



Geography Curriculum National Curriculum Coverage &

End of phase knowledge maps

Cycle A KS1 National Curriculum Coverage

GEOGRAPHY Locational Knowledge	A1	A2	S1	S2	Sum 1	Sum 2
name and locate the world's 7 continents and 5 oceans		✓			✓	✓
name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	✓	✓		✓		
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 seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		✓		✓		
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		✓		✓	✓	
use basic geographical vocabulary to refer to: 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 the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	✓	✓		✓	✓	✓
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	✓	✓		✓		✓
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	✓					✓

Cycle B KS1 National Curriculum Coverage

GEOGRAPHY Locational Knowledge	A1	A2	S1	S2	Sum 1	Sum 2
name and locate the world's 7 continents and 5 oceans	✓	✓		✓		✓
name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	✓					✓
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 seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		✓		✓	✓	✓
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	✓			✓	✓	✓
use basic geographical vocabulary to refer to: 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 the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	✓	✓		✓		✓
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	✓					✓
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	✓	✓			✓	✓

Cycle A KS2 National Curriculum Coverage

GEOGRAPHY Locational Knowledge	Autumn Yr 3&4	Autumn Yr 5&6	Spring Yr 3&4	Spring Yr 5&6	Summer Yr 3&4	Summer Yr 5&6
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		✓	✓	✓	✓	✓
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		✓	✓		✓	
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)		✓	✓		✓	✓
Place Knowledge						
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			✓			
Human and physical geography						
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		✓	✓		✓	✓
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 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		✓	✓	✓	✓	✓



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.						✓
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Cycle B KS2 National Curriculum Coverage

GEOGRAPHY Locational Knowledge	Autumn Yr 3&4	Autumn Yr 5&6	Spring Yr 3&4	Spring Yr 5&6	Summer Yr 3&4	Summer Yr 5&6
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	✓	✓	✓			✓
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	✓					
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)		✓	✓			✓
Place Knowledge						
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		✓				✓
Human and physical geography						
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	✓	✓	✓			✓
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 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	✓		✓			✓
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.	✓					

Early years framework expectations – within understanding the world		
	Framework	What pupils will know
People culture and communities	<ul style="list-style-type: none"> - 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. 	<p>As pupils progress through our EYFS curriculum they will be given regular opportunities to develop their understanding of people, culture and communities and the natural world. This exact context and substantive content will vary from year group to year group as planning is developed to meet the specific needs of each cohort. Examples of how this will be achieved are as follows:</p> <ul style="list-style-type: none"> - Through daily storytelling for example, reading books which are based in locations studied in KS1 such as London, Australia and Africa.



The natural world	<ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> - Understanding of the natural world and seasonal change are developed through the school's Forest school curriculum and visits to places such as Trink Farm with KS1. - Pupils' locational knowledge will be given a particular focus to prepare them for KS1. They will engage in our termly focus on a particular continent. They will have opportunities to read and explore atlases and maps, which will be part of the reading area and a display in the class. - Map work is another key focus of our geography curriculum, this will be developed in line with the skills progression for maps outlined below.
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Geography End of KS1 expectations expanded		
	National Curriculum	What pupils will know
Locational knowledge	<ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas 	the 7 continents the 5 oceans (Know terms continent, ocean, sea) four countries of the UK capital cities of the UK UK surrounding seas UK main rivers, mountain ranges, climate, landmarks
Place Knowledge	<ul style="list-style-type: none"> - 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 	terms - physical and human (landscape, climate, buildings) terms - similar, different, in common
Human and physical geography	<ul style="list-style-type: none"> - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop 	weather patterns seasonal changes in the weather in the UK hot and cold areas in relation to N & S Poles human geographical vocabulary physical geographical vocabulary
Geographical skills and fieldwork	<ul style="list-style-type: none"> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	What pupils will be able to use world maps globes atlases near, far, left, right, in front of, behind



	<ul style="list-style-type: none"> - 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 - 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>compasses with N,S,E,W routes</p> <p>aerial photographs (satellite images) oblique and vertical outline map symbols and a key</p> <p>tally data in the field first hand observation</p>
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End of KS2 expectations expanded

Geography End of KS2 expectations expanded		
	National Curriculum	What pupils will know
Locational knowledge	<ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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 - 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>location of countries including Russia and N and S America some environmental regions physical and human characteristics some major cities</p> <p>continents, oceans UK counties UK cities main UK hills and mountains coastal regions main UK rivers</p> <p>land use patterns significance of longitude and latitude characteristics of N and S Hemisphere (different land mass, ocean and seas, populations, people, weather patterns) time zones</p>
Place Knowledge	<ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	<p>terms - physical and human (landscape, climate, buildings, jobs) in a UK region, a European region, N America region and a S America region</p>
Human and physical geography	<ul style="list-style-type: none"> - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 	<p>Pupils can explain human geographical vocabulary physical geographical vocabulary</p>



	<p>volcanoes and earthquakes, and the water cycle 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>	<p>climate zones (weather and climate) vegetation belts (plant life in an area) river processes and water cycle (vocabulary, processes, change over time) mountain ranges (UK, world) volcanic activity (causes, effects) earthquakes (processes, impact, reasons, conclusions) settlement (land use, patterns, change) trade links (food, solutions, ethical trade) energy (renewable and non-renewable) minerals and water distribution</p>
<p>Geographical skills and fieldwork</p>	<ul style="list-style-type: none"> - 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 OS maps) to build their knowledge of the United Kingdom and the wider world - 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>What pupils will be able to use</p> <p>maps (political, physical) OS maps atlases GPS</p> <p>compasses, (8 points) 6 figure grid references keys, scale and symbols latitude and longitude on atlas maps</p> <p>contour maps field sketches, field notes climate graphs tally charts, bar charts, pie charts, line graphs</p>