

Geography curriculum

Intent: Geography aims to inspire curiosity about the world and its people. Pupils develop a deep understanding of places, environments and physical processes, beginning with their local area and expanding to the UK, Europe and the wider world. The curriculum builds strong geographical knowledge, vocabulary and skills, enabling pupils to think like geographers and understand how humans interact with the environment.	Implementation: - Curriculum is sequenced from local to global - Fieldwork is embedded and progressively developed - Vocabulary is explicitly taught and revisited - Mapping skills progress from simple plans to OS maps - Lessons use enquiry questions, practical activities and real-world contexts	Impact: By the end of Year 4, pupils: - Can confidently locate places at local, national and continental scale - Use maps, atlases and OS symbols accurately - Explain physical processes such as rivers, climate and volcanoes - Collect, present and evaluate geographical data - Use precise geographical vocabulary in spoken and written work
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Curriculum: Geography Early Years

Early Years Foundation Stage – focusing on vocabulary and concepts						
	Autumn 1 Place knowledge	Autumn 2 Place knowledge	Spring 1 Environment	Spring 2 UK	Summer 1 Interconnection	Summer 2 Features of the world
YN	Unit: Our classroom Explore the classroom and photos for tidying up. Key vocabulary	Unit: Our outdoor classroom Explore the nursery outdoor classroom and photos for tidying up. Key vocabulary	Unit Weather – done daily focusing on vocabulary Key vocabulary: cold, warm, sunny, snow, ice, windy, rain, cloud,	Unit: My house Who lives in my house? Explore a range of homes. Key vocabulary: house, flat, bungalow	Unit: Local area Children to draw/ discuss a place they like to visit outside of the home. Key vocabulary:	Unit: Transport Children to identify a range of transport vehicles Key vocabulary:
YR	Unit: Our classroom Explore the classroom symbols for tidying up? It will later create links for map symbols. Make a map of the teacher's desk. Key vocabulary: map, symbol	Unit: our playgrounds Explore the schools' playgrounds and trim trail Key vocabulary: Playground, field, path, garden, steps,	Unit: Weather What is the weather like in Redditch? What should we wear for the weather? Focusing on developing understanding of hot and cold. Key vocabulary: cold, warm, sunny, snow, ice, windy, rain, cloud,	Unit: My house Where is my house? How do you get to school? Key vocabulary: address, house, home, route, forwards, turn,	Unit: Local Park What will I find at the park? What would make the park better? Key vocabulary: address, house, home, route,	Unit: Journeys To understand why people take the train Find a train station on a map. Where can you go on a train? Key vocabulary: Journey, map, symbol, train, station, railway track

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Curriculum and Assessment Review (CAR): Geography Year 1-4

	Autumn 1 Place knowledge Redditch	Autumn 2 Place knowledge / diversity	Spring 1 Environment	Spring 2 UK	Summer 1 Interconnection	Summer 2 Features of the world
Year 1	Unit: Our School Where do we go to school? Our school from above Creating a map of the classroom.	Unit: Human and Physical features What are human and physical features? Human and physical features (within Redditch / school grounds)	Unit: North & South Poles What is it like in the North and South poles? The world's cold places Locating the north and south poles Living in the Artic and Antarctic (introduce north and south)	Unit: UK The UK: What kind of place is it? Capital cities The UK and its countries The countries and capital cities Features of Scotland, England and Wales	Unit: Farming Local to global (Farming) Where does our food come from? What are the different types of farming? Where do bananas come from?	Unit: Severn natural Wonders of the world. What are the wonders of the world? Identify own place of wonder What are the wonders of the natural world?
Year 2	Unit: Where We Live Where do we live? Our homes Our local area The streets outside our school Mapping our journey to school.	Unit: Getting to School How do we get to school? Buildings and features near our school. A survey of how we get to school	Unit: Hot Places Hot places – where are they and what are they like? – equator The world's hottest places Tropical rainforests Hot deserts Visiting the hot places of the world – compare with UK Introduce east and west and recap north and south.	Unit: London What is life like in a capital city? (London) Locating London (including river Thames. London as a capital city (landmarks) Planning a day out in London Compare London to another city in a country outside of Europe.	Unit: Continents and oceans What can we find out about the world? Earth View: using globes and satellite images. Mapping the world: locating the continents The world's five oceans	Unit: The coast What is life like by the coast? (or why do people choose to live by the coast?) Coastal human and physical features Recap compass directions (north, South, East, West) Visit to Weston.
Year 3	Unit: Local Change How is our local area changing? Our changing place Measuring settlement change Recording local views Evidence from Fieldwork Mapping changes Measuring change in a day		Unit: Climate Zones Climate zones – what are they and why do they matter? Using lines of latitude to locate Climate data and patterns The difference between climate zones and biomes	Unit: UK The Uk: Who are we? Regions and counties of the UK Images of the UK – describe people and places Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass,	Unit: Rivers Rivers: what is special about them? River processes and landforms The rivers journey Rivers and flooding. Touch on water cycle.	Unit: Settlements Where do people live and why? Settlement features Locate UK villages, towns and cities in atlases and on OS maps. Location and growth of settlements.
Year 4	Unit: Local Change How can we make our local area better? Change in local area Fieldwork tools and techniques Risk assessment and staying safe Active fieldwork Presenting data Future changes		Unit: Tourism How Does Tourism Change Places? Why people visit places? How tourism affects jobs, services and the environment Tourism brings benefits and challenges People manage places differently for visitors	Unit: Lake District UK region – why is the lake district a nation park. Our national parks. Locate the lake district The landscape of the lake district Compare lakes district to the Niagara Falls Use the eight points of a compass and four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom	Unit: Mountains and volcanoes what where and why? Formation of mountains Volcanoes and their features Living near volcanoes Compare with the lake district	Unit: Europe How diverse are its landscapes. Using maps to locate the countries of Europe Human and physical features of countries in Europe