



Wistaston Academy
Primary and Nursery School
Together We Learn - Together We Achieve

Geography Curriculum Overview

Classes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Starting Nursery/Senses People Who Help Us At Home and Nursery Autumn/Winter		People Who Help Us Keep Safe/Stay Healthy Winter/Spring		People Who Help Us Grow Food Minibeasts/Growing Spring Summer	
Reception	It's good to be me and this is where belong.	Wild in Crewe	Let's Move	Wild Wonderful World	Superheroes	Super me
Year 1	All about Me	Travel and Transport	Terrific Toys	Wonderful Weather	In the Woods	Amazing Animals
Year 2	The Seaside	Houses and Homes	China	The Great Fire of London	Let's Grow	Food
Year 3		Earth (Where on Earth are we?)		Biomes and Climate Zones (Is Climate Cool?)		Our Coastline (Do you like to be beside the seaside?)
Year 4	Earthquakes and Volcanoes (Can the Earth shake, rattle and roll?)		Wonderful Water (How does water go round and round?)		An American Adventure (Can you come on a great American road trip?)	

Year 5		Our Changing Nation (How is our country changing?)		Ascending the Alps (Where should we go on holiday?)		The Amazing Amazon (What is it like in the Amazon?)
Year 6	Where Our Things Come From (Where does all of our stuff come from?)		Protecting Our Planet (Are we damaging our world?)		Our World in the Future (How will our world look in the future?)	

Geography Long Term Plan and Progression of Skills and Knowledge

In the Early Years Unit, the foundations of geographical skills and knowledge are taught through Understanding the World: The World and Communication and Language: Speaking. In Year 1 and 2 Geographical skills and knowledge are taught through half termly topics. Each year group from Years 3 to 6 teach three geography topics per year.

Development Matters Early Years Foundation Stage Framework

Understanding the World: The World

- *Enjoys playing with small-world models such as a farm, a garage, or a train track. (22-36 months)*
- *Notices detailed features of objects in their environment. (22-36 months)*
- *Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (30-50 months).*
- *Developing an understanding of growth, decay and changes over time. (30-50 months)*
- *Shows care and concern for living things and the environment. (30-50 months)*
- *Looks closely at similarities, differences, patterns and change. (40-60 months)*
- *Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG)*

Communication and Language: Speaking

- *Learns new words very rapidly and is able to use them in communicating. (22-36 months)*
- *Uses a variety of questions (e.g. what, where, who). (22-36 months)*
- *Questions why things happen and gives explanations. Asks e.g. Who? What, When, How?(30-50 months)*
- *Builds up a vocabulary that reflects the breadth of their experiences. (30-50 months)*
- *Extends vocabulary especially by grouping and naming, exploring the meaning and sounds of new words. (40-60 months)*

- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60 months)
- They develop their own narratives and explanations by connecting ideas or events. (ELG)

Curriculum Early Years Foundation Stage

Geographical Knowledge	The UK and Local Area	<ul style="list-style-type: none"> • Name the school and the area that they live in.
	The World and Continents	<ul style="list-style-type: none"> • Name and locate the North and South Pole.
Geographical Understanding	Physical Themes	<ul style="list-style-type: none"> • Describe seasonal and daily weather changes in Crewe and the location of a cold area of the world in relation to the North and South Poles. • Use simple geographical vocabulary to describe physical features e.g. <i>rock pool, sea, river, hill, wood, forest, soil, season, weather.</i> • To talk about the things I like and dislike about the local environment.
	Human Themes	<ul style="list-style-type: none"> • Use simple geographical vocabulary to describe human features e.g. <i>house, school, shop, park, field, farm, town, castle, moat.</i> • To talk about what people do in the local environment-including jobs and people who help us.
	Understanding Places and Connections	<ul style="list-style-type: none"> • To talk about similarities and differences between places e.g. Outdoor area/school playground and Queen’s Park, Crewe and North/South Pole. • To talk about and describe how children can start sustaining their environment in the classroom and at home.
Geographical Skills and Enquiry	Map, Atlas, Fieldwork and Investigations	<ul style="list-style-type: none"> • Use photographs and pictures to locate places in the local environment. • Identify and describe the features in the local environment during visits e.g. school, house, park, shop, farm etc. • Talk about and describe features in the local environment from photographs and pictures and leaflets. • Use simple aerial photographs to identify landmarks and basic features. • Label photographs and pictures of the local environment e.g. park, castle etc. • Create simple map of a familiar location using symbols and a simple key to represent landmarks. • Use positional and directional language (e.g. next to, behind, forwards, backwards, left, right), to describe the position of themselves and objects and to direct others and objects. • Use a globe to identify the United Kingdom, North and South Pole.

National Curriculum Key Stage One

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

Curriculum Key Stage One

Geographical Knowledge	The UK and Local Area	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Develop knowledge of the human and physical geography of a small area of the United Kingdom.
	The World and Continents	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans.
Geographical Understanding	Physical Themes	<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 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
	Human Themes	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
	Understanding Places and Connections	<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. Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.
Geographical Skills and Enquiry	Map and Atlas Work	<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 (e.g. near and far; left and right), to describe the location of features and routes on a map.
	Fieldwork and Investigation	<ul style="list-style-type: none"> 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.

National Curriculum Key Stage Two

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

Curriculum Lower Key Stage Two

Geographical Knowledge	The UK and Local Area	<ul style="list-style-type: none"> Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. Locate the world's countries, focusing on Europe and North and South America.
	The World and Continents	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).
Geographical Understanding	Physical Themes	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle
	Human Themes	<ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement and land use.
	Understanding Places and Connections	<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. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America. Establish an understanding of the interaction between physical and human processes.
Geographical Skills and Enquiry	Map and Atlas Work	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
	Fieldwork and Investigation	<ul style="list-style-type: none"> Use a range of methods including sketch maps, plans and graphs, and digital technologies. Use fieldwork to observe, measure record and present the human and physical features in the local area.

Curriculum Upper Key Stage Two

Geographical Knowledge	The UK and Local Area	<ul style="list-style-type: none"> • Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
	The World and Continents	<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. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).
Geographical Understanding	Physical Themes	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. • Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle.
	Human Themes	<ul style="list-style-type: none"> • Describe and understand key aspects of human geography including: economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water.
	Understanding Places and Connections	<ul style="list-style-type: none"> • Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom. • Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America. • Deepen an understanding of the interaction between physical and human processes.
Geographical Skills and Enquiry	Map and Atlas Work	<ul style="list-style-type: none"> • 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-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

	Fieldwork and Investigation	<ul style="list-style-type: none"> • Use a range of methods including sketch maps, plans and graphs, and digital technologies. • Use fieldwork to observe, measure, record and present the human and physical features in the local area.
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Nursery		
People Who Help Us: At Home/ At Nursery Starting Nursery/Senses Autumn/Winter	People Who Help Us: Keep Safe/Stay Healthy Winter/Spring	People Who Help Us: Grow Food Minibeasts/Growing Spring/Summer
Children will learn about the features of the nursery setting. They will learn about the features of a garden by maintaining the nature spot and digging patch. Children will experience seasonal changes in the nursery outdoor area and on an Autumn welly walk on the school field. They will learn about the features of a house e.g. window, roof etc. Children will learn about different places and positional language e.g. river, forest, cave through the story of We're Going On a Bear Hunt and make simple maps of this story. They will learn about and experience	Children will experience seasonal changes in the nursery outdoor area and on a Spring walk on the school field. Children will learn about and experience different types of buildings and their function e.g. vets, hospital, police station, homes. They will compare their own home with other homes through the story of The Three Little Pigs and make simple maps of this story.	Children will experience seasonal changes in the nursery outdoor area and on a Summer walk on the school field. Children will learn about and experience different types of buildings and their function and places e.g. What The Ladybird Heard, Farmer Duck. They will compare their own home with a farm and make simple maps of the story Little Red Hen.

different types of buildings/their function and places e.g. fire station, train station, supermarket, bear cave, winter wonderland.					
Reception					
This Is Me! Me and My World Castles and Dragons		Snow and Ice- Animals/ Fantasy Farm- Animals		Water When I Grow UP	
Children will learn about the features of the reception setting, school and local area by visiting the school grounds, Queen’s Park and the local shops, Richmond Retirement Village (Nantwich) and (Pantomime) Northwich. They will learn Google Earth (street view) can locate their own house, school and surrounding local area. Children will use photographs of their homes to compare features of houses. They will learn about the types of different houses e.g. detached, semi-detached etc. Children will learn about the features of a castle e.g. arrow slits, drawbridge etc. They will compare their own home with a castle. Children will learn about different countries through songs when finding out about Christmas celebrations from around the world. Children will experience and name the seasonal changes they observe on an Autumn walk in Queen’s Park and within the outdoor area.		Children will learn where the UK, North and South Pole is on a globe and Google Earth. They will learn about the features of the North and South Pole. Children will compare the features of the North and South Pole with Crewe. They will learn Google Maps (satellite and map) can locate Reaseheath farm. They will observe how to produce a route on Google Maps. Children will learn about the features of a working farm e.g. milking parlour, machinery and name these during a visit to Reaseheath. They will experience and name the seasonal changes they observe on a Spring walk in Queen’s Park and within the outdoor area.		Children will learn about the features of the reception setting pond/school pond and a rock pool (Aqualease visitors). They will compare a pond to a rock pool. Children will revisit Richmond Retirement Village. They will experience and name the seasonal changes they observe on a Summer walk in Queen’s Park and within the outdoor area.	
Year One					
All about Me	Travel and Transport	Terrific Toys	Wonderful Weather	In The Woods	Amazing Animals
Children will learn all about the human and physical geographical features of our school	Children will learn all about aerial maps after a visit from a glider taking aerial		Children will learn all about different physical and political maps and globes. They		

<p>by taking a tour of the school grounds. They will learn the four compass points, study maps and learn how to use symbol keys. To consolidate their learning, they will plan a simple route on a map and follow their route on a local walk using locational and directional language to direct their partner. (e.g. 'near', 'far', 'left', and 'right') They will also learn more about their local area: the town of Crewe.</p>	<p>photographs of the school. They will use these aerial photos and plan perspectives to recognise landmarks and basic human and physical features. The children will also learn about the different continents through discussing the possibilities of travel through the invention of planes. At Christmas, they will 'follow' Santa's sleigh going to the four countries of the UK and their capital cities. They will identify the characteristics of these different places.</p>		<p>will locate the Equator and look at differences between hot and cold countries in relation to the equator. They will have an 'expedition' of Africa and the North Pole where they will look at these places in more detail. In doing this, they will identify the North and South Poles and they will identify how daylight varies across the four seasons in the UK.</p> <p>Seasons is addressed throughout the year in Topics.</p>		
Year Two					
The Seaside	Houses and Homes	China	The Great Fire of London	Let's Grow	Food
Children will identify and locate the surrounding seas of the UK on a map. They will study and name particular physical and human features of	Children will learn and name different types of houses and homes. They will plan a more complicated route of the local area and will write directions using	Children will re-cap the names of the 5 oceans and locate China amongst the oceans. They will study Chinese culture and look at human and physical	Children will learn about the Great Fire of Nantwich: a local town. They will study a map, aerial photographs and plan perspectives of Nantwich and plan a		Children will learn about the food on different continents around the world. They will develop their knowledge of some countries within those

<p>coastal areas in the UK Children will take an educational visit to Colwyn Bay. They will make their own map of Colwyn Bay using co-ordinates and they will design their own beach resort map with a symbol key.</p>	<p>locational and directional language. They will then follow their own route and will be able to experience seeing the different types of homes in our local area. Children will also re-visit the 7 continents. They will compare different types of housing on different continents.</p>	<p>geographical features around different places in China. They will look at the contrast between Beijing and other places around China; as well as discussing similarities and differences of China and the UK.</p>	<p>local walk on that map. They will then follow their route around Nantwich; spotting human and physical geographical features along the way.</p>		<p>continents and look at the differences in cultures and the foods that they eat.</p>
Year Three					
Earth		Biomes and Climate Zones		Our Coastline	
<p>Children will understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and identify the position and significance of the imaginary lines used around the Earth (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.</p>		<p>Children will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity.</p>		<p>Children will learn about the coast of the British Isles. Many children will have been to the seaside and enjoyed playing on the beach, so there is plenty of scope for building on their natural enthusiasm. Children will consider some of the advantages and disadvantages of living by the coast. Throughout the unit they will also be introduced to some contrasting coasts around the world, extending their coastal and locational knowledge.</p>	
Year Four					
Earthquakes and Volcanoes		Wonderful Water		An American Adventure	

<p>Our earth is dynamic and ever-changing. Children will explore the dynamism of the earth, learning about the structure of the earth, looking particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are many different types.</p>	<p>Children will focus on rivers, providing excellent opportunities for fieldwork and school-based practical work. In addition, the unit looks at mountains, the source of many rivers, and is underpinned by the water cycle. It looks at how people interact with rivers as well as their geographical features. A case study of one of the UK's major rivers, the River Thames, is featured but teachers may prefer to use a local river or local stream for this work, adapting the ideas given. Cameos of some of the world's great rivers and mountain environments are included to extend children's geographical general or locational knowledge e.g. The Blue Danube</p>	<p>Children will learn about the North and South American continents, and distinguishes between the terms 'continent', 'country', 'state' and 'city' along the journey. Finding and using images and maps on the internet, children will make notes on cities and record their States. They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents. For 'The Big Finish' children will use popular songs as the stimuli for composing their own rap, or creating a map about American cities.</p>
Year Five		
Our Changing Nation	Ascending the Alps	The Amazing Amazon
<p>Children will find out about the regions of the United Kingdom, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change. They will look in depth at aerial photographs of Leicester before and after WW2 looking at the impact the war had on infrastructure and industry. They will research the history of Leicester, as a city, and deepen their understanding of what human and physical geographical features made it such a target in the first place. They will research how the city has built itself back up since then. Children will also look in detail at changes in the city of London; in particular the positive and negative impacts on communities of building the Queen</p>	<p>This unit builds on previous work the children may have done investigating their local area and other regions of the UK earlier in this series. Children will study the Alpine region of Europe in detail; looking at the different European countries that the Alps covers. They will learn all about the key topographical feature of mountains by looking at the different formations of mountain types and understanding how the Alps were formed. They will research how Alpine homes are adapted to the climate and why this is such a necessity in the region. They will compare the similarities and differences of the human and physical geographical features within the Alpine region to their own local area i.e. communities. Through wider reading, children will compare the</p>	<p>Children find out about the Amazon region of South America, considering what it is like to live in the region, as well as how it is being damaged and how it can be protected. They will look in detail at the country of Brazil; studying its culture. Children will compare the different types of settlement within the Amazonas and look at the differences in community between city life in the capital Manaus and native tribal life within the rainforest. Children will learn about key topographical features of the region i.e. the Amazon River and compare this to other rivers that they will have studied in pervious years. This unit will broaden children's knowledge of the world and develop their understanding of its key physical features and how the destruction of</p>

<p>Elizabeth Olympic Park. Children will use the knowledge that they have learned to conduct their own fieldwork activity on changes in their local area, looking even further into what changes they would like to see in the future.</p>	<p>Alps to other mountains around the world; comparing it to the world's tallest mountain. Children will conduct fieldwork in a local area by walking up a prominent hill on the boundary of the Peak District (the southern end of the Pennines). On this walk, children will compare the hill to the Alps and will discuss physical features of the area.</p>	<p>these features can, and will, have an impact on their lives and the world's future generations.</p>
<p style="text-align: center;">Year Six</p>		
<p style="text-align: center; color: green;">Where Our Things Come From</p>	<p style="text-align: center; color: green;">Protecting Our Planet</p>	<p style="text-align: center; color: green;">Our World in the Future</p>
<p>Children will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes. This builds on work children have done in KS1 looking at the geography of food. This will widen their locational knowledge of the world's countries and will give them a good understanding of geographical similarities and differences within these countries. Children will learn why these geographical differences impact where all of our things come from and why the UK has to have global trade links. The children will also map the journeys taken by items, and research the pros and cons of buying local or imported goods. Children will deepen their knowledge of human and physical geography; understanding why physical features such as a difference in climate zone can have such an impact on human features like trade and economic activity. This unit will widen their geographical knowledge of the world and will create a good understanding of how the world's</p>	<p>Children will consider if humans are damaging our world and they will look at how they can protect it. The children will investigate many important human and physical geographical features of the world in detail i.e. energy production and the oceans. They will develop a good understanding of the impact that these features have on the world and the children will look in detail at how humans are damaging the Earth. They will study the effects of climate change, global warming and plastic in the oceans whilst developing an understanding of their significance. Children will then learn about how they can protect the planet. They will study the benefits of recycling and renewable energy as well as conducting their own local enquiry into how the school can become more sustainable; conducting fieldwork and analysing their data in their school community.</p>	<p>As children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit will help them to see 'change' as a positive and to feel optimistic about the changes that lie ahead. Children will look at their local area in detail and will study a theory of Human-Scale development to understand how human needs determine the development of certain areas. Children will study a variety of maps on their local area - including digital maps - and will conduct fieldwork on a local walk where they will look at: the needs of their community; what they would preserve in their area; and what developments they would like to see in the future. This unit significantly builds on learning that children will have done on houses in KS1. They will compare houses across different regions and countries around the world and will determine why houses are designed in particular ways and what this tells us about the population and communities of these countries. Children will</p>

geography has an impact on themselves and their day-to-day lives.		end the unit by designing their own new housing development.
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Locational Knowledge Progression

Reception
Name the school and the area that they live in
Name and locate the North and South Pole

Year 1
Name and locate the four countries of the United Kingdom
Name and locate the capital cities of the UK
Name and locate the world's seven continents
Name and locate the world's five oceans

Year 2
Name and locate the four countries of the United Kingdom
Name and locate the capital cities of the UK
Name and locate the world's seven continents
Name and locate the world's five oceans
Name and locate the surrounding seas of the UK

Year 3
Name and Locate the four countries and capital cities of the United Kingdom

Name and locate neighbouring countries in Europe
Name and locate the 7 continents and 5 oceans
Recognise some key landmarks of the UK (e.g. Houses of Parliament / Buckingham Palace / Stonehenge)
Identify the position and significance of the Equator, Arctic and Antarctic Circle

Year 4
Name and locate cities in each of the four home nations
Name and locate some counties; locate where they live in the UK
Recognise key physical features of the United Kingdom (e.g. Ben Nevis, Snowdon, River Thames, White Cliffs of Dover)
Identify the position and significance of the Equator, Arctic and Antarctic Circle
Name and locate the major countries of the world and identify their capital cities

Year 5
Locate the world's countries in Europe(including Russia), Asia, North and South America, Australia and their capital cities.
Name and locate major European, North and South American Landmarks (e.g. Eiffel Tower/Grand Canyon/ Christ the Redeemer)
Identify the position and significance of the northern and southern hemispheres.
Begin to recognise that different parts of the World have different time zones
Name and locate major world features (e.g. Mount Everest/ River Nile)

Recognise, name and locate some counties of the UK
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Year 6

Identify positions of latitude and longitude.

Recognise the terms tropic of Cancer and Capricorn.

Understand the term GMT

Recognise, name and locate counties of the UK

Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers)
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