Hadley Wood Primary School

Geography Curriculum Overview

Our Vision

…that every child will leave our school confident in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a capable manner and caring about their planet and their fellow humans.

Curriculum Intent:

At Hadley Wood, we aim to develop children's sense of place. We teach geography to enable children to gain knowledge and understanding of places in the world (including both political and physical geography) and to increase their knowledge of other cultures. In so doing, they learn respect and understanding of what it means to be a positive citizen in a multi-cultural country

We also teach geography so that children learn graphical skills, including how to use, draw and interpret maps and to enable children to know and understand environmental problems at a local, regional, national and global scale. Geography, when taught well, should fascinate and inspire children and nourish curiosity. Geography also deepens understanding of many contemporary challenges – climate change, food security, energy choices. As a subject, it impacts upon every aspect of our children's lives and plays a crucial role in developing caring and understanding citizens of tomorrow.

The National Curriculum sets out the core knowledge and understanding that all pupils should be expected to acquire in the course of their schooling. At Hadley Wood we believe that a core curriculum is not all that pupils should be taught. Although we follow the National Curriculum, we also go beyond what is set out. We use it as a springboard to broaden children's knowledge of the world, to understand environmental issues, and to engage them in innovative and enjoyable learning that has relevance to their lives while challenging them to think about 'real world' issues. We have chosen units, which reflect the needs of our children: units which take them beyond the local area to explore the UK and the wider world, to develop a passion for learning so that they leave us excited about geography as a subject.

Our school geography curriculum has been designed to introduce the children to the immediate world around them including our local environment in EYFS and Year 1. This is the expanded upon to include the United Kingdom as a whole. From here, children develop an understanding where the United Kingdom fits in relation to the world itself to develop a deep and meaningful understanding of place.

As a 'Values' school, we encourage children's commitment to sustainable development and an appreciation of what 'global citizenship' means. We also support the development of a variety of other skills, including those of enquiry, problem solving, computing, investigation and how to present conclusions in the most appropriate way.

How we plan for and teach Geography:

Although we make meaningful links to other curriculum areas, we believe that children should see geography as a subject in its own right. When planning our curriculum, we have thought about its distinctive character as a discipline and ensured that we have woven the concepts that are fundamental to geographical thinking into our curriculum. Skills needed to be a geographer are taught progressively. Concepts are built upon, learning is revisited and children's locational knowledge is built on year on year. Geography is taught every over three half terms ensuring that the children complete three units over a year. Teachers are clear about what they need children to learn and how this builds on prior learning using the Hadley Wood "Building Blocks" approach. We draw on the expertise of the scheme Oddizzi to ensure write our own our units that are well planned and use this resource to develop our teachers' subject knowledge.

Field work is a statutory part of the national curriculum and is undertaken on a regular basis. Our geography curriculum ensures children engage regularly with the outside world and develop skills in meaningful and current contexts. First hand experiences are really important for our children at Hadley Wood Primary School. Fieldwork ensures are children are engaging with the world around them, managing risks, navigating real landscapes and gathering data for

real purposes. Through our geography curriculum, we have thought about key themes that run through units. These include sustainability, connectivity and community. These are revisited over time and add to the cohesiveness of our curriculum and support our children with being confident, capable and caring citizens.

To further enhance our geography curriculum we provide all pupils with access to Forest School, enabling pupils to develop resilience and a questioning mind-set about nature around them. As a school we are lucky to have access to the Hadley Wood Association woodland and wild meadow to further enrich pupil's geographical experiences in our local area.

What you will see in our Geography lessons:

1. Every lesson is carefully planned around **an enquiry question (the Big Question) for children to answer.** By ensuring that these questions spark children's enquiry and **curiosity**, children are engaged in their learning and want to find out the answer. Lessons are purposeful and result in children gaining a new understanding of the world around them.

2. In each lesson the **enquiry question** is designed so that children have a powerful understanding of the skills and understanding they are developing in the lesson. **Success criteria** define the features of the learning intention in the context of the activity so that children can identify what they are aiming for and how well they are doing.

3. Learning is effectively sequenced by sharing prior learning **'Flashbacks or Blast Offs'** at the start of each lesson/topic/new concept. We recognise that children are more likely to retain new learning if it connected to prior understanding. Building blocks help pupils of all levels to connect new learning with existing concepts and promote **independence**.

4. Teachers utilise a range of strategies drawn from the Walkthru principles developed by Tom Sherrington including: **Think, Pair, Share, Quizzing, Cold Calling, No Opt Out opportunities or quizzing** to engage pupils and draw links between prior and new learning. Different levels of challenge and **'what if'** challenges help to ensure our children have high aspirations of themselves and strive to be the best they can be.

5. Teachers skilfully use the **'Deliberate Mistake'** approach to learning to build pupil **resilience** to failure alongside their ability to work independently to problem solve. This embeds the concept that making mistakes is integral to the learning process.

Geography Long Term Overview: EYFS – Year 6

Development matters				**Curriculum provision**	**Contribution on wider Geography knowledge and what later content this prepares for**
Age 3-4	Understanding the World	The World	• Use all their senses in hands on exploration of natural materials.	Explore the similarities and differences in relation to food. Make porridge and melt	Understanding of the World provides the basis for pupils understanding of geography, for example learning about

			• 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 work and talk about the differences they have experienced or seen in photo	chocolate, discussing textures and changes. Provide opportunities for children to look at icicles and discuss how they are formed. Plant cress seeds and have discussions about the changes occurring and how we can influence them. Make observations of our caterpillars through drawings and photographs to document their life cycles. When children join the setting allow them to explore the school in small groups and record their observations through drawings and maps. During our People Who Help Us topic discuss the different roles people have in society and how their occupations support our local area. Provide opportunities and activities for children to discuss the significant events in the lives of themselves and others through looking at artifacts, cooking, listening to stories and participating in role play. Provide opportunities for children to compare and describe different environments through stories, non-fiction texts and maps. Apply our knowledge of floating and sinking to create ice models, dropping different items into water. Make observations of **changes** in the world around us. Take photos and	our school environment, supports the **Year 1 geography unit about "What Makes my Area Unique," in Year 4 and Year 6.** Pupils are given the opportunities to draw comparisons, search for patterns, note change and look for similarities. These fundamental skills are echoed throughout our geography curriculum and provide the building blocks for children's nature curiosity. Reading maps and creating their own is a running theme through each year groups geography **e.g. in Year 2 when learning about the 7 continents and 5 oceans.** Our geography curriculum is designed to embed our school values throughout, **"Confident, capable and caring,"** allowing for pupils to become future geographers and care for environment around us **e.g. Year 5 learn about preserving biomes, Year 4 learn about deforestation and Year 6 consider the importance of choosing ethically, learning about Fair Trade.** All of which is underpinned by the learning which is started from Reception.
		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'.		
Reception	Understanding the World	The World	• To look closely at similarities, differences, patterns and change. • 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. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.		
ELG	Understanding the World	People, Culture and Communities	• 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.	observational drawings during our Autumn walk. This will be continued throughout the year as seasons change.	
		The Natural World	• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter		

Year 1	**Substantive Knowledge Content based around a Big Question**	**Recurring themes, ideas and language**	**Contribution on wider Geography knowledge and what later content this prepares for**
Autumn 2	**What makes my local area unique?** Rural and urban areas Features of the school ground and local area Symbols on an ordinance survey map	Pupils will acquire initial knowledge of **human** and **physical features** as well as **rural and urban settings** local to them and the type of **settlement** they live in. They will have the opportunity develop fieldwork skills to use this knowledge to explore the school grounds and surrounding area. Pupils will communicate a range of data collated by creating their own maps of the school environment using **directional knowledge (North, South, East and West)**. Pupils develop their understanding of using	Pupils build on their knowledge of the school setting from Reception, to develop their understanding of Geography on a local level. Through Year 1 pupils begin to understand direction and location. **This prepares pupils well for their next unit where they study London as a capital city, and go on to explore both human and physical features.**

	Create a map of the local area	different types of maps such as 'aerial maps' of the local area. They begin to understand how different maps can convey varied amounts of information. They will learn about the **symbols** used on an **Ordinance Survey map** and use this to further develop their map skills. Pupils use fieldwork to consolidate knowledge of the locations of 'physical features' in our **local area**. *National curriculum:* *>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.* *> 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*	
Summer 1	**How does the weather affect different jobs?** Seasonal and daily weather patterns in the United Kingdom Effects of weather on jobs and clothes Location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical similarities and differences between UK and Jamaica	Pupils develop confidence with ordering the **months of the year and seasons**, to consolidate previous learning. Pupils develop their concept of **'seasonal changes'**, considering similarities and differences between the seasons. Pupils will read reports and use maps to support their knowledge of weather patterns. Pupils will consider how clothing choices are made in relation to seasonal changes and what an appropriate choice is. They explore how the **weather** affects different jobs and how the clothing worn is adapted for their purpose. Pupils explore the school site, considering what physical evidence reflect the season and explore the **local weather**. They will apply this knowledge by making **comparisons** between the UK and Jamaica. *National curriculum:* *> 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* *> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas*	Throughout KS1, pupils build their knowledge of seasonal change not only in geography but in science. They explore using maps and continue to build on these skills in Spring 2 when aerial maps of the local area are used. **In Year 2, pupils continue to build their map reading skills and knowledge of simple compass directions, whilst using atlases and locating the UK on the globe, as well as considering adaptations in animals and land forms between differing hot and cold places. In Year 3 pupils learn about different climate zones, with a focus on weather patterns and characteristics.**

		of the world in relation to the Equator and the North and South Poles	
Summer 2	**What is special about the UK and London?** Four countries, seas and capital cities of the UK Use aerial photos to locate human and physical features of London Fieldwork of London landmarks	Pupils learn to identify and locate the **4 countries of the UK, the capital cities** and the **surrounding seas**. They also have the opportunity to locate where they live on a map within this context. Pupils develop an understanding of **human and physical features** and use different types of maps such as **'aerial maps'** to explore the countries and capital cities within the UK. Pupils look at the main features and landmarks of the capital cities and consider how the physical geography has an impact e.g. What if London wasn't on the River Thames. Pupils consolidate this knowledge by visiting London and viewing the different **London landmarks** and considering how the human features reflect the needs of the capital city. *National curriculum:* *>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas* *>use world maps, atlases and globes to identify the United Kingdom and its countries* *>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* *> Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop*	This unit prepares pupils to understand the difference between human and physical features within Geography, which is a theme echoed throughout the Geography curriculum in all topics. Pupils begin to understand the make-up of the UK, the surrounding seas and the capitals, which helps develop an understanding of locational knowledge in preparation for learning about the geography of the world on a wider scale **e.g. in Year 2, where pupils study the continents and oceans. This unit sets the context of our Geography curriculum where we start off with our learning being local and reaching out to the wider world through the units.**
Year 2	**Substantive Knowledge Content based around a Big Question**	**Recurring themes, ideas and language**	**Contribution on wider Geography knowledge and what later content this prepares for**
Autumn 2	**What does Alice Leghorn need to know so that she can sail her pirate ship around the world?** Map work to understand where the UK is situated globally Locate the seven continents and five oceans	Pupils develop their knowledge by naming and locating the world's seven **continents** and five **oceans** They refine their map work skills by being able to both locate them on a **map**, using an **atlas** and on a **globe**. Pupils use **directional language** to describe the position of each continent. Pupils have the opportunity to explore the **humans and physical features** of different **countries and continents** and	Pupils use this knowledge to prepare them to understand different climate zones in Year 3. They continue to develop their understanding of human and physical features. **This unit provides preparation for learning about the geography of countries across the world as echoed throughout our geography curriculum e.g. Year 3 climate zones, Year 4 learning about the Amazon**

	Human and physical features of the continents	apply this knowledge in context of a particular continent. *National curriculum:* *>name and locate the world's seven continents and five oceans* *>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 basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* *> Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop*	**Rainforest, Year 5, Europe and North America and Year 6 with a focus on Fair Trade**.
Spring 1	**How do hot and cold places affect life?** Mapwork to identify hot and cold Physical features of a hot and cold place Adaptation of animals Consider what humans need for different climates	Pupils build knowledge and confidence using geographical vocabulary. By looking at maps and atlases, pupils understand **weather conditions** in relation to the **equator and hot and** cold **areas of the world.** They explore and use sources such as **'maps'** and **'aerial images'** to develop their understanding of **'keys',** which supports pupils when locating hot and cold areas of the world and explore how different types of weather in the UK differs from other countries. Pupils use **compass points as a reference** to describe where key places are located on a 'map', for example the 'North Pole' is 'north' of England. They will then consider how animal have **adapted to their weather conditions** e.g. seals having an additional layer of blubber, in order to survive and consider the different items of clothing they would pack for different **climates.** *National curriculum:* *> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical*	Pupils draw upon prior knowledge of weather from Year 1 to support their learning about adaptation. **This unit ensures that pupils are prepared to understand how vegetation can tell us about climate zones in Year 3, biomes and the climates of North America in Year 5 and how land usage is affected by weather when learning about fair trade in Year 6.**

		features; devise a simple map; and use and construct basic symbols in a key *> the location of hot and cold areas of the world in relation to the Equator and the North and South Poles* > 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	
Summer 2	**How is life different in Mugurameno compared to the UK?** Map work to locate Zambia and the village of Mugurameno and identify physical and human features Importance of the Zambezi river to life Compare food Protection from wild animals Shopping and recycling habits	Pupils continue to develop their understanding of **physical and human geography** by comparing a small area of the UK (London) with a contrasting non-European country (Mugurameno in Zambia). Pupils build knowledge and confidence using geographical vocabulary. This unit develops pupils understanding of the geographical differences, exploring human and physical features, between life in the **UK and Zambia**. This includes having the opportunity to explore life in **Mugurameno** and see how this village is sustained by the **lower Zambezi River.** Pupils will consider the foods eaten by the village community and explore how this contrasts with the foods eaten typically within our local community. Pupils will also draw comparisons between shopping and recycling habits in Mugurameno and our in the UK. *National curriculum:* *> 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* *>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* *> Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop* > 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	Pupils apply their atlas and map reading skills developed in Year 2, within the Year 3 'Keeping it Local' unit, where children have opportunities to create their own maps. **In Year 4, pupils look at the key features of a country in Europe, where they consider the capital cities, climates and compare human and physical features. In Year 4, pupils explore the terrain of South America, as part of their learning about deforestation.**
Year 3	**Substantive Knowledge Content based around a Big Question**	**Recurring themes, ideas and language**	**Contribution on wider Geography knowledge and what later content this prepares for**

Autumn 1	**How does the movement of land masses impact on the surface of the Earth?** 'Seven Summits' Mountain formation Climate of mountains Locate the UK's highest mountains The importance of the Himalayas for people living in the region Mountainous regions and explorers	Pupils explore the definition of a **mountain** as well as locating the world's **Seven Summits** on a map. The acquire knowledge of what a mountain range is and explore the idea of "What if there were no mountains or hills anywhere in the world?" Pupils learn about the different **physical features of mountains including the environment, appearance, formation and types.** They use map work to explore and locate the UK's highest mountains, considering the Three Peaks Challenge and why people might choose to take part in it. Pupils then consider the **advantages and disadvantages of living on a mountain** for people living in the region of the **Himalayas** and make comparisons between the similarities of the Himalaya's and mountains within the UK. *National curriculum:* *> describe and understand key aspects of: physical geography, including: mountains* *> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* *> 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*	The learning in this unit provides the basis for pupils to understand how mountains and the formation of the earth is impacted by land movement. **This prior knowledge supports pupils when about volcanoes in the next unit in Year 3 and earthquakes in Year 4. It provides the fundamental knowledge needed for pupils to learn about Yosemite National Park and draw comparisons between this and the Lake District in Year 5**, as well as continuing to develop and understanding of map work, which is a continual theme throughout the Geography curriculum.
Spring 1	**What lies beneath the surface of the Earth?** Structure of the Earth Earth's plates. Features of a volcano. Effects of a volcanic eruption on the local population. Advantages and disadvantages of living near a volcano	Pupils learn about what a **volcano** is and where and why they occur. Pupils explore the **structure of the Earth** and what lies beneath the Earth's surface, developing knowledge of **plate boundaries**. They describe and explain the key **features of a volcano** and learn to locate a range of famous volcanoes and report the effects of a volcano eruption e.g. **Mount Vesuvius** (as pre learning for the history topic, "Where to settle Romans.") Pupils consider the **effects of a volcanic eruption** on the local population and the disadvantages and advantages of living near a volcano. *National curriculum:* *> describe and understand key aspects of: physical geography, including: volcanoes*	Having previously considered mountain formation, pupils use this knowledge to support their learning about **earthquakes in Year 4 and begin to consider the advantages and disadvantages of living in different areas e.g. near rivers in Year 4. This learning supports pupils understanding of the importance of physical geography on people lifestyles and nature, as studied on Year 5, when learning about biomes.**

		> 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	
Summer 2	**What can vegetation tell us about the climate zone?** Lines of latitude Northern and Southern Hemispheres Temperate and tropical climates Weather patterns Characteristics of each climate zone.	Pupils acquire knowledge of the l**ines of latitude and longitude** and explore how latitude is linked to **climate.** They locate different climate zones and explore the differences between the **Northern and Southern Hemispheres**, drawing comparisons between **temperate and tropical climates**. They consider the **vegetation grown within the climate zone** and how this can teach us about the effects of the climate on this. Pupils identify the **characteristics and weather patterns** within a climate zone and write a **weather forecast** for a typical day in a specific climate zone. *National curriculum:* *> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle* *> describe and understand key aspects of: physical geography, including: climate zones, and vegetation belts* *> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	Pupils use the knowledge from this unit to support their curriculum knowledge in **Year 4 when learning about deforestation, with a focus on how the climate within the rainforest creates its own eco system,. In Year 5 children consider different biomes and how the weather patterns and climate affect the vegetation within it. This unit prepares pupils in Year 6 for learning about the crops that are best to grow in South America and Africa as part of the fair-trade settlements**. This learning is also a vital part of our outdoor learning provision, where pupils consider which vegetation will grow best in the UK climate.
Year 4	**Substantive Knowledge Content based around a Big Question**	**Recurring themes, ideas and language**	**Contribution on wider Geography knowledge and what later content this prepares for**
Autumn 1	**Why do rivers play such an important role in the human and physical geography of our planet?** Water cycle Maps and digital mapping of rivers Stages and features of a river	Pupils are able to describe the **water cycle**, explain what a **river** is and locate the world's longest rivers on a map. They consider how rivers are used around the world. Pupils identify the **stages and features** of a river, and the way that land use changes from the source to the mouth. Pupils recognise and explain how **human activity affects rivers and explain how flooding affects communities**. They are able to identify the key characteristics of one of the world's longest rivers. Locate countries that large rivers are in	Learning about rivers allows pupils the opportunity to consider the impact of the humans on physical geography, which is further considered in **Year 4 when learning about deforestation, in Year 5 when considering different biomes and in Year 6 when looking at sustainable sources of energy. This unit also consolidates pupils map reading skills and confidence with using different sources of information to gain geographical knowledge.**

	The effects of human activity on rivers and flooding	and the continent they are within using atlases and globes. *National curriculum:* *>describe and understand key aspects of: physical geography, including: rivers and the water cycle* *> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	
Autumn 2	**How have earthquakes changed the landscape around them?** Explain why earthquakes occur Location of famous earthquakes Measure and scale of earthquake Preparation and effects of earthquakes Identify the help that people need after an earthquake	Pupils review prior learning about the **structure of the Earth** and acquire new knowledge as to why and where **earthquakes** occur. They learn to label the Earth's **plates and boundaries** and understand the **vulnerabilities** of them. Pupils locate where famous Earthquakes have occurred and identify key facts about them. They look at how earthquakes are measured using the **Richter Scale** and the effects of earthquakes on land and people. They explore how to prepare for an earthquake and the help that people might need after an earthquake. *National curriculum:* *> describe and understand key aspects of: physical geography, including: earthquakes* *> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	**Learning about earthquakes provides pupils with an understanding about how people are affected by the physical geography around them, a concept which is reiterated throughout the remainder of the KS2 curriculum.** It provides an opportunity for pupils to consider the importance of the Hadley Wood value of being capable, through the need to be prepared. **This knowledge when combined with previous learning on volcanoes and mountains ensures children have a clear understanding of the structural make up of the Earth.**
Summer 2	**What is the impact of deforestation?** South America: continent, countries, and cities Human and physical features of Brazil compared to the UK Rainforest layers and features Deforestation Amazon Rainforest	Pupils locate **South America and Brazil** on a map and identify a range of physical and human features. Use maps to **name and locate countries and capital cities in South America**. Pupils will consider the locations of rainforests around the world and consider why all **rainforests** are near the **Equator**. They will learn what a rainforest is and why they are important, as well as name and recognise the different layers (**forest floor, emergent, understory and canopy**) and the features of each layer. Pupils consider the impact of deforestation on rainforests and the planet. They consider what can be done about **deforestation** and explain the importance of the **Amazon Rainforest.** They make comparisons between Brazilian rainforest and our country *National curriculum:*	Ensuring that our pupils are responsible and well-informed citizens means that we use our Geography curriculum to consider issues of sustainability and buying ethically sourced products. **This learning is the foundation for pupils considering in Year 6 about fair trade and renewable energy, by ensuring children understand the impact that they can have in changing the world around them for the better.**

		> 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 *> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	
Year 5	**Substantive Knowledge Content based around a Big Question**	**Recurring themes, ideas and language**	**Contribution on wider Geography knowledge and what later content this prepares for**
Autumn 2	**How would my life be different if I lived in Athens?** Map work to locate Europe, its countries and capitals (including Russia) European cultures Visiting the Mediterranean Migration Similarities and differences between Athens and London	Further building on pupils' historical knowledge from Autumn 1 where the impact of Ancient Greece and its impact on society, pupils explore the locate **Europe** on different maps and identify the **characteristics of it as a continent**, as well as name the **countries and capitals (including the location of Russia).** Pupils identify traditions of different European cultures including Greece and explore the reasons to visit the Mediterranean. Pupils explore how **migration** (including the migrant crisis) affects people and communities across Europe and what is life like in Athens compared to living in London. *National curriculum:* *> 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* *> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* *> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*	Children use prior knowledge of the continents of the world and map skills to consolidate their understanding of Europe and its cultures. The map skills in this unit of learning support pupils with their application of knowledge when considering the **physical and human geography of North American (Year 5) and South America and Africa when learning about Fair Trade in Year 6**.
Spring 1	**Are all biomes equally fragile?** Location of the Earth's biomes Effects of eco-systems	Pupils learn about what a biome is and different biomes. Pupils explore the **location of biomes** and how this impact the **ecosystem** within it e.g. in an arid climate, the flora and fauna would have to survive for extended periods of time with little water. Pupils make a biome in a bag and observe it over a number of days thereby learning about photosynthesis, and	This unit provides the opportunity for pupils to learn about the earth's fragile eco system and how we can best support it. **These are areas for consideration within the Year 6 curriculum when looking at renewable energy.**

	Characteristics of the Earth's biomes Damage and protection of biomes Comparisons between biomes	consolidating their knowledge of the water cycle and the relationships between climate, nutrients and vegetation within ecosystems. They explore the **characteristics of the Earth's biomes**, how they are being damaged and how to provide protection. Pupils also research whether all biomes are equally fragile and how we can support the ecosystem. *National curriculum:* *> describe and understand key aspects of: physical geography, including: biomes* > 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	
Spring 2	**How does the human and physical geography of a region of North America compare with a region of the UK?** The countries and different climates of North America Physical geographical features of North America Location of people Time zones Compare Yosemite National Park and the Lake District	Pupils explore the countries of **North America,** locating them on a map and consider how **latitude affects the climate**. Pupils learn about the different **time zones** and look in detail at the **physical geographical features** of North America and where people live in relation to this. They elicit similarities and differences between **Yosemite National Park and the Lake District** and explore how the **human and physical geography** compares with a region of the UK, using the features of a map to explore **elevation levels**. *National curriculum:* *>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, the Prime/Greenwich Meridian and time zones (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* *> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	The map skills within this unit prepare pupils for the developing complexity the work needed to analyse maps within the **Year 6 units on our Local Environment and as part of orienteering within the Forest School and PE curriculum.**

Year 6	**Substantive Knowledge Content based around a Big Question**	**Recurring themes, ideas and language**	**Contribution on wider Geography knowledge and what later content this prepares for**
Spring 2	**How far has fair trade helped the lives of small hold farmers in South America and Africa?** Fair Trade Land usage and settlements Use a map to locate countries where cotton, cocoa, coffee is grown Settlements of farmers and trade Explore land use from different scales: atlas maps, aerial images, zoomed in images.	Pupils identify the meaning of the term **"Fair Trade"** and explain the purpose of this. Pupils identify different types of **settlement** and how the **land is used in cocoa, cotton and coffee farming.** They locate countries where cotton, cocoa, coffee for example, is grown using **map skills and explore land from different scales** e.g. atlas maps, aerial images and zoomed in images. Pupils use a range of sources including images of settlements of cocoa, cotton and coffee farmers to identify how they live and the **impact of trade**. *National curriculum:* *>describe and understand 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* *> locate the world's countries, using maps to focus on South America, concentrating on their environmental regions* *> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	The Hadley Wood geography curriculum provides the foundations to prepare pupils for the Key Stage 3 curriculum which states: The national curriculum for geography aims to ensure that all pupils: >develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes >understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time > are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes >interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) > communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Further details can be found at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf
Spring 2	**What different types of energy sources do we use in the UK and what are their advantages and disadvantages?** Compare the countries and cities of the UK Physical characteristics of the UK Explore the features of the UK landscape and people Industries Energy sources Advantages and disadvantages of renewable and non-renewable sources	Pupils **compare energy use between countries and cities within the UK** and how different industries are shaped by the physical and human geography within the UK. Pupils have the opportunity to consider the different **energy sources** used in daily life and explore the advantages and disadvantages of **renewable energy sources** versus the more traditional **nonrenewable sources** both in industry and within homes. *National curriculum:* *>describe and understand 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 *> 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*	
Summer 1	**How does our local urban area meet people's needs?** Identify how my local area and my region fit into the wider world Main features of the region Explore ways in which the region meets people's needs Fieldwork: the effectiveness of the local area in meeting people's needs. Needs map of the local area	Pupils consider how our **local urban area** fits into the wider world, considering the **main features of our region** and how jobs can be determined by the **characteristics of a region.** Pupils conduct **fieldwork studies** to consider how the **local area** could be more effective at meeting the **needs of its community** and make suggestions for future developments. Pupils continue to consolidate their understanding of map work in preparation for secondary school by creating a **needs map** of the local area. *National curriculum:* *> 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* *>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.* *> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*	

Geography Progression of skills: EYFS – Year 6

EYFS - Development Matters 2025		
3-4 Years	**Reception**	**ELG**
Understanding the World	**Understanding the World**	**Understanding the World**

Understanding the World	Mathematics	The World	People, Culture and Communities	The Natural 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 work and talk about the differences they have experienced or seen in photos.	-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'.	- To look closely at similarities, differences, patterns and change. - 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. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different from the one in which they live. - Understand the effect of changing seasons on the natural world around them.	-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.	-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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical knowledge	- Talk about the local area and name key landmarks - Name and locate the 4 countries of the UK and its surrounding seas on a map - Talk about the local area and its physical and human geography	-Locate the equator in relation to the North and South Pole - Recognise, name and locate 7 continents and 5 oceans on a globe or in an atlas - se basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather > Use basic geographical vocabulary	- Describe where the UK is located, and name and locate its four countries and some counties; locate where I live in the UK - Relate continent, country, city/to where I live - Use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere	- I can describe where the UK is located, and name and locate a range of cities and counties; locate where I live in the UK using locational terminology (north, south, east, west) - Locate most counties in Europe and North and South America using an atlas - Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions,	- Locate and describe some physical environments in the UK, e.g. Coastal environments, the UK's significant rivers and mountains - I can locate cities, countries and regions of Europe and North and South America on physical and political maps - Identify some of the major states in the USA using a map - Explain and illustrate, with examples the	- Describe a range of contrasting physical environments in the UK e.g. coastal, river, hill and mountain environments, and how they change - Locate the UK's regions and major cities I can locate the UK's major urban areas; locate some physical environments in the UK - Locate with accuracy, the UK's major urban areas, knowing their distance characteristics and how they have changed over time

		to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		key physical and human characteristics, countries, and major cities	difference between a continent, country, state, city - Describe physical and human characteristics and environmental regions of Europe and North America -Locate the Equator, the Tropics of Cancer and Capricorn, latitude and longitude and relate this to their time zone, climate, seasons and vegetation -Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)	- Locate places and regions of Europe and North and South America, and can identify the distinct characteristics of some regions - Describe, compare and contrast key physical and human characteristics, and environmental regions of Europe and North and South America
Geographical understanding	- Talk about day to day weather and some features of the seasons in my locality - Understand seasonal and daily weather patterns in the UK - Understand that weather may be different in different parts of the UK and the world - Talk about a natural environment, naming its features using key vocabulary - Make observations about and describe the local area and the nearest green space	- Describe which continents have hot and cold areas and relate these to the poles and the equator - Make observations about and describe a local and distant place and its physical and human geography and make connections between them - Describe similarities and differences of the physical and human geography of a distant place and their locality	- Describe a mountain environment in the UK, using appropriate geographical vocabulary -Recognise that there are physical and human differences within countries and continents - Describe how some physical processes can cause hazards to people - Recognise that there are advantages and disadvantages of living in certain environments -Describe and name the key landscape features of mountain environments -Indicate tropical, temperate and polar climate zones on a	-Describe and name the key landscape features of river environments -Explain the water cycle in appropriate geographical language - Describe some processes associated with rivers - Give reasons why physical processes can cause hazards to people - Understand that animals and plants are adapted to the climate they live in (making specific links to the Rainforest)	- Understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest - Understand that animals and plants are adapted to the climate they live in (as shown by different biomes) - Know and understand what life is like in cities and in villages - Use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude.	- Use maps at different scales -Make a sketch map with symbols - Use digital maps to identify human and physical features. - Know the journey of how one product gets into my home in detail - Understand that our food is grown in many different countries because of their climate - Understand how a region has changed and how it is different from another region of the UK -Present information gathered in fieldwork using simple graphs

			globe or map and describe the characteristics of these zones using appropriate vocabulary - Understand the relationships between climate and vegetation.			-Plan and carry out a fieldwork investigation in an urban are and/or a rural area using appropriate techniques (Barnet High Street compared to farmland around Hadley Wood)
Geographical skills and enquiry	- Locate places on a map of the local area using locational and directional vocabulary - Draw a simple map -Draw a map with key features including landmarks - Keep a weekly weather chart based on first hand observations	- Use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles - Describe a journey on a map of an area locating features and landmarks - 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 a map to identify countries in Europe and/or North and South America - Use an atlas to describe where the UK is located, name and locate its four countries and capitals -Use an atlas to locate the physical features of a mountain region - Give directional instructions up to four compass points (CREW Week Spring 1) - Make a simple sketch map (CREW Week Spring 1)	- Recognise patterns on map and begin to explain what they show -Use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe and South America - Make a detailed map of a short route with features in the correct order and in the correct places (CREW Week Spring 1)	- Use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics of Europe or North and South America -Use atlases to identify the distinct characteristics of some regions of Europe or North and South America - Use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude - Use digital maps to identify human and physical features	-Use digital maps to research factual information about features -Present information gathered in fieldwork using a range of graphs and other data presentation techniques - Design, plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques - Use four-figure grid references - Use OS map symbols and atlas symbols - Make a sketch map with symbols