

Geography Intent:

At Aston and Cote CE Primary we believe that understanding of the interdependence of the earth's human and physical systems are vital for our pupils to be future decision-makers for our planet. There has never been a better or more important time to study geography. Geography helps us to make sense of the world around us. It's hands on, relevant, and fun. Our curriculum encourages a passion for the world - whether it is a fascination with landscapes or concerns about sustainability. Our Geography curriculum will provide pupils with knowledge and transferable skills that will reward curious and enquiring minds whilst exploring the worldwide classroom that surrounds us.

"Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?" Michael Palin.

	Substantive Concept/ Strand- Locational Knowledge						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic	Marvellous Me To Infinity and Beyond Wonderful Winter Six Weeks of Spring Going on Safari Once Upon a Time	Precious Planet Come to China Enchanted Forest	Up, Up and Away Make a World of Difference Carnival Time	What is Awesome about the Earth?	My Place Your Place Europe Explored	Amazon Adventure	Going Global
National Curriculum Objective	Explore the natural world around them. Describe my immediate environment using knowledge from observation, discussion,	continents and name, locate ar characteristics	nd identify s of the four apital cities of gdom and its	Russia) and North physical and huma name and locate of identifying human mountains, coasts aspects have chai	h and South America, can characteristics, coun counties and cities of the and physical characters and rivers), and land-inged over time.	oncentrating on their tries, and major citie e United Kingdom, ge pistics, key topograph use patterns; and unc	e (including the location of renvironmental regions, key s. ographical regions and their ical features (including hills, derstand how some of these

	stories, non- fiction texts, and maps.			,	•	•	and Capricorn, Arctic and (including day and night).
Sticky Knowledge/ Retrieval	I can play outside and enjoy exploring the natural world around me. I can make observations and draw pictures of the things I find and see.	Know what a compass is and the four compass points NSEW. Know where in the world the North and South Poles and Equator are. Know features of hot and cold places. Know what continents and oceans are and know we live in Europe. Know name, locate, and identify the countries and capitals of the UK.	Know where in the world the North and South Poles and Equator are. Identify, name, and locate the 7 continents. Name, locate, and identify the 5 oceans. Name, locate and identify the seas surrounding the UK.	Know the names of and locate at least eight major countries and capital cities across the world, four from the southern and four from the northern hemisphere. Know the names of and locate at least eight counties and at least six cities in England.	Know the names of and locate at least eight European countries. Know, name and locate the main rivers in the UK. Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what is meant by the term 'tropics'	Know the names of a number of European countries and capitals. Know the names of and locate a number of South American countries.	Know about time zones and work out differences
Skill	I can describe my immediate environment using knowledge from observation, discussion, stories, nonfiction texts, and maps.	I can name and locate some of the world's seven continents and five oceans. I can talk about physical and human geographical similarities and differences between a small area of the UK, and of a small area in a	I can name and locate the world's seven continents and five oceans. I can talk about physical and human geographical similarities and differences between a small area of the UK, and of a small	I can name and locate countries I am learning about. I can name and locate major cities in the countries I am learning about. I can locate human and physical characteristics in the countries I am learning about.	I can name and locate countries I am learning about. I can explain how the location of different European countries affects the climate. I can name and locate the major cities of Europe on a map.	I can locate human and physical characteristics of the locality I am studying. I can locate landuse features of the locality I am studying. I can discuss how some features and land-use patterns	I can name and locate countries of the world and explain where they are in relation to one another. I can name and locate major cities of the countries I am learning about. I can locate human and physical characteristics of the world.

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		contrasting non- European country. I can name and locate the four countries and capital cities of the UK. I can find the equator and north and south poles and I can use maps, atlases, aerial photos and compasses to support my learning.	area in a contrasting non-European country. I can name and locate the four countries and capital cities of the UK. I can name and locate the seas surrounding the UK.	I can locate land-use patterns in the countries I am learning about. I can talk about physical and human similarities and differences between different parts of the United Kingdom.		have changed over time	I can correctly use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Artic/Antarctic Circle and time zones. I can identify physical and human geographical similarities and differences of a region or North/South America, comparing to the United Kingdom.
			Substantive Con	 cept/ Strand- Place Know	 vledae		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objective	Recognise some environments that are different from the one in which they live.	Understand geograph differences through and physical geograph the United Kingdom, o in a contrasting non-E	ical similarities and studying the human by of a small area of and of a small area	Understand geographical	the United Kingdom,		udy of human and physical country, and a region within
Sticky Knowledge/ Retrieval	I can compare life in this country to life in another country and pick out some similarities and differences between the two places.	Know some physical and human geographical similarities and differences between a small area of the UK, and of a small area in a contrasting non-European country-China.	Know different physical and human geographical similarities and differences between a small area of the UK, and of a small area in a contrasting non-	Understand why the UK may not experience volcanoes and earthquakes like other countries do.	Know at least five differences and similarities between living in the UK and a Mediterranean country.	Know key differences and similarities between living in the UK and in a country in South America.	Know key differences and similarities between living in the UK and in a global world, comparing with countries examined.



Skill	I can describe my immediate environment using knowledge from observation, discussion, stories, nonfiction texts, and maps. I can compare my home to other people's homes. I can compare my holiday to other people's holidays. I can compare different buildings and environments.	I can name and locate some of the world's seven continents and five oceans. I can talk about physical and human geographical similarities and differences between a small area of the UK, and of a small area in a contrasting non-European country. I can name and locate the four countries and capital cities of the UK. I can name and locate the seas surrounding the UK.	I can name and locate the world's seven continents and five oceans. I can talk about physical and human geographical similarities and differences between a small area of the UK, and of a small area in a contrasting non-European country. I can name and locate the four countries and capital cities of the UK. I can name and locate the seas surrounding the UK.	I can name and locate countries I am learning about. I can name and locate major cities in the countries I am learning about. I can locate human and physical characteristics in the countries I am learning about. I can locate land-use patterns in the countries I am learning about. I can talk about physical and human similarities and differences between different parts of the United Kingdom.	I can name and locate countries I am learning about. I can explain how the location of different European countries affects the climate. I can name and locate the major cities of Europe on a map.	I can locate human and physical characteristics of the locality I am studying. I can locate landuse features of the locality I am studying. I can discuss how some features and landuse patterns have changed over time	I can name and locate countries of the world and explain where they are in relation to one another. I can name and locate major cities of the countries I am learning about. I can locate human and physical characteristics of the world. I can correctly use the terms latitude, longitude, Equator, North and South Hemisphere, Tropics of Cancer/Capricorn, Artic/Antarctic Circle and time zones. I can identify physical and human geographical similarities and differences of a region or North/South America, comparing to the United Kingdom.
	1	S	ubstantive Concept/	Strand- Human Physical	geography	<u> </u>	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Objective	Talk about members of their immediate family and community. Name and describe people	Identify seasonal an patterns in the Unito the location of hot a the world in relation and the North and S	ed Kingdom and and cold areas of to the Equator	mountains, v — human geog	, , , ography, including: clin olcanoes and earthqua praphy, including: type	kes, and the water cyc s of settlement and	nd vegetation belts, rivers, cle; land use, economic activity urces including energy, food,

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	who are familiar to them. Recognise some similarities and differences between life in this country and life in other countries. Understand the effect of changing seasons on the natural world around them.	Use basic geographic refer to: -key physical feature cliff, coast, forest, k ocean, river, soil, val season and weather; -key human features, town, village, factory, office, port, harbour	es, including: beach, hill, mountain, sea, ley, vegetation, including: city, farm, house,	minerals and	d water.		
Sticky Knowledge/ Retrieval	I can talk about members of my close family and community. I can understand the effect that the seasons have on the world that surrounds me.	Know and locate hot and cold areas of the world in relation to the Equator and North and South poles. Know which is the hottest and coldest season in the UK. Know and recognise main weather symbols. Know the main differences between city, town and village.	Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. Explain some of the advantages and disadvantages of living in a city or village.	Know what causes an earthquake Label the different parts of a volcano	Know and label the main features of a river. Know the name of and locate a number of the world's longest rivers. Know the names of a number of the world's highest mountains. Explain the features of a water cycle. Know why most cities are located by a river	Know what is meant by biomes and what are the features of a specific biome Label layers of a rainforest and know what deforestation is.	Know the names of and locate some of the world's deserts. Know why are industrial areas and ports are important. Know main human and physical differences between developed and third world countries
Skill	I can explain some similarities and differences between life in this country and life in other countries, drawing	I can locate hot and cold areas of the world in relation to the Equator and North and South poles.	I can locate hot and cold areas of the world in relation to the Equator and North and South poles.	I can describe some aspects of physical geography e.g. river, mountains, coasts, the water cycle.	I can identify significant physical and human landmarks in European countries.	I can accurately describe some aspects of human geography e.g. types of settlement, land use and economic	I can accurately describe some aspects of physical geography e.g. climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and

	on knowledge from stories, non- fiction texts and - when appropriate - maps. I can 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. Observational	I can identify seasonal and daily weather patterns in the UK. I use geographical words for physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. I can use geographical words for human features: city, town, village, factory, farm, house, office, port, harbour and shop.	I can identify seasonal and daily weather patterns in the UK. I use geographical words for physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. I can use geographical words for human features: city, town, village,	aspects of human geography e.g. types of settlement and land use.	physical and human geography of a region in a European country. I can describe how the location of a place can affect the human activity e.g. tourism in a hot country. I can give the similarities and differences between a region of the UK and a region in Europe. I can describe some aspects of physical geography - rivers, mountains, volcances and	activity including trade links.	earthquakes, and the water cycle I can accurately describe some aspects of human geography e.g. types of settlement and land use and distribution of natural resources including energy, food, minerals and water
	EYFS	S Year 1	factory, farm, house, office, port, harbour and shop. ubstantive Concept/ Year 2	Strand- Geographical and Year 3	d Fieldwork Year 4	Year 5	Year 6
National Curriculum Objective	Draw information from a simple map.	Use world maps, atl identify the United countries, as well continents and ocea key stage. Use simple compass South, East and W	ases and globes to d Kingdom and its as the countries, ans studied at this directions (North,	Use maps, atlases, glo features studied. Use the eight points of a the use of Ordnance Su world. Use fieldwork to observ	obes and digital/comp a compass, four and six rvey maps) to build the ve, measure, record an	uter mapping to loc -figure grid reference ir knowledge of the U	ate countries and describe es, symbols and key (including United Kingdom and the wider and physical features in the ans and graphs, and digital



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		and directional language near and far; left describe the location routes on a map. Use aerial photogoperspectives to recand basic human and devise a simple more construct basic symbol.	t and right], to n of features and graphs and plan cognise landmarks physical features; ap; and use and cools in a key.	technologies.			
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		human and physical	•				
		surrounding environm					
Knowledge/ Retrieval sim tal car I c obs and dre	can use iservation skills d knowledge to iaw information om a simple ap.	Know where the equator, North Pole and South Pole are on a globe. Know which is N, E, S and W on a compass. Use a compass to give N S E W directions. Know their address, including postcode. Use a variety of maps, including floor maps, globes, and street maps. Use photographs of the classroom to create their own 2-	Know and use the terminologies: left and right; below, next to Know and find continents and oceans on a map and globe. Create a map of the school grounds with the photo locations as key landmarks.	Know and name the eight points of a compass. Know where the school is located within the wider world. Use eight compass points to describe the location of capital cities within the British Isles. Know the difference between the boundaries of Great Britain, the British Isles and the United Kingdom. Develop knowledge of England, Scotland,	Read Ordnance Survey maps and have basic map reading skills. Read map of the local area and discuss what they can see. Read four-figure grid references. Understand concept of scale, and map symbols.	Find and identify physical geography on OS maps. Know how hills and valleys are represented on OS maps, through the use of contour lines. Understanding maps are a 2D image of a 3D world.	Know what most of the ordnance survey symbols stand for. Know how to use six-figure grid references. Further understanding and pupils' use of OS maps locating the school, their house and significant buildings on a map of the local area through the use of hard-copy maps and digital maps.
		D plan of the classroom on paper.		Wales and Ireland through hands-on			
		A simple key and symbols the		activities.			

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		children may create.					
Skill	I can draw a simple map from what I've seen or played with.	I can find the UK and its countries on a map, globe and in an atlas. I can use the four compass directions: N, S, E and W to describe the location of features and routes on a map. I can use locational and directional language. I can identify landmarks and basic human and physical features on a plan or aerial photograph. I can create a simple map of my own with a simple key. I observe the geography of my school grounds.	I can find countries, continents and oceans I have learnt about on a map, globe and in an atlas. I can use the four compass directions: N, S, E and W to describe the location of features and routes on a map. I can use locational and directional language. I can identify landmarks and basic human and physical features on a plan or aerial photograph. I can create a simple map of my own with a simple key. I observe the geography of my school grounds and surrounding environment.	I can find the UK and its counties using maps. I can use the eight compass directions to describe the location of features on a map. I can read four-figure grid references, symbols and keys. I can sketch maps of human and physical features	I can find countries, continents and oceans using a range of maps including digital sources. I can use the eight compass directions to describe the location of features on a map. I can read four-figure grid references, symbols and a key on a map.	I can use the eight points of a compass. I can read six-figure grid references, symbols and key on a map. I can make plans of the local area showing human and physical features. I can measure human and physical features in the local area and display data in graphical form.	I can find countries, continents and oceans using atlases, maps and digital maps, describing their features. I can read six-figure grid references, symbols and keys on a map. I can 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.
Vocabulary	Animals Beach Building City	Autumn building beach capital city	Adapt Africa Antarctica Asia	Atlases capital cities climate zones compass	aerial photograph aftershock ash cloud	aerial photograph · Amazon River climate	aerial photographs Antarctic circle Arctic Circle biomes

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Thunderstorm	Scotland		
town	seaside		
United Kingdom	south		
valley	South America		
vegetation	town		
village	United Kingdom		
warm	valley		
weather	village		
weather chart	Wales		
wind	west		
windy	wildlife		
winter			