



All Saints CE Primary School & Nursery

Subject: **GEOGRAPHY**

**Foundation Subject Overview**

**HOW DOES THIS SUBJECT FIT IN?**

**What this looks like in EYFS**

In EYFS Geographical knowledge and skills are taught as part of Understanding of the World. The past and present strand shows direct parallels to the National Curriculum but the other strands also help build historical skills of observation and comparison. This includes:

- Pupils understanding the world around them.
- Being able to recognise changes over time in the world around them (seasons).
- Begin to make sense of their own life story.
- Exploring the natural world.
- Looking at maps of the local environment.
- Sharing knowledge of different countries.
- Explaining observations.
- Begin to ask and answer questions.

**KS1 National Curriculum:**

- Investigate the world’s continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.

**KS2 National Curriculum:**

- Locate the world’s countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world’s countries, with focus on North and South America and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from KS1), a European Country, and North or South America.
- Describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
  - human geography, including -settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.

<ul style="list-style-type: none"> <li>• Use fieldwork and observational skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</li> </ul>
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**Characteristics of Geography (from National Curriculum):**

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

**What this looks like in KS1:**

Pupils should develop knowledge about the world, the United Kingdom and their locality (Y1). They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

**What this looks like in KS2:**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom (Y5) and Europe (Y6), North (Y3) and South America (Y4). This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

<p><b>EYFS Objectives:</b></p>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Can understand simple questions about 'who', 'what' and 'where'</li> <li>• Enjoy listening to longer stories and can remember much of what happens (books from other countries?)</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Can talk about 'My day'</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that</li> <li>• Understand position through words alone, eg. My bag is under the table.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story</li> <li>• Talks about the world around and the people are places that are familiar.</li> <li>• Notice similarities and differences between people, reflecting on differences positively.</li> <li>• Know that they may come from a different country from other children and understand that these are different places.</li> </ul>
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- Explores the natural world and talk about out the things that are noticed.
- Recognises change and can describe what is happening (seasons).
- Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.
- Share their experiences of local features of our community, e.g. Parsonage playground, Snowley Parade, town centre etc.
- Discuss change in seasons from summer > autumn, and then autumn > winter. Refer to changes to the natural world, weather and our habits.
- Has a wider understanding of the wider world and draws comparisons between own local environment and other places.
- Looks at, and makes maps, of local environment.
- Describes a journey within the local environment.
- Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. “There are no lions in England but there are in Africa” or “In Spain, the weather is warmer than here”.
- ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- ELG - 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.
- ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
- ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants.
- ELG - 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.
- ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- GD - Share their knowledge of cultural events they have experienced in detail, showing deeper levels of fascination and understanding.
- Make comparisons that are more thorough between different countries, linking them to their own interests, e.g. wild animals, ocean creatures, volcanoes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Weather and Climate		United Kingdom		Local Area  Fieldwork Opportunity
Year 2		Continents and Oceans	Hot and Cold Places			Contrasting Location-Zambia
Year 3		Climate Zones			North America	Rio and South -East Brazil
Year 4			Rainforest	South America		Rivers Fieldwork Opportunity
Year 5				Mountains	Volcanoes and earthquakes	European Region
Year 6			United Kingdom Physical and human Geography Different types of energy sources		Local Area and region Fieldwork Opportunity	

**Year 1  
Objectives:**

**Locational knowledge**

- the location and features of the local area, situating it within the nations of the UK (whose principal features and place names they should also know)
- The location and features of the local area.
- work together to create a simple map of the local area
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**Place knowledge**

- the main nations and features of the UK, including their locations and related key vocabulary;
- The location and features of the local area.

**Human and physical geography**

- This should include a basic understanding of the local climate, including seasonal change.
- Use appropriate vocabulary when describing local features and those of the UK, including words for seasons and local weather.
- basic vocabulary and concepts about weather and the climate

**Geographical skills and fieldwork**

- look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used;
- work together to create a simple map of the local area
- observe, record, discuss and ask questions about the main features of the local area, based on direct experience
- create a simple weather chart;
- annotate a simple map of the UK with some of its key features;
- look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used
- observe, record, discuss and ask questions about the main features of the local area, based on direct experience;
- make connections between their investigation of the local area and what they have learned about weather, climate and the UK;
- Use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.

<p><b>Year 2 Objectives:</b></p>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent;</li> <li>• The names and locations of the other continents and the world’s oceans; and some information about each of them.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Where the world’s main hot and cold regions are and how this variation might affect everyday life differently in the UK to Zambia.</li> <li>• where the world’s main hot and cold regions are, and some information about what they are like;</li> <li>• the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent;</li> <li>• How their location within hot and cold regions might affect everyday life differently in the UK and Zambia.</li> </ul> <p><b>Human and physical geography</b></p>
	<ul style="list-style-type: none"> <li>• use appropriate vocabulary when describing and comparing a contrasting locality in Zambia, including words for hot and cold regions</li> <li>• use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area;</li> <li>• Look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features, and comparing these with the UK;</li> <li>• use globes and atlases to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;</li> <li>• use globes and atlases to identify the world’s hot and cold regions, locating the UK and Zambia within them;</li> <li>• Make use of the four main compass points when describing the location of these key locations and regions.</li> <li>• use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK, Europe, Zambia and Africa;</li> <li>• use globes and atlases – and annotate maps – to identify the world’s hot and cold regions, locating the UK and Zambia within them;</li> </ul>
<p><b>Year 3 Objectives:</b></p>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• where the world’s main climate zones are, and how this variation might affect everyday life differently in South-East Brazil from places previously studied</li> <li>• where the world’s main climate zones are (building on their prior understanding of hot and cold regions);</li> </ul> <p><b>Place knowledge</b></p>

	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones; and when describing place locations and map features (e.g. the Equator, the tropics, the world’s hemispheres).</li> <li>• how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied;</li> <li>• the location of South-East Brazil and Rio de Janeiro within the South American continent;</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting it with places previously studied;</li> <li>• the location, and main human and physical features, of North and South America, including the location of South-East Brazil and Rio de Janeiro within the South American continent;</li> <li>• Processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.</li> <li>• the location and main human and physical features of North and South America;</li> <li>• the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied;</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;</li> <li>• use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil</li> <li>• Use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world’s hemispheres).</li> </ul>
<p><b>Year 4 Objectives:</b></p>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil</li> <li>• the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil</li> <li>•</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• the key elements of a river and how these distinctively apply to the Amazon</li> <li>• the key elements of a rainforest biome, how these contrast with other biomes, the main location of the world’s rainforests, and how these things distinctively apply to the Amazon</li> </ul>

	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• the key elements and features of a river</li> <li>• the key elements of the water cycle</li> <li>• the names of – and key information on – the world’s main rivers</li> <li>• basic ideas about flood management</li> <li>• the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world’s rainforests (including the Congo);</li> <li>• how some people have adapted to life in rainforests, including the Amazon</li> <li>• The key elements of the water cycle and how these apply to the Amazon</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it</li> <li>• use globes and atlases to identify the location and distribution of rainforest and other biomes</li> <li>• Use appropriate vocabulary when describing the Amazon; rainforest and other biomes; river features and place locations.</li> </ul>
<p><b>Year 5 Objectives:</b></p>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• the location and principal features of their local region when seen at a range of scales, from the global to the immediately local</li> <li>• the names and locations of the world’s principal mountains, volcanoes and areas at risk from earthquakes</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied</li> <li>• About place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• ways in which human processes (such as economic and political processes and patterns of land use, settlement and change) operate within the local region;</li> <li>• ways in which the location and physical geography of the region impact on (and are impacted by) human activity in the region</li> <li>• Ways in which the location and distinctive features of the region compare and contrast with those of other places studied</li> <li>• how some people have adapted to life in mountainous areas</li> <li>• the main features and causes of volcanoes and earthquakes</li> <li>• ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens;</li> <li>• ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, etc;</li> <li>• how people can respond to a natural disaster, such as an earthquake</li> </ul>



	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• interpret a range of maps and aerial views of the local region, applying this information to their understanding of it and for route planning;</li> <li>• use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people’s needs, and how it might change;</li> <li>• use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;</li> <li>• Use appropriate vocabulary when describing key information about the local region to external audiences.</li> <li>• use globes and atlases to identify the location of Greece and the Mediterranean;</li> <li>• Use and apply appropriate vocabulary when describing the location and distinctive features of mountains, volcanoes, earthquakes, the Mediterranean, Greece and Athens.</li> </ul>
<p><b>Year 6 Objectives:</b></p>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local</li> <li>• the location and principal features of the UK and their local region when seen at a range of scales, from the global to the immediately local</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;</li> <li>• Ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens;</li> <li>• ways in which the location and physical geography of the region impact on (and are impacted by) human activity in the region - this includes the key role of the Mediterranean Sea, as well as core knowledge about mountains, volcanoes, earthquakes, energy, food and minerals</li> <li>• About place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past)</li> <li>• ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean);</li> <li>• look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints;</li> </ul>

- use globes and atlases to identify the location of Greece and the Mediterranean
- interpret a range of maps of the UK and the local region and apply this information to their understanding of it;
- use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;
- use fieldwork to collect and critically evaluate data from a range of viewpoints about the local region, how it meets people's needs, and how it might change;
- use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;
- Use appropriate vocabulary when describing key information about the UK and the local region to external audiences.
- Use and apply appropriate vocabulary when describing the location and distinctive features of the Mediterranean, Greece and Athens

- the key elements and features of a river
- the key elements of the water cycle
- the names of – and key information on – the world's main rivers
- basic ideas about flood management
- the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo);
- the key elements of a river and how these distinctively apply to the Amazon
- the key elements of a rainforest biome, how these contrast with other biomes, the main location of the world's rainforests, and how these things distinctively apply to the Amazon
- how some people have adapted to life in rainforests, including the Amazon
- The key elements of the water cycle and how these apply to the Amazon