















Swindon Village Primary School



Geography Curriculum

Geography Overview

	Summer 1	Summer 2
Year 1	 UK/Swindon Village	 Africa
Year 2	 Seaside	 China
Year 3	 Volcanoes and Earthquakes	 Mediterranean inc mountains
Year 4	 Bristol	 UK Map skills
Year 5	 Rainforests	 USA
Year 6	 Geographical Study (Broadhaven)	 Water

Enquiry Question

	Summer 1	Summer 2
Year 1	UK/Swindon Village	Africa
	What countries make up the UK and where do we live within it?	What are the differences between African countries and the UK?
Year 2	Seaside	China
	What are the similarities and differences between the key physical and human features of our local environment compared with a seaside location?	What are the differences between China and the UK?
Year 3	Volcanoes and Earthquakes	Mediterranean inc mountains
	What are the key physical features of volcanoes and earthquakes?	What are the differences and similarities between Greece and the UK?
Year 4	Bristol	UK Map skills
	Why do people settle in Bristol?	How is the United Kingdom organised and what are its key features?
Year 5	Rainforests	USA
	Why are rainforests so important to human and physical life on Earth?	What are the physical and human characteristic similarities between the USA, Bristol and Greece?
Year 6	Geographical Study (Broadhaven)	Water
	How is living in Broad Haven different to living in Swindon Village?	Do we really drink dinosaur wee?

National Curriculum Coverage

Year 1

Summer 1

UK/Swindon Village

Locational knowledge

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Summer 2

Africa

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Geographical skills and fieldwork

- use world maps, atlases and globes to identify Africa

National Curriculum Coverage

Year 2

Summer 1

Seaside

Human and physical geography

use basic geographical vocabulary to refer to:

☐☐key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

☐☐key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

☐☐use world maps, atlases and globes to identify Cheltenham and a seaside location

- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Summer 2

China

Locational knowledge

☐☐name and locate the world's seven continents and five oceans

Place knowledge

☐☐understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Geographical skills and fieldwork

☐☐use world maps, atlases and globes to identify China, seven continents and five oceans

National Curriculum Coverage

Year 3

Summer 1

Volcanoes and Earthquakes

Locational knowledge

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: volcanoes and earthquakes

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Summer 2

Mediterranean inc mountains

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region in Greece

Human and physical geography

- describe and understand key aspects of:
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- describe and understand key aspects of:
 - physical geography, including: mountains

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

National Curriculum Coverage

Year 4

Summer 1

Bristol

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of Bristol (**compare to a region in a European country studied in Year 3**)

Human and physical geography

- describe and understand key aspects of:
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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.

Summer 2

Map skills - UK

Locational knowledge

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

National Curriculum Coverage

Year 5

Summer 1

Rainforests

Locational knowledge

□□locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Human and physical geography

□□describe and understand key aspects of:
□□physical geography, including: climate zones, biomes and vegetation belts

Geographical skills and fieldwork

□□use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Summer 2

USA

Locational knowledge

□□locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Place knowledge

□□understand geographical similarities and differences through the study of human and physical geography of USA (compare to Bristol studied in Year 4 and a region in a European country studied in Year 3)

Human and physical geography

□□describe and understand key aspects of:

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

□□use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

National Curriculum Coverage

Year 6

Summer 1

Geographical Study (Broadhaven)

Place knowledge

☐☐ understand geographical similarities and differences through the study of human and physical geography of Broadhaven , (compare to USA studied in Year 5, compare to Bristol studied in Year 4 and a region in a European country studied in Year 3)

Human and physical geography

☐☐ describe and understand key aspects of:

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

☐☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- 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.

Summer 2

Water

Human and physical geography

☐☐ describe and understand key aspects of:

- ☐☐ physical geography, including: rivers and the water cycle

Geographical skills and fieldwork

☐☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Progression of Geography Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>name and locate the world's seven continents and five oceans</p>	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>revise knowledge of the world learnt throughout their time at SVPS</p>
Place knowledge	<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Africa - Year 1 China - Year 2</p>		<p>understand geographical similarities and differences through the study of human and physical geography of Greece</p>	<p>understand geographical similarities and differences through the study of human and physical geography of Bristol (compare to Greece studied in Year 3)</p>	<p>understand geographical similarities and differences through the study of human and physical geography of USA (compare to Bristol studied in Year 4 and Greece studied in Year 3)</p>	<p>understand geographical similarities and differences through the study of human and physical geography of Broadhaven, (compare to USA studied in Year 5, compare to Bristol studied in Year 4 and Greece studied in Year 3)</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and physical geography	<p>identify seasonal and daily weather patterns in the United Kingdom</p>	<p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: volcanoes, earthquakes and mountains human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water physical geography, including: rivers and the water cycle
Geographical skills and fieldwork	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, and Africa</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>use world maps, atlases and globes to identify Cheltenham, a seaside location, China, seven continents and five oceans</p> <p>use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key) to build their knowledge of the UK and the wider world</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p>