



Curriculum Overview Geography



	Autumn To investigate places	Spring To investigate patterns	Summer To communicate Geographically
EYFS	<p>Early Learning Goal: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. <i>(Development Matters learning objectives can be used to differentiate for need)</i></p>		
Y1	<p><u>Where do we live?</u> Ask and answer questions Fieldwork of the school grounds Human and physical features Countries of the UK and surrounding seas Identify land use around the school.</p>	<p><u>What is the weather like today?</u> Identify seasonal and daily weather patterns in United Kingdom (Cheltenham)</p>	<p><u>Can you follow a map?</u> Devise a simple map; and use and construct basic symbols in a key. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop.</p>
Y2	<p><u>Where are we in the world?</u> World's continents and oceans Maps, atlases and globes to locate UK and countries Identify features of a location Identify capital cities and surrounding seas (Y1)</p>	<p><u>Where are the coldest and hottest counties in the world?</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p>	<p><u>Can you become an explorer?</u> Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>
Y3	<p><u>What is in the UK?</u></p>	<p><u>How has school changed over time?</u></p>	<p><u>What is human and physical geography?</u></p>



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	<p>Ask and answer geographical questions about human and physical features of a location.</p> <p>Name and locate the countries and cities of the United Kingdom.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>Describe how the locality of the school has changed over time.</p> <p>Describe geographical similarities and differences between countries.</p>	<p>Describe key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle</p> <p>Describe key aspects of human geography, including: settlements and land use.</p>
Y4	<p><u>Where are the countries of the world?</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries</p> <p>Use fieldwork to observe and record the human and physical features in the local area</p> <p>Understand the geographical regions and their identifying human and physical characteristics</p>	<p><u>Where is the Northern and Southern Hemisphere?</u></p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p>	<p><u>Question needed?</u></p> <p>Use the eight points of a compass, four-figure grid references, and symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>
Y5	<p><u>How have countries changed over time?</u></p> <p>Collect and analyse statistics and other information about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p>	<p><u>How is the earth divided?</u></p> <p>Describe geographical diversity across the world.</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and</p>	<p><u>Question needed?</u></p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Describe and understand key aspects of human geography, including:</p>



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	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics.	Antarctic Circle, and time zones (including day and night).	settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
Y6	<u>What are the Americas like?</u> Name and locate the countries of North and South America and identify their main physical and human characteristics. Use different types of fieldwork sampling Analyse and give views on the effectiveness of different geographical representations of a location	<u>Why is Mexico hot and Alaska cold?</u> Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe how countries and geographical regions are interconnected and interdependent.	<u>How can I show what I know about the Americas?</u> Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).