

Comberton Primary School Geography Curriculum

Our Vision

Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.

Subject Intent

Our geography teaching should:

- inspire children's curiosity to discover more about the world and their place within it
- enable them to reflect, evaluate and think critically about real world issues

Children should leave our school with:

- An understanding of the world they inhabit, both locally and globally.
- An understanding of the impact people have on the planet and the part they play in taking care of the world for future generations.
- Knowledge of the worlds' continents and oceans, countries and cities.
- The ability to interpret information from a range of sources of geographical information, including maps, globes and aerial photographs etc.
- An understanding of how a location is shaped by its human and physical features.
- An understanding of how places and their human and physical features can change over time.
- An awareness of the diversity of people, places, processes and climates.

Curriculum Overviews

EYFS

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Locational Knowledge	Fieldwork & Mapskills	Place Knowledge	Human and Physical Geography
<p style="text-align: center;">Nursery</p> <p style="text-align: center;">Know that there are different countries in the world.</p> <p style="text-align: center;">Reception</p> <p style="text-align: center;">Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p style="text-align: center;">Begin to understand the need to respect and care for the natural environment and all living things.</p> <p style="text-align: center;">Draw information from a simple map.</p> <p style="text-align: center;">Explore the natural world around them.</p>	<p style="text-align: center;">Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p style="text-align: center;">Recognise some similarities and differences between life in this country and life in other countries.</p> <p style="text-align: center;">Recognise some environments that are different to the one in which they live.</p> <p style="text-align: center;">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> <p style="text-align: center;">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.</p>	<p style="text-align: center;">Begin to understand the need to respect and care for the natural environment and all living things.</p> <p style="text-align: center;">Understand the effect of changing seasons on the natural world around them.</p>

Essential Vocabulary:

house, road, town, country, earth, world, map, globe, weather, hot, cold, ice, season, spring, summer, autumn, winter

National Curriculum Overview

Key Stage 1	Key Stage 2
<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> 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 <p><u>Place Knowledge</u></p> <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 <p><u>Human and Physical Geography</u></p> <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: <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><u>Geographical Skills and Fieldwork</u></p> <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 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><u>Locational Knowledge</u></p> <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><u>Place Knowledge</u></p> <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 in North or South America <p><u>Human and Physical Geography</u></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 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><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-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

Unit Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Kidderminster	Local study (revisit UK) Extreme weather	<i>Make links to Stone Age about settlement and agriculture</i>	<i>Make links to Romans about settlement, transportation and changes in land use</i>	<i>Make links to geography with Saxons</i>	<i>Make links to Vikings about transportation, settlement, agriculture, migration, trade, natural resources</i>
Spring	Comparison Study: Caribbean	<i>Make links to Geography through History topic (Florence Nightingale and her journey through Europe)</i>	Our place in the world: The United Kingdom	Our place in the world: Europe	Our place in the world: the wider world (South America & Brazil)	Our Place in the world: human impact
Summer	London The UK	Comparison Study: Africa	Local Study: The Severn Valley (Rivers)	Mountains, volcanoes, earthquakes	Map skills & Fieldwork	Map skills & Fieldwork

Progression of Knowledge and Skills (Nursery, Reception)

Concept/Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Know that there are different countries in the world.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Locate and name seven continents.</p> <p>Name four countries of the U.K.</p> <p>Identify the U.K on a world map.</p>	<p>Locate and name the seven continents.</p> <p>Locate and name the five oceans.</p> <p>Name the four countries of the U.K.</p> <p>Name the capital cities of these.</p>	<p>Name and locate counties and cities within the UK.</p> <p>Name and locate geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns.</p> <p>Understand how these aspects have changed over time.</p>	<p>Name and locate European countries and their major cities.</p> <p>Identify environmental regions of Europe and key physical and human characteristics.</p> <p>Identify the position of the Arctic and Antarctic circle.</p>	<p>Name and locate the countries of South America and their major cities.</p> <p>Identify environmental regions of South America and key physical and human characteristics.</p> <p>Identify the position and significance of latitude and longitude, the Prime/Greenwich</p>	<p>Locate the world's countries and major cities, using maps to focus on Europe (including location of Russia) and North and South America.</p> <p>Identify environmental regions across the globe (biomes).</p> <p>Identify the position and significance of latitude and longitude, the</p>

						Meridian and time zones (including day and night)	Prime/Greenwich Meridian and time zones (including day and night)
Fieldwork	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p>	<p>Use 4 points of a compass.</p> <p>Use world maps, atlases and globes.</p>	<p>Use world maps, atlases, globes, aerial photographs and plan perspectives.</p> <p>Identify landmarks and basic human and physical features on aerial photographs and plan perspectives.</p> <p>Devise a simple map using a basic key.</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 maps, atlases, globes and digital/computer mapping.</p> <p>Use 8 points of a compass.</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 maps, atlases, globes and digital/computer mapping.</p> <p>Use 8 points of a compass.</p>	<p>Use maps, atlases, globes and digital/computer mapping.</p> <p>Use four and six-figure grid references, symbols and key (including Ordnance Survey maps)</p> <p>Create maps of locations identifying patterns (such as: land use, climate zone, population densities, height of land)</p>	<p>Use maps, atlases, globes and digital/computer mapping.</p> <p>Use four and six-figure grid references, symbols and key (including Ordnance Survey maps).</p> <p>Create maps of locations identifying patterns (such as: land use, climate zone, population densities, height of land)</p>
Essential vocabulary	<p>House, road, town, country, earth, world</p> <p>map, globe</p> <p>weather, hot, cold, ice,</p>	<p>North Pole, South Pole, Equator, country, continent,</p> <p>compass, atlas, globe, map, key</p>	<p>atlas, aerial photographs, plan perspectives</p>	<p>human & physical geographical features,</p> <p>Northern & Southern Hemisphere, Tropic of Capricorn, Tropic of Cancer, county</p>	<p>Arctic Circle, Antarctic Circle</p> <p>region</p> <p>OS Maps, four figure grid</p>	<p>Biome, lines of latitude/longitude. Prime/Greenwich Meridian climate zone, vegetation belt</p>	

	season, spring, summer, autumn, winter,			satellite image, compass (and 8point directions)	reference, scale, map symbols,	Six figure grid reference, contour, relief,	
Place Knowledge	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>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</p>	Compare and contrast England to a non EU country (topic specific – Caribbean focus on Jamaica)	Compare and contrast England (Worcestershire) to a non EU country (Africa with a focus on the Rift Valley province in Tanzania).	Understand geographical similarities and differences of regions within the UK (topic specific – comparing Blackpool and Birmingham, Blackpool and Holderness).	Understand geographical similarities and differences of a region of the UK and with a region in Europe (topic specific – comparing West Midlands with an area of Italy - Bologna ...).	Understand geographical similarities and differences of a region of the UK and with a region in South America (topic specific – possibly Scotland with an area in South America)	<p>Understand the impact that human geographical processes have had on different biomes across the globe and their contribution to climate change.</p> <p>Understand the impact that human geographical processes and features have had on physical processes and features across the globe, in different biomes</p>

	<p>appropriate – maps.</p> <p>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.</p>						
Human and Physical Geography	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Identify daily weather patterns.</p> <p>Identify four seasons.</p> <p>Identify the Equator and poles.</p> <p>Understand how/why proximity affects temperature.</p>	<p>Identify the Equator, poles and hemispheres (northern and southern).</p> <p>Compare location of countries to the Equator and poles.</p>	<p>Describe and understand key aspects of rivers (physical geography).</p> <p>Describe and understand key aspects of settlement and land use in the UK (human geography).</p>	<p>Describe and understand key aspects of mountains, volcanoes and earthquakes, and the water cycle (physical geography).</p> <p>Describe and understand key aspects of settlement and land use across European countries (human geography).</p>	<p>Describe and understand key aspects of climate zones, biomes and vegetation belts.</p> <p>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 food, minerals and water.</p> <p>Identify and describe how the</p>	<p>Describe and understand key aspects of climate zones, biomes and vegetation belts.</p> <p>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 food, minerals and water.</p> <p>Collect and analyse statistics</p>

						physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location	and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location.
Essential vocabulary	<i>house, road, town, country, earth, world</i> <i>map, globe</i> <i>weather, hot, cold, ice,</i> <i>season, spring, summer, autumn, winter,</i>	<i>beach, coast, sea, river, season, weather, sea, ocean,</i> <i>city, town, village, house, office, shop</i>	<i>cliff, coast, river, valley, vegetation, forest, soil,</i> <i>city, village,</i> <i>port, harbour (Florence)</i>	source, mouth, meander, estuary, mountain, highlands settlement, landmarks, transport, agriculture, national, rural, urban, pollution, migrant, refugee	volcano tectonic plates, mantle, fault, magma, vent, crater, Pacific Ring of Fire international, tourism, sustainable, climate, climate change	delta, tributary, flood plain population density, economic activity, trade links, energy, natural resources, deforestation, ecosystem, migrate	biome – aquatic, grassland, forest, desert, tundra desertification, polar icecaps, emissions,

At the end of EYFS

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

At the End of Year One

Locational Knowledge	Fieldwork & Mapskills	Place Knowledge	Human and Physical Geography
<p>Locate and name seven continents.</p> <p>Name four countries of the U.K.</p> <p>Identify the U.K on a world map.</p>	<p>Use 4 points of a compass.</p> <p>Use world maps, atlases and globes.</p>	<p>Compare and contrast England to a non EU country (<i>topic specific – Caribbean focus on Jamaica</i>)</p>	<p>Identify daily weather patterns.</p> <p>Identify four seasons.</p> <p>Identify the Equator and poles.</p> <p>Understand how/why proximity affects temperature.</p>
Essential Vocabulary:			
country, continent, sea, ocean		beach, coast, sea, river, season, weather, city, town, village, house, office, shop	

At the End of Year Two

Locational Knowledge	Fieldwork & Mapskills	Place Knowledge	Human and Physical Geography
<p>Locate and name the seven continents.</p> <p>Locate and name the five oceans.</p> <p>Name the four countries of the U.K.</p> <p>Name the capital cities of these.</p>	<p>Use world maps, atlases, globes, aerial photographs and plan perspectives.</p> <p>Identify landmarks and basic human and physical features on aerial photographs and plan perspectives.</p> <p>Devise a simple map using a basic key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and</p>	<p>Compare and contrast England (Kidderminster) to a non EU country (Africa with a focus on the Rift Valley province in Tanzania).</p>	<p>Identify the Equator, poles and hemispheres (northern and southern).</p> <p>Compare location of countries to the Equator and poles.</p>

	physical features of its surrounding environment.		
Essential Vocabulary:			
human & physical geographical features, Northern & Southern Hemisphere, Tropic of Capricorn, Tropic of Cancer, county satellite image, compass (and 8 point directions)		<i>cliff, coast, river, valley, vegetation, forest, soil,</i> <i>city, village,</i> <i>port, harbour</i> (Florence history unit)	

At the End of Year Three			
Locational Knowledge	Fieldwork & Mapskills	Place Knowledge	Human and Physical Geography
Name and locate counties and cities within the UK. Name and locate geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. Understand how these aspects have changed over time.	Use maps, atlases, globes and digital/computer mapping. Use 8 points of a compass. 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.	Understand geographical similarities and differences of regions within the UK (topic specific – comparing Worcestershire and (Scottish) Highlands	Describe and understand key aspects of rivers (physical geography). Describe and understand key aspects of settlement and land use in the UK (human geography).
Essential Vocabulary:			
human & physical geographical features,		source, mouth, meander, estuary, mountain, highlands	

Northern & Southern Hemisphere, Tropic of Capricorn, Tropic of Cancer, county satellite image, compass (and 8 point directions)	settlement, landmarks, transport, agriculture, national, rural, urban, pollution, migrant, refugee
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At the End of Year Four			
Locational Knowledge	Fieldwork & Mapskills	Place Knowledge	Human and Physical Geography
Name and locate European countries and their major cities. Identify environmental regions of Europe and key physical and human characteristics. Identify the position of the Arctic and Antarctic circle.	Use maps, atlases, globes and digital/computer mapping. Use 8 points of a compass.	Understand geographical similarities and differences of a region of the UK and with a region in Europe (topic specific – comparing West Midlands with an area of Italy - Bologna ...). ...).	Describe and understand key aspects of mountains, volcanoes and earthquakes, and the water cycle (physical geography). Describe and understand key aspects of settlement and land use across European countries (human geography).
Essential Vocabulary: Arctic Circle, Antarctic Circle region OS Maps, four figure grid reference, scale, map symbols,		volcano tectonic plates, mantle, fault, magma, vent, crater, Pacific Ring of Fire international, tourism, sustainable, climate, climate change	

At the End of Year Five

Locational Knowledge	Fieldwork & Mapskills	Place Knowledge	Human and Physical Geography
<p>Name and locate the countries of South America and their major cities.</p> <p>Identify environmental regions of South America and key physical and human characteristics.</p> <p>Identify the position and significance of latitude and longitude, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Use maps, atlases, globes and digital/computer mapping.</p> <p>Use four and six-figure grid references, symbols and key (including Ordnance Survey maps)</p> <p>Create maps of locations identifying patterns (such as: land use, climate zone, population densities, height of land)</p>	<p>Understand geographical similarities and differences of a region of the UK and with a region in South America (topic specific – possibly Wales with an area in South America)</p>	<p>Describe and understand key aspects of climate zones, biomes and vegetation belts.</p> <p>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 food, minerals and water.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location</p>

Essential Vocabulary:

<p>biome, lines of latitude/longitude. Prime/Greenwich Meridien</p> <p>climate zone, vegetation belt</p> <p>six-figure grid reference, contour, relief</p>	<p>delta, tributary, flood plain</p> <p>population density, economic activity, trade links, energy, natural resources, deforestation, ecosystem, migrate</p>
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At the End of Year Six

Locational Knowledge	Fieldwork & Mapskills	Place Knowledge	Human and Physical Geography
<p>Locate the world's countries and major cities, using maps to focus on Europe (including location of Russia) and North and South America.</p> <p>Identify environmental regions across the globe (biomes).</p> <p>Identify the position and significance of latitude and longitude, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Use maps, atlases, globes and digital/computer mapping.</p> <p>Use four and six-figure grid references, symbols and key (including Ordnance Survey maps).</p> <p>Create maps of locations identifying patterns (such as: land use, climate zone, population densities, height of land)</p>	<p>Understand the impact that human geographical processes have had on different biomes across the globe and their contribution to climate change.</p> <p>Understand the impact that human geographical processes and features have had on physical processes and features across the globe, in different biomes</p>	<p>Describe and understand key aspects of climate zones, biomes and vegetation belts.</p> <p>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 food, minerals and water.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>

Essential Vocabulary:	
	<p>Biome – aquatic, grassland, forest, desert, tundra</p> <p>desertification, polar icecaps, emissions,</p>