



Geography

Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Our bespoke curriculum is planned so pupils develop progressive and transferable knowledge and skills to enable them to investigate and develop understanding of diverse places, people, resources and natural and human environments, together with the Earth's key physical and human processes.

We seek to inspire in pupils a curiosity and fascination about the world and its people which will remain with them throughout their time with us and also to their further education and beyond.

Our curriculum is unique to our school and pupils and the opportunities and experiences we are lucky enough to be able to offer within our local community. We use our local area as a starting point moving further afield as pupils age and we foster community links to develop exciting and inspiring opportunities locally and further afield.



Reception

Our youngest geographers should be able to:

1. Understanding the world People and communities: pupils talk about past and present events in their own lives and in the lives of family members. They know that other pupils don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
2. The world: pupils 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.
3. Technology: pupils recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Geography unit	People	Communities	Technology	Technology	The World	Animals & Plants around me
Skills Covered	1	1	3	3	2	2
Activity Ideas/Context	Similarities and differences between themselves and others What traditions does your family have?	What does it mean to be part of a community?	What technology do you have at home and school?	Story telling using technology	Features of local area What is your house like?	How do animals and plants change over time? (grow)
Vocabulary	Family Difference Tradition	Community Similarities & differences	Ipads/ tablet Laptops Computers Televisions Mobile phone/smart phone	Technology	Caldecote Cambridge England House (and other types of home)	Grow Change



Year 1

A Year 1 Geographer should be able to:

1. Know and name the four countries in the UK and locate them on a map
2. Know and name the three main seas that surround the UK
3. Keep a weather chart and answer questions about the weather (including main weather symbols)
4. Know about some of the main things that are in hot and cold places (know what clothes to wear in a hot and cold place)
5. Know how the weather changes throughout the year and name the seasons (hottest and coldest season in the UK)
6. Point to the equator, North and South Pole on an atlas and globe
7. Know some of the features of an island
8. Know where I live and can tell someone their address (including postcode)
9. Know the four main directions on a compass are North, East, South and West
10. Know what I like and do not like about the place where I live
11. Know the main differences between a city, town and village

Topic	Weather & Seasons	My address & where I live	Maps	UK & non-European Country	Local Woodland	Castles
Skills Covered	3, 4, 5	8	1, 2, 6, 7, 9, 11	1, 2, 4, 5, 7, 10	1, 10, 11	1, 6, 9, 11
Activity Ideas/Context	Make a weather chart Draw weather symbols Look at weather on Earth and in space	Talk about where I live and draw a picture Recite address	Locate countries and capital cities of UK and surrounding seas Give directions using NSEW vocab	Africa vs Caldecote	Trip to Hardwick Woods Compare features of local area	Find castles around UK on a map Discuss features
Vocabulary	Weather Season Chart Symbol Earth	Address Live Home House Family	England – London Scotland – Edinburgh Ireland – Dublin Northern Ireland- Belfast Wales – Cardiff English Channel Atlantic Ocean North Sea	Continent Desert Rainforest Savannah Mountain	Cambridge (Caldecote) England United Kingdom Woodland Local	United kingdom Castle Defence Attack Settlement



Year 2

Year 2 Geographer should be able to

1. Name the continents of the world and locate them on a map
2. Name the world's oceans and locate them on a map
3. Name the capital cities of England, Wales, Scotland and Northern Ireland
4. Know what I like and do not like about a place that is different to the one they live in
5. Describe a place outside Europe using geographical words
6. Know how jobs may be different in other locations
7. Know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley
8. Know about the facilities that a village, town and city may need and give reasons
9. Use the directional vocabulary: near, far, left, right to explain where a location is; use two figure grid reference to describe location

Topic ➔	Location Knowledge	UK v Rio	Fieldwork	Map & atlas work	Place knowledge	Geographical features
Skills Covered	1, 2, 3, 5, 9	3, 4, 5, 6, 7, 8	9	1, 2	5, 6, 7, 8	5, 6, 7, 8
Activity Ideas/Context	Where were dinosaurs located? Locate continents on a globe or map Two figure grid reference	Locate and discuss key features of a place (vocab: 7) What jobs may people do in the UK and Rio? What do you like about Rio?	Use a compass to find a location Aerial photos	Locate oceans (and continents – build on from location unit) on a map	Look at bright lights of London/Cambridge What jobs may people do in London? (compared to rest of UK)	What are the features of a village/town and city? Locate and discuss key features of a place (vocab: 7)
Vocabulary	Asia Africa North & South America, Antarctica Europe Australia Two figure grid reference	Equator North / South poles Endangered Humidity	North South East West Near / Far Left / right	Pacific Atlantic Indian Arctic Southern	Capital city United Kingdom Counties East Anglia	Village Town City



Year 3

Year 3 Geographer should be able to

1. Know the name of a number of countries in the Northern Hemisphere
2. Locate the tropic of Cancer, the tropic of Capricorn and the Greenwich meridian on a map
3. Know whether a country is located in the Southern or Northern Hemisphere
4. Know why people may be attracted to live in cities
5. Know the capital city of at least six European countries
6. Research to discover features of villages, towns and cities and appreciate the differences
7. Know why people may choose to live in one place rather than another
8. Know about, locate and name some of the world's most famous volcanoes
9. Know about and describe the key aspects of earthquakes
10. Know at least five differences between living in the UK and a Mediterranean country
11. Know how to plan a journey within the UK, using a road map
12. Know the difference between the British Isles, Great Britain and the United Kingdom

Geography unit	Local study linked to Roundhouses & road names In Caldecote	Geographical regions of the UK and a European city, including physical and human features	Weather, seasons and climate Climate Change	The UK	Map work	Features of towns, villages and cities
Skills Covered	6, 7	1, 2, 3, 4, 5, 10	6, 7, 8, 9	6, 7, 11, 12	1, 2, 3, 4, 5	4, 6, 7, 11
Activity Ideas/Context	Local study linked to Roundhouses & road names in Caldecote Types of settlements, land use	Locational knowledge Differences: UK & Mediterranean country	What Is climate change and what is its impact? How are volcanoes, earthquakes (and other natural disasters) linked to climate change?	Why would people choose to live in different areas of the UK? (identify key characteristics)	Tropics (locate on map) Countries in the Southern and Northern Hemisphere	Why do people live in cities? Features of villages, towns and cities
Vocabulary	Roundhouse Settlement Land use Road names Trade links Natural resources (water, food)	Europe United Kingdom	Global warming Greenhouse gases Weather Climate (change) Natural disasters (volcanoes, earthquakes)	Key topographical features (including, hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time	Climate zones Tropics Southern Hemisphere Northern Hemisphere	Recap – village, town, city Country



Year 4

A Year 4 Geographer should be able to

1. Know how to plan a journey from my town/city to another place In England
2. Know how to find at least six cities in the UK on a map , using four figure grid reference
3. Know about, name and locate some of the main islands that surround the UK
4. Know the areas of origin of the main ethnic groups in the UK and our school
5. Use a road map to plan a journey from one city or town to another
6. Know the capital city of at least six European countries (build on from Y3)
7. 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’)
8. Know and label the main features of a river
9. Know why most cities are located by a river
10. Know the name of, and locate, a number of the world’s highest mountains
11. Know about and describe the key aspects of volcanoes
12. Explain the features of a water cycle

Geography unit	Local journeys	Rivers & the water cycle	Study of a European country (Italy) vs local	Mountains, volcanoes & earthquakes	Maps, atlases & globes Fieldwork	Maps, atlases & globes Fieldwork (European country: Greece)
Skills Covered	1, 2, 3, 4, 5	3, 8, 9, 13	6, 7	3, 10, 11,	1, 2, 3, 4, 5, 6	1, 2, 6
Activity Ideas/ Context	Plan a journey using a road map	Why are most cities located near a river? Name the main features of a river Explain the features of a water cycle	Compare places Know European capital cities	Name and label the main features of a volcanoes, mountains and earthquakes (build on from Y3)	Use maps, atlases and globes to locate key places (four figure grid reference) Use geographical vocabulary (in objectives)	Features (similarities and differences) of ancient and modern Greece
Vocabulary	Journey Place City Map	Source Tributary River channel Flood plain Riverbank Mouth Meander Water cycle	Europe (continent) Country (names of European countries) Hamlet Location	Lava Magma Rock Seismometer Tectonic plate Volcanic eruption Volcanic plate	Map Atlas Globe World Locate Feature Place Region Four figure grid reference	Europe (continent) Country (names of European countries) Hamlet Location



Year 5

A Year 5 Geographer should be able to

1. Know, name and locate the capital cities of neighbouring European countries
2. Know the countries that make up the European Union
3. Know about, name and locate many of the world's most famous mountainous regions
4. Know why most cities are situated by rivers
5. Know about the course of a river
6. Name and locate many of the world's most famous rivers
7. Know why ports are important and the role they play in distributing goods around the world
8. Know what is meant by a biome and what are the features of a specific biome
9. Know the names of a number of, and locate, a number of South and North American countries
10. Label layers of a rainforest
11. Know what deforestation means
12. Know how to use graphs to record features such as temperature or rainfall across the world

Geography unit	Locational Knowledge	Rainforests (compare with other biomes)	Mountains, rivers and ports	North and South America	England v Europe	World Map work
Skills Covered	1, 2, 9, 12	8,10, 11, 12	3, 4, 5, 6	9	1, 2	1, 9
Activity Ideas/ Context	Locate the countries and capitals of Europe on maps, atlases and globes	Locate and label the world's rainforests What does deforestation mean? Rainfall study	Locate the world's mountains , rivers and ports on maps, atlases and globes	Locate states and cities on a map Make comparisons	Know the countries that make up the European Union	Use and apply taught map skills
Vocabulary	Arctic circle Antarctica Longitude / latitude Northern / Southern hemisphere /Equator Tropic of Capricorn Tropic of Cancer Prime/Greenwich meridian – time zones Climate change	Biome Landscape Rainforest Deforestation Biodiversity Climate Camouflage Tropical Extinct Development	Names of world's rivers Port Distribute (goods) Mountainous Mountain range Summit Foot Contour Face Ridge Plateau	Key countries of North and South America Land use Settlement Trade Natural Resources Energy, food, minerals	European Union Names of key capital cities and other important cities in Europe	Map skills and vocabulary



	Global warming	Human Impact	Names of world's mountains			
--	----------------	--------------	----------------------------	--	--	--

Year 6

A Year 6 Geographer should be able to

1. Know how to use an atlas by using the index to find places
2. Know how to use some basic ordinance survey map symbols
3. Know how to use Ordnance Survey symbols and six-figure grid references
4. Collect and accurately measure information (e.g. rainfall, temperature, wind, speed, noise, levels)
5. Know why some places are similar and dissimilar in relation to their human and physical features
6. Know how time zones work and calculate time differences around the world
7. Name the largest deserts In the world and locate desert regions in an atlas
8. Know why industrial areas and ports are important
9. Know the main human and physical differences between developed and developing countries
10. Use Google Earth to locate a country or place of interest and follow the journey of rivers etc.

Geography unit	Deserts (and other biomes)	Biomes Time Zones	Ordnance survey maps	Globalisation developing countries vs developed	Using technology British Empire Industrial Areas	Fieldwork
Skills Covered	5, 7	4,5,7	2,3	1,6, 8, 9	5,10	10
Activity Ideas/ Context	Compare and contrast features of different biomes	Compare and contrast features of different biomes	Plan and take a route using an ordinance survey map Six figure grid reference	Name and locate key developed and developing countries Compare and contrast key features	What are the key features of an industrial area?	Use Google earth to locate places of Interest Comment on places of Interest
Vocabulary	Digital computer mapping Location Physical features (of location): mountain, lake, island, valley, river, cliff, forest, beach	Climate zones Vegetation belts Natural resources Minerals Deciduous Savanna Steep Tundra	Ordnance survey map Grid reference (six figure) Symbol	Developing /Developed (country) Settlement Land use Economic activity (trade links) Distribution of natural resources	Industrial Port Trade links Land use	Google earth Locate (location)



		Taiga Montane		(food, minerals, water) Globalisation		
--	--	--------------------------	--	------------------------------------------------------	--	--