Geography Curriculum Coverage

Rabbits · Reception / Year 1

Topic	Cycle / term	EYFS objectives	KS1 (Year 1) objectives	Coverage
Local Fieldwork Study: Occold	A · Autumn 2	EYFS: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; explore the natural world around them.	KS1: Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment; use basic geographical vocabulary; use simple compass directions and locational/directional language; devise a simple map and use basic symbols in a key.	· Identify and describe familiar human and physical features of Occold, such as roads, houses, fields and green spaces. · Observe, sketch and record features of the school grounds and nearby locality. · Follow and describe a short route using positional language and simple directions. · Make a simple plan or map of a familiar place using symbols and a key.
Location: London	A · Spring 1	EYFS: Explain some similarities and differences between life in this country and life in other countries, drawing on experiences and what has been read in class.	KS1: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use maps, atlases and globes to identify the UK and its countries; use basic human and physical geographical vocabulary.	· Locate England, London and the other UK countries and capitals on a map. · Recognise London as the capital city of England and the United Kingdom. · Identify selected human and physical features of London, including the River Thames. · Compare features of London with those of a rural locality such as Occold.

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Forests: Comparing the Amazon and Thetford	A · Summer 1	EYFS: Explore the natural world around them; know some similarities and differences between the natural world around them and contrasting environments.	KS1: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country; identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles; use basic geographical vocabulary and maps.	· Locate Thetford Forest and the Amazon rainforest on suitable maps and globes. · Compare weather, vegetation, wildlife and human uses of the two forest environments. · Recognise that places around the world have different climates and landscapes. · Explain simple ways forests are important to people and wildlife.
Amazing Oceans	B · Autumn 1-2	EYFS: Explore the natural world; recognise similarities and differences between contrasting environments.	KS1: 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; use world maps, atlases and globes; use basic physical geographical vocabulary.	· Name and locate the five oceans and seven continents. · Locate seas around the United Kingdom. · Distinguish between oceans, seas, coasts and land using maps and globes. · Identify and describe basic coastal and ocean features and compare places.
How is England like Uganda?	B · Spring 1	EYFS: Explain some similarities and differences between life in this country and life in other countries; recognise contrasting environments.	KS1: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country; locate the world's continents and oceans; identify hot and cold areas in relation to the Equator and poles; use geographical vocabulary and maps.	· Locate England, Uganda, Europe and Africa on maps and globes. · Compare everyday life, settlements, weather, land use and physical features in selected places. · Identify similarities as well as differences, avoiding generalisations about whole countries. · Use photographs, maps and simple data to support geographical comparisons.

Otters · Years 2 / 3 / 4

Topic	Cycle / term	KS1 (Year 2) objectives	KS2 (Years 3-4) objectives	Coverage
The Arctic Circle	A · Autumn 1	KS1 (Y2): Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; use maps, globes and basic physical vocabulary.	KS2 (Y3/4): Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle; describe and understand key aspects of climate zones, biomes and vegetation belts; use maps, atlases and globes.	· Locate the Arctic Circle and Arctic region, and identify countries with land in the Arctic. · Describe climate, seasonal daylight and characteristics of polar environments. · Compare Arctic conditions with those of the UK using maps, images and climate information. · Explain adaptations of people, plants and animals to Arctic conditions.
Rivers	A · Spring 2	KS1 (Y2): Use basic physical geographical vocabulary including river, valley, sea and ocean; use maps and simple observational skills.	KS2 (Y3/4): Describe and understand key aspects of physical geography, including rivers and the water cycle; name and locate geographical regions and identify key topographical features including rivers; use fieldwork to observe, measure, record and present human and physical features.	· Identify river features including source, tributary, channel, mouth and meander. · Explain the journey of a river and introduce erosion, transportation and deposition. · Locate significant UK rivers and consider how rivers influence settlement and land use. · Use diagrams, maps and where feasible field observations to record river features.
Countries, Cities and Counties of the UK	A · Summer 1	KS1 (Y2): Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas; use maps and simple compass directions.	KS2 (Y3/4): Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; use maps, atlases, globes and four-figure grid references.	· Locate the four UK countries, capitals and surrounding seas. · Locate selected counties and cities, including Suffolk and nearby counties. · Identify physical features, regional differences and land-use patterns. · Practise compass directions, map symbols and four-figure grid references.
Water, Weather and Climate	B · Autumn 2	KS1 (Y2): Identify seasonal and daily weather patterns in the UK and hot and cold areas of the world in relation to the Equator and poles.	KS2 (Y3/4): Describe and understand key aspects of climate zones and the water cycle; identify the significance of the Equator and hemispheres; use fieldwork to observe, measure, record and present data.	· Distinguish between weather and climate. · Measure and record rainfall, temperature, wind and cloud cover over time. · Describe evaporation, condensation, precipitation and collection in the water cycle. · Compare weather and climate information for different UK

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				and world locations.
Compare Eye and Pouzauges, France	B · Spring 1	KS1 (Y2): Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country; use basic geographical vocabulary and maps. European comparison supports geographical skills but does not itself meet the non-European comparison requirement.	KS2 (Y3/4): Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country; locate European countries; use maps, atlases, aerial photographs and fieldwork.	· Locate Eye and Pouzauges, and identify their countries and wider regions. · Compare settlement, transport, land use, services and local physical features. · Interpret photographs, maps and simple data to explain similarities and differences. · Communicate a reasoned comparison using geographical vocabulary.
Renewable Energy	B · Spring 2	KS1 (Y2): Use basic human and physical geographical vocabulary; identify key features of places and observe local human activity and land use.	KS2 (Y3/4): Describe and understand key aspects of human geography including the distribution of natural resources, including energy; understand land use and economic activity; use maps and geographical information.	· Distinguish renewable and non-renewable energy sources. · Identify locations and landscape features associated with wind, solar and hydroelectric energy. · Explain simple environmental and land-use impacts of energy production. · Compare potential locations for renewable energy using geographical evidence.
From Farm to Factories	C · Autumn 1	KS1 (Y2): Use basic human geographical vocabulary including farm, factory, office and shop; study human features of the local environment.	KS2 (Y3/4): Describe and understand human geography including types of settlement and land use, economic activity including trade links, and distribution of natural resources; name and locate UK regions and identify land-use patterns.	· Identify farming, manufacturing and service activities in the local area. · Describe how agricultural and industrial land uses affect landscapes and employment. · Explore links between resources, transport, trade and the location of businesses. · Use local maps, photographs and evidence to identify changes in land use.
Heathland and Marshland	C · Spring 2	KS1 (Y2): Identify key physical features of the local	KS2 (Y3/4): Describe and understand physical geography including	· Describe characteristics of heathland and marshland habitats and landscapes.

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		environment using geographical vocabulary; use simple fieldwork and observational skills.	vegetation belts and the water cycle; use fieldwork to observe, measure, record and present human and physical features; use maps and digital mapping.	• Compare soils, water, vegetation and land use in these environments. • Use maps and field observations to identify and record local physical features. • Explain how people manage and protect these environments.
Settlements	C · Summer 2	KS1 (Y2): Use basic human geographical vocabulary including city, town, village, house and shop; identify features of the local area and compare places.	KS2 (Y3/4): Describe and understand types of settlement and land use; name and locate UK cities and regions; use maps, fieldwork and geographical data.	• Identify and compare hamlets, villages, towns and cities. • Explain simple reasons why settlements develop in particular locations. • Compare land use, transport links and services in different settlements. • Interpret maps and photographs to describe settlement patterns.

Topic	Cycle / term	KS2 objectives	Coverage
Geography of the USA	A · Autumn 1	KS2: Locate the world's countries, using maps to focus on North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities; identify latitude, longitude and time zones; describe and understand climate zones, biomes, mountains, rivers, settlements and land use.	· Locate the USA within North America and identify selected states, major cities and regions. · Describe key physical features including mountain ranges, major rivers and contrasting climate regions. · Compare population, settlements, economic activities and land use in selected US regions. · Use thematic maps and geographical data to explain regional contrasts.
Earthquakes and Humanitarian Response	A · Spring 1	KS2: Describe and understand key aspects of physical geography including earthquakes and volcanoes; describe human geography including settlement and land use; use maps, atlases, globes and digital mapping to locate places and analyse geographical patterns.	· Explain the movement of tectonic plates and how earthquakes occur. · Locate major earthquake zones and describe their geographical distribution. · Explore how building design, preparedness and resources affect vulnerability. · Compare immediate impacts, longer-term effects and humanitarian responses to earthquakes.
Coasts	A · Summer 1	KS2: Describe and understand key aspects of physical geography including rivers, mountains and the water cycle, and apply these to coastal processes; describe human geography including settlement and land use; use fieldwork to observe, measure, record and present physical and human features.	· Identify coastal landforms such as beaches, cliffs, headlands, bays, spits and stacks. · Explain coastal erosion, transportation and deposition using appropriate models. · Investigate coastal management and its effects on people and environments. · Interpret maps, aerial images and fieldwork data to compare coastal locations.
Local Maps and Fieldwork	B · Autumn 2	KS2: Use the eight points of a compass, four- and six-figure grid references, symbols and keys (including Ordnance Survey maps); use fieldwork to observe, measure, record and present human and physical features using a range of methods including sketch maps, plans, graphs and digital technologies.	· Interpret OS map symbols, contour lines, scale and grid references. · Use compass directions and six-figure grid references to describe locations. · Plan and carry out a local fieldwork enquiry with a clear geographical question. · Collect, graph and interpret fieldwork data and evaluate conclusions.
Hemispheres and Tropics: Focus Africa	B · Summer 1	KS2: Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Prime/Greenwich Meridian and time zones; describe climate zones, biomes and vegetation belts; locate countries and physical regions using maps and globes.	· Locate Africa, selected African countries and major physical features. · Identify the Equator, Tropics of Cancer and Capricorn and the hemispheres on maps. · Explain links between latitude, climate zones, biomes and vegetation. · Compare environments and human activity in selected African regions.