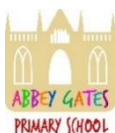


Geography Sequencing



Geography Curriculum Overview Foundation I



Concepts	Place	Children will begin to understand what a village is and that we live in a village. Children will begin to understand the concept of a country as a place that is larger than a village and that the world is made up of lots of countries.	
	Connections	Children will understand that we can connect with other countries by travelling to see them using different forms of transport. Children know that we can find out about other countries e.g. the weather by looking in books.	
	Changes	Children will begin to understand that what they do can change the environment they are in.	
	Scale	Children will begin to explore an understanding of how big school is and how big Ravenshead is in comparison to the rest of the country by talking about this when they go on local visits.	
Mathematics		-Understand position through words alone. For example, "The bag is under the table," - with no pointing. -Describe a familiar route. -Discuss routes and locations, using words like 'in front of' and 'behind'.	
Vocabulary		On, under, in front, next to, behind, left, right, direction, instructions	
Understanding the world		-Use all their senses in hands-on exploration of natural materials. -Begin to understand the need to respect and care for the natural environment and all living things. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
Vocabulary		Similar, different, the same, country, village, world, globe, travel, transport, weather, culture, Ravenshead, England	
Skills application		Mathematics - positional language Understanding the world RE - festivals and cultures Understanding the world Science - weather and changes	

Context		Progression in Geography - Abbey Gates EYFS				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
E1	<p>Children will visit the library and church and talk about their location.</p> <p>Children will talk about differences and similarities between themselves and people in their local community.</p> <p>Children know how to find different areas of the unit.</p>	<p>Children will know that a globe represents the world.</p> <p>Children know about different areas in school.</p>	<p>Children will know the name of the town that our school is in.</p>	<p>Children will know that there are different countries in the world.</p> <p>Children will know different ways they can travel to other countries.</p> <p>Children will know about similarities and differences between England and another country.</p> <p>Children know that the weather is different in different countries.</p>	<p>Children will know that they live in England and that a globe represents the world.</p> <p>Children will find out about the flag of England.</p>	<p>Children will use simple orienteering skills using observation and familiar routes.</p>



Geography Curriculum Overview Foundation 2



Concepts	Place	Children will embed their understanding of what a village is and that we live in a village. Children will further their understanding of the concept of a country as a place that is larger than a village and that the world is made up of lots of countries.	
	Connections	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.	
	Changes	Understand some important processes and changes in the natural world around them, including the seasons.	
	Scale	Children will know the village, road and city which Abbey Gates is in.	
Reception			
Understanding the world	<ul style="list-style-type: none"> -Draw information from a simple map. -Recognise some similarities and differences between life in this country and life in other countries. -Explore the natural world around them. -Recognise some environments that are different to the one in which they live. 		
Vocabulary	Environment, country, world, map		
Early Learning Goal			
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. -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. 		
The Natural World	<ul style="list-style-type: none"> -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. 		
Vocabulary	Similar, different, the same, country, village, world, globe, travel, transport, weather, culture, Ravenshead, England, village, city		
Recap	<ul style="list-style-type: none"> -Know the name of the village they live in. -Know there are different countries in the world. -To respect and care for the natural environment. 		

Context		Progression in Geography - Abbey Gates EYFS				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F2	<p>Children will identify typical weather in Autumn.</p> <p>Children will navigate around their classroom and outdoor areas.</p> <p>Children will know the village, road and city which Abbey Gates is in.</p>	<p>Children will know that our town is in England.</p> <p>Children will draw information from a map.</p> <p>Children will notice changes in the leaves, weather and season.</p> <p>Children will describe what they see, feel and hear whilst outside.</p>	<p>Children will know the name of the road that our school is on.</p> <p>Children will explore aerial maps of our school and identify key features.</p> <p>Children will identify typical weather in Winter.</p>	<p>Children will identify typical weather in Spring.</p> <p>Children will recognise some similarities and differences between life in our town and life in Africa.</p> <p>Children will draw real and imaginary maps.</p> <p>Children will know that we do not have certain animals in England and will compare with Africa.</p> <p>Children will know that the green on a globe is land and the blue is sea.</p> <p>Children will know that a globe shows different countries around the world.</p> <p>Children will know how they got to school and the transport they used and understand differences between transport in this country and another country.</p> <p>Children will draw information from a simple map.</p> <p>Children will recognise that some environments are different from the one in which they live.</p>	<p>Children will talk about their home and what is near their home.</p> <p>Children will recognise features of their local environment.</p> <p>Children will know that we can only grow certain fruit/vegetables in England.</p> <p>Children will explore the natural world around them.</p>	<p>Children will identify typical weather in Summer.</p> <p>Children will know about recycling and how to look after our planet.</p> <p>Children will understand the effect of changing seasons on the natural world around them.</p>



Geography

Curriculum Overview

Year 1



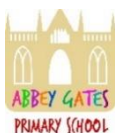
Big Question: How is one day different around the world?		
Concepts	Place	To understand that places can be marked on a map and that they are different / the same around the world.
	Connections	To understand that people in the UK can connect with other places around the world and explore how we can do this.
	Changes	Identify and explain how the seasons change and affect the weather in the UK and how that is different in contrasting locations.
	Scale	To understand that we live in a village which is smaller than a town or city and that when looking at a map, locations are marked in a small space when life sized is much bigger in comparison.
Context	Children will know that they live in a village called Ravenshead that is smaller than a town or city. Children will undertake simple fieldwork around school, using directional language and simple compass directions. Children will know that they live in the United Kingdom and that the UK is made up of England, Northern Ireland, Scotland and Wales. We will also explore the seas that surround the UK, which are the North Sea, English Channel, Irish Sea and the Atlantic Ocean. Children will use globes, atlases and maps to locate the Equator, North Pole and South Pole and link these to hot and cold places. Children will know the features of hot and cold places and make links to science by discussing the animals that live in these places. Children will use their science knowledge of seasons to identify seasonal weather patterns within the UK and recognising weather symbols. Children will understand that weather and animals are very different in the UK compared to Africa and Antarctica. Celebrate diversity.	
Locational Knowledge	To name and locate the four countries that make up the UK and its surrounding seas.	
Vocabulary	England, Northern Ireland, Scotland, Wales, United Kingdom, Irish Sea, English Channel, North Sea, Celtic Sea, Map	
Place Knowledge	To know the features of hot and cold places in the world. (Antarctica and Kenya)	
Vocabulary	North Pole, South Pole, Equator, desert, hemisphere, humid, scorching, camouflage	
Human and Physical Geography	<ul style="list-style-type: none"> -Identify seasonal and weather patterns within the UK and link hot and cold places to the Equator, North Pole and South Pole. -Know the coldest season in the UK -Know and recognise main weather symbols -Know the main differences between city, town and village 	
Vocabulary	Equator, North Pole, South Pole, summer, autumn, winter, spring, rain, cloud, fog, sunny, snow, hail, sleet, showers, mist, thunder, lightning, hurricane, tropical storm, snow storm, adaption.	
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> -To identify the North Pole, South Pole and Equator on a map. Use basic compass directions (North, East, South, West). Know their own postcode. -Use world maps, atlases and globes -Use simple compass directions (N,S,E,W) and directional language (near, far, left, right) -Undertake simple fieldwork within school locality - using first hand observation to enhance local awareness of the surrounding environment. 	
Vocabulary	urban, rural, map symbol, address, postcode, church, post office, supermarket, road signs, street.	
Skills application	<p style="color: green;">History of local area and wider area.</p> <p style="color: green;">Directional language (Maths: Left, right, near, far, Forwards, backwards.)</p> <p style="color: green;">Adaption, migration- seasonal change (Science)</p>	
Recap	Seasons of the year. Weather types.	



Geography Curriculum Overview Year 2



Big Question: What does it mean to belong?		
Concepts	Place	To understand that different people feel a sense of belonging to different places and think about the reasons for this.
	Connections	To understand how we can make connections with different places we have belonged to if we move around.
	Changes	To understand how human and physical geography have changed places people belong to.
	Scale	To understand that there are differences in scale when comparing a range of villages, towns and cities (e.g. comparing the scale of a Non-European city with a local city).
Context	Using key texts, the children explore the concept of belonging including how people are similar and how people are different. We learn about community in different settings. We address possible misconceptions about the definition of British and what people who live a long way away are like. People from all nations are DIVERSE. Links are made to our core values. As explorers, we learn about how physical geographical features can affect the way we live. We also learn about a variety of jobs linked to Geography and the weather. Celebrate diversity.	
Locational Knowledge	<ul style="list-style-type: none"> -Know the names of and locate the seven continents of the world -Know the names of and locate the five oceans of the world -Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland 	
Vocabulary	continent, country, ocean, capital city, Asia, Australia, Europe, North America, South America, Antarctica, Africa, Belfast, Edinburgh, London, Cardiff, Artic Ocean, Southern Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean	
Place Knowledge	-Know the main differences between a place in England and that of a small place in a non-European country (tbc linked to cohort)	
Vocabulary	street, road signs, office, supermarket, post office, church, map symbol, address, post code, urban, rural, European, non-European.	
Human and Physical Geography	<ul style="list-style-type: none"> -Identify seasonal and daily weather patterns (link science) -Identify the following physical features: mountain, lake, island, valley, river, cliff, forest, hill, sea, coast, beach, soil, vegetation, season and weather -Explain some of the advantages and disadvantages of living in a city or village. 	
Vocabulary	mountain, lake, island, valley, river, cliff, forest, hill, sea, coast, beach, soil, vegetation, season, weather, tide, resort, beach, lifeboat, lighthouse, island, ocean, rockpool	
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> -Use directional language to describe the location of features and routes on a map -Devise a simple map, and use and construct basic symbols in a key -Use world maps, atlases and globes -Use simple compass directions (N,S,E,W) and directional language (near, far, left, right) -Use aerial photos to recognise landmarks and basic physical and human features; devise a simple map; and use and construct basic symbols in a key -Undertake simple fieldwork within school locality - using first hand observation to enhance local awareness of the surrounding environment 	
Vocabulary	urban, rural, map symbol, address, postcode, church, post office, supermarket, road signs, street, key	
Skills application	Maths - position and direction language, Science - links to habitat, History - local area, PSHE - similarities and difference, D&T - mechanisms for having fun!	
Recap	Countries in the UK and surrounding seas, Compass points and directional language, Village, town, city, Seasons and seasonal weather, Simple map work	



Geography

Curriculum Overview

Year 3



Big Question: Why would you like to live here?		
Concepts	Place	Understand how the UK is split in different ways: 4 countries of the UK. cities in the UK, counties in the UK and consider similarities / differences.
	Connections	Understand how the UK is connected through rail links, road links etc. (human geography) Knowing that the UK is a country in Europe and look at transport links and physical links e.g. seas, rivers etc.
	Changes	Understand the changes caused by earthquakes and volcanoes (physical geography) and how that impacts on human geography e.g. where we build settlements.
	Scale	Understand the relationship between the distance on a map between town to city to county to region to country to continent in comparison to the distance in real life.
Context	Recap 4 countries of UK. Study human and physical features belonging to each country. Explore major cities and understand countries. Exploring that we live in Nottinghamshire, that it is in the East Midlands, which is in England, which is in the United Kingdom, which is in Europe. Exploring where volcanoes are around the world, how volcanoes erupt, what it is like to live near a volcano and why people choose to live in the region of Campania which is near Mount Vesuvius. Celebrate diversity.	
Locational Knowledge	<ul style="list-style-type: none"> -Know the names of and locate at least eight European countries (including Russia) -Use maps to locate European countries and capitals -Know the names of and locate at least eight counties, regions and at least six cities of the United Kingdom. -Know the names of four countries from the southern and four from the northern hemisphere -Identify the position of the Arctic and Antarctic circle -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 -Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. 	
Vocabulary	city, country, region, unique, location, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.	
Place Knowledge	<ul style="list-style-type: none"> -Know at least five differences between living in the UK and a Mediterranean country -Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. 	
Vocabulary	Mediterranean, hemisphere, Arctic circle, Antarctic circle, continent, ocean, equator, European	
Human and Physical Geography	-Describe and understand key aspects of: -physical geography, including volcanoes and earthquakes.	
Vocabulary	Eruption, aftershock, magma, lava, dormant, fault, magnitude, landslide, tectonic plate, core, layer.	
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> -Use maps, atlases, globes, digital/computer mapping to locate European countries and capitals. -Know and name the eight points of a compass -Know how to plan a journey within the UK, using a road map 	
Vocabulary	compass, symbol, aerial photograph	
Skills application	DT- Where food comes from- climates around the world, Art- Where artists come from, Music- Music around the world, MFL, RE- religions in the UK, Diversity within the UK	
Recap	Countries in the UK -Y1, Continents- Y2, Compass skills (NESW) - Y1	



Geography

Curriculum Overview

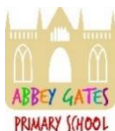
Year 4



Big Question: How does the Earth's surface change?		
Concepts	Place	Describe the physical and human characteristics of locations (8 major capital cities). Consider the terms outsider / insider.
	Connections	To understand that people settle near rivers because it has helped us reach other locations easily.
	Changes	To understand how humans have changed the earth's surface by settling near rivers.
	Scale	Begin to explore and understand the terms local, regional, national and global.
Context	Explore why rivers are important to people whilst learning about world rivers, capital cities, features of a river. Recap compass points, explore maps - symbols and reading, go on orienteering trip to reinforce map skills, research the Tropics. Celebrate diversity.	
Locational Knowledge	<ul style="list-style-type: none"> -Name and locate at least eight major capital cities across the world -Know where the main mountain regions in the UK are. -Know, name and locate the main rivers in the UK. -Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Prime/Greenwich Meridian are on a world map -Know what is meant by the term 'tropics' -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 Equator, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night). 	
Vocabulary	Equator, Tropics, Tropic of Cancer, Tropic of Capricorn, Prime Meridian, Greenwich Meridian	
Place Knowledge	Recap and consolidate learning from previous year	
Vocabulary	Mediterranean, hemisphere, Arctic circle, Antarctic circle, continent, ocean, equator	
Human and Physical Geography	<ul style="list-style-type: none"> -Know and label the main features of a river -Know the name of and locate a number of the world's longest rivers -Know the names of a number of the world's highest mountains -Explain the features of a water cycle - Know why most cities are located by a river -Describe and understand key aspects of physical geography, including: rivers, mountains 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. 	

Vocabulary	Estuary, mouth, source, meander, waterFall, erosion, deposition, tributary, ox bow lake, delta, stream, peak, valley, cliff, ridge, plateau, summit, hill, terrain, range, tectonic plates, mountains, settlement, economy, trade, natural resources.	
Geographical Skills and Fieldwork	-Use maps, atlases and globes to locate the Equator, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian - Use OS maps, symbols and keys to build knowledge of the United Kingdom and the wider world	
Vocabulary	Ordinance Survey, symbol, time zones, aerial photograph, Greenwich Meridian, Prime Meridian, tropics.	
Skills application	PE/Visit: Orienteering at Sherwood Forest Science: States of Matter (The Water Cycle) English: Shape poems and riddles	
Recap	-Equator (Y1) -Physical geographical features (Y2) -Use of maps, atlases and globes. -Capital cities (Y2) and countries (Y1) of the UK.	

Big Question: Why should we care about places outside of the UK?		
Concepts	Place	Explore a <i>sense of place</i> and the impact of globalisation on our exposure to more cultures, languages, music, food and ideas.
	Connections	Explore the concept of a global village - i.e. the shrinking of the world into a village with electronic media.
	Changes	Understand what deforestation is and its impact. Explore the impact of global changes on our natural and cultural environment.
	Scale	Linking to maths lessons, explore map scales and embed knowledge that the distance on a map always has a constant ratio with distance on the ground. Use Google Earth to locate places on the globe and support understanding about a sense of scale.
Context	<p>Children will learn about the different countries in South America. They will be able to locate a range of countries and major cities. They will use maps to look at the different physical features in South America and will specifically focus on the Andes mountains to enable them to compare/contrast this location with the UK.</p> <p>Once the children are able to locate South America they will then focus on the Amazon Rainforest and be able to explain how this biome is important to the UK and the rest of the world.</p> <p>Children will explore Geographical skills during the trip to Perlethorpe. Celebrate diversity.</p>	
Locational Knowledge	<ul style="list-style-type: none"> -Know the names of, and locate, a number of South American countries and major cities -Know the names of a number of European capitals -Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	
Vocabulary	global, region, pampas, Andes, inhabitant, sparsely / densely populated, Lake Titicaca, Incas, Atacoma Desert, environmental, European.	
Place Knowledge	<ul style="list-style-type: none"> -Know key differences between living in the UK and in a country in South America -Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America. 	
Vocabulary	Population, region, global, pampas, anaconda snake, Andes, inhabitant, sparsely / densely populated, Lake Titicaca, Incas, Atacoma Desert.	
Human and Physical Geography	<ul style="list-style-type: none"> -Know what is meant by biomes and what are the features of a specific biome -Label layers of a rainforest and know what deforestation is - Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. 	
Vocabulary	Region, climate zone, global, canopy, emergent layer, understory, deforestation, endangered, indigenous, biomes, temperate, extinction, destruction, biodiversity.	
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> -Use OS maps, symbols and keys -Use four figure grid references -Know how to use graphs to record features such as temperature or rainfall 	
Vocabulary	Ordnance Survey, symbol, grid reference, aerial photograph	
Skills application	Science - All Living Things and Their Habitats, Animals including Humans, PE - Orienteering, PSHE - Can I save the environment?, Art - Eileen Agar (Argentinean), Degas (French Artist)	
Recap	-Route, Channel, Europe (Y3), Physical geographical features (Y2/3/4)	



Geography

Curriculum Overview

Year 6



Big Question: How is the world split and yet connected?		
Concepts	Place	Clearly describe the physical and human characteristics of multiple locations on Earth. Explore different types of maps e.g. political, monetary, etc.
	Connections	To understand time zones and their impact on trade. E.g. stock exchange. Explore when not to make connections - e.g. social media networks.
	Changes	Identify geographical regions, topographical features and land-use patterns - understanding how aspects may have changed over time. Explore migration - reasons for it - impact on culture/society. Explore Political, Environmental, Economic and Social themes.
	Scale	Children consider how their actions can make a difference on different scales and act upon this. Explore how industry works on different scales and how this has changed over time. (links to history)
Context	The children explore in depth where they are in the world looking at maps on different scales. The sectioning of places is also explored including cities and counties. They explore a variety of maps and think through how height is marked on a map through the use of contour lines. They then learn about time zones and problem solve a number of scenarios to work out what time it is in different places in the world. Alongside learning about geographical skills and knowledge, the children explore the concept of global connections, fake news, and how we can connect safely with others to make a difference by being kind to the world as a global community, respecting human rights and the environment. Celebrate diversity.	
Locational Knowledge	<ul style="list-style-type: none"> -Know the names of, and locate, a number of North American countries and major cities. -locate the world's countries, and major cities - using maps to focus on Europe (including the location of Russia) -Name and locate counties and cities of the UK. -Identify geographical regions, topographical features and land-use patterns - understanding how aspects may have changed over time. -Identify the position and significance of latitude and longitude. -Know about time zones and work out differences (including day and night) -Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night). 	
Vocabulary	American state, national park, The 'Big Apple', Statue of Liberty, Chichén Itzá, a cold shoulder, latitude, longitude, time zones, grid reference, aerial photograph, Greenwich meridian, tropics, European Union, Mediterranean, Euros, Brexit, Berlin Wall, Eiffel Tower, Greek Isles, fjords, environment, international, overseas, monetary	
Place Knowledge	Know key differences between living in the UK and in a country in North America Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.	
Vocabulary	American state, national park, the 'Big Apple', Statue of Liberty, Chichén Itzá, a cold shoulder, environment, international, national, overseas, economic, environmental, political, industry, culture.	
Human and Physical Geography	<ul style="list-style-type: none"> -Know why are industrial areas and ports are important -Know main human and physical differences between developed and third world countries -Know the names of and locate some of the world's deserts. -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. 	

Vocabulary	International, migration, national, overseas, source, sustainable, survive, via, encounter, diversity.	
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> -Know what most of the Ordnance Survey symbols stand for -Know how to use six-figure grid references -Observe, measure, record and present human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies -Use Google Earth/Digital mapping to locate a country or place of interest or to follow the journey of rivers etc 	
Vocabulary	Ordnance Survey, symbol, hemisphere, grid reference, aerial photograph,	
Skills application	<ul style="list-style-type: none"> Maths - directional language / problem solving / degrees. Science - planets and rotation / orbit Computing and IT skills - online safety / publishing / advertising / using Google Earth Design & Technology - Come Dine with Me - dishes from around the world English - Non-chronological texts comparing UK and developing country 	
Recap	<ul style="list-style-type: none"> -Europe (Y3) -Counties in UK (Y3) -Time zones (Y4) -Rivers (Y4) -Grid references (Y5) 	