



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:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Topic →	People	Communities	The World	Animals & Plants around me	Technology
Skills Covered	1	1	2	2	3
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?	Compare environments (homes, families etc)	How do animals and plants change over time? (grow)	What technology do you have at home?
Vocabulary	Family Difference	Community Similarities & differences Caldecote Home	Cambridge London England	Winter Spring Summer Autumn	Ipads Laptops Computers Televisions Satellite



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

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	2	5, 6, 7, 8	5, 6, 7, 8
Activity Ideas/Context	Locate continents on a globe or map	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 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	Equator North / South poles Endangered Humidity	North South East West Near / Far Left / right	Pacific Atlantic Indian Arctic Southern	Capital city United Kingdom County 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. Know the capital city of at least six European countries
3. Locate the tropic of Cancer, the tropic of Capricorn and the Greenwich meridian on a map
4. Know whether a country Is located In the Southern or Northern hemisphere
5. Know why people may be attracted to live In cities
6. Know why people may choose to live In one place rather than another
7. Know about, locate and name some of the world’s most famous volcanoes
8. Know about and describe the key aspects of earthquakes
9. Know about and describe the key aspects of volcanoes
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

Topic →	Local study linked to Roundhouses & road names In Caldecote	Climate Change	Geographical regions of the UK and a European city, including physical and human features	Study of an area of the UK
Skills Covered	5, 6	5 ,6, 7, 8, 9	1, 2, 3, 4, 10	1, 2, 4, 5, 6, 10, 11
Activity Ideas/Context	Local study linked to Roundhouses & road names In Caldecote Types of settlements, land use	What Is climate change and what is its impact? How are volcanoes, earthquakes (and other natural disasters) linked to climate change?	Tropics (locate on map) Countries in the southern and northern hemisphere	Why would people choose to live in different areas of the UK? (identify key characteristics)
Vocabulary	Roundhouse Settlement Land use Road names Trade links Natural resources (water, food)	Global warming Greenhouse gases Weather Climate (change) Natural disasters (volcanoes, earthquakes)	Climate zones Tropics Southern hemisphere Northern hemisphere	Key topographical features (including, hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time



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
3. Research to discover features of villages, towns and cities and appreciate the differences
4. Know about, name and locate some of the main Islands that surround the UK
5. Know the areas of origin of the main ethnic groups In the UK and our school
6. Know the difference between the British Isles, Great Britain and the united kingdom
7. Use a road map to plan a journey from one city or town to another
8. 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')
9. Know and label the main features of a river
10. Know why most cities are located by a river
11. Know the name of, and locate, a number of the world's highest mountains
- 12. Explain the features of a water cycle**

Topic →	Rivers and the Water Cycle	Study of a European Country	Mountains, Volcanoes, Earthquakes	Maps, Atlases and Globes / fieldwork
Skills Covered	9, 10, 11, 12	3, 7	3, 8, 11	1, 2, 3, 4, 5, 6
Activity Ideas/ Context	Why are most cities located near a river? Name the main features of a river Explain the features of a water cycle	Features (similarities and differences) of villages, towns and cities Plan a journey using a road map	Name and label the main features of a volcanoes, mountains and earthquakes	Use maps, atlases and globes to locate key places Use geographical vocabulary (In objectives)
Vocabulary	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



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 I 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

Topic →	Locational Knowledge	Rainforests (compare with other biomes)	Mountains, rivers and ports	North and South America
Skills Covered	1, 2, 9, 12	8,10, 11, 12	3, 4, 5, 6	9
Activity Ideas/Content	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
Vocabulary	Arctic circle Antarctica Longitude / latitude Northern / Southern hemisphere Equator Tropic of Capricorn Tropic of Cancer Prime/Greenwich meridian – time zones Climate change Global warming	Biome Landscape Rainforest Deforestation Biodiversity Climate Camouflage Tropical Extinct Development Human Impact	Mountainous Mountain range Summit Foot Contour Face Ridge Plateau Names of world's mountains Names of world's rivers Port Distribute (goods)	Key countries of North and South America Land use Settlement Trade Natural Resources Energy, food, minerals



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 Ordnance 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 third world countries
10. Use Google Earth to locate a country or place of Interest and follow the journey of rivers etc.

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



Whole School Geography Overview

Year Group	Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills and Fieldwork
Reception	The world	Communities	People Communities Animals and plants around me	The world Technology
Year 1	Maps Local woodland Castles	My address and where I live UK & Non-European country (Africa)	Weather and seasons	Maps Local woodland Castles
Year 2	Location knowledge	UK vs Rio Place knowledge	Geographical features	Fieldwork Map and atlas work
Year 3	Local study Area of UK	Regions of UK and Europe	Climate change Regions of UK and Europe	Local study Area of UK
Year 4	Rivers and the water cycle Mountains, volcanoes and earthquakes	Study of European country	Rivers and the water cycle Mountains, volcanoes and earthquakes	Maps, atlases and globes/fieldwork
Year 5	Locational knowledge	North and South America	Rainforests Mountains, rivers and ports	Locational knowledge
Year 6	Using technology	Third world countries vs developed	Deserts Industrial areas Third world countries vs developed	Ordnance survey maps Using technology