspects of climate zones, biomes and vegetation belts</b></p> <p>Learn the definition of eight biomes – boreal/taiga forest, rainforest, desert, deciduous forest, grassland, ice and tundra. Locate these major biomes on a world map and describe their features</p> <p>Define the climate zones – Polar, temperate, Arid, Tropical, Mediterranean, mountains</p> <p>Locate these major climate zones on a world map and describe their features</p>	<p><b>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)</b></p> <ul style="list-style-type: none"> <li>Locate the North and South Poles and the Arctic and Antarctic regions.</li> <li>Understand lines of latitude and longitude and how they split up the globe.</li> <li>Focus on: the equator, northern and southern hemisphere, tropics of cancer and Capricorn and Arctic and Antarctic Circles</li> <li>Learn about the link between lines of longitude and time zones including the prime/ Greenwich Meridian Line</li> </ul>	<ul style="list-style-type: none"> <li>Use atlases, globes and digital/computer mapping to locate describe features studied</li> </ul>	<p><b>“Desert Guide”</b></p> <p>Write a to the desert biome making reference to the features learned about</p>
<b>Cornwall</b>	<p><b>Describe and understand key aspects of human geography including land use, economic activity and distribution of natural resources</b></p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>Tin mining industry and the distribution of resources</li> <li>Fishing industry</li> <li>Lifeboat stations</li> </ul>		<ul style="list-style-type: none"> <li>Use maps and digital/computer mapping to locate describe features studied</li> <li>Use six-figure grid references and the eight points of a compass to build their knowledge of the wider world</li> <li>Use symbols and key</li> </ul>	<p><b>“Where have we been?”</b></p> <p>Produce their own map of Cornwall from a basic outline – include the places we visited as well as other important landmarks</p>