



Bolton Primary School

Geography

2024-2026

Bolton Primary School – Geography Policy

Purpose of Study

Geography is the 'integrated study of the complex reciprocal relationships between human societies and the physical, chemical and biological components of the Earth. Geographers study place, space and time, recognising the great differences and dynamics in cultures, political systems, economies, landscapes and environments across the world, and the links between them.'

Quality Assurance Agency for Higher Education, Ofsted Geography Research Review, June 2021

The purpose of our curriculum is to enable children to develop a deep understanding of place, space and time beginning in the Early Years. We feel that this must be embedded within a happy, stimulating school environment, where individuals are encouraged to develop their ability to work as contributors within co-operative groups, within school and within the community in which they live.

Aim

Our geography curriculum is embedded within our locality to enable children to develop their understanding of the world in which they live; nurturing their own sense of place. Their sense of place is linked to their emotional attachment to their environment and embedded within their personal experiences. From this we scale up and look ever wider out into the world to build an understanding of the inter-dependence of individuals, groups, nations and the environment.

We believe that two fundamental characteristics of geographical thinking are: recognition of how places are linked and evolve and a holistic understanding of the world.

Studying geographical interconnections at a range of scales (including the global) underpins geographical thinking... Thinking geographically requires us to examine several 'stories' about, for example, a place, people's lives, or an environmental concern.

Geographical Association

In order to make learning more memorable and magical we incorporate a focus on using stories to really engage our pupils with geographical concepts and inspire a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. High quality texts, both non-fiction and fiction (utilising relevant factual information) have been chosen to help children appreciate the interaction of location, time and human & physical processes. This will complement practical activities, use of maps, globes and atlases, incorporating technology children will be enabled to understand the locational context of the places studied. Fieldwork enables links to real places and is an essential component of developing an understanding of geographical processes. We aim to build knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

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.*

Content

All children will be taught the skills and knowledge of Geography as outlined in the 2014 National Curriculum for Geography.

Early Years

Early Years children will draw upon their own observations and experiences to talk about their immediate environment, using knowledge from discussion, stories, non-fiction texts and maps. They will be able to explain some similarities and differences between different religious and cultural communities in this country and know some similarities and differences between life in this country and in other countries. They will explore the natural world around them, making observations and drawing pictures of animals and plants. They will know some similarities and differences between the natural world around them & contrasting environments. They will develop an understanding of some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key stage 1

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.

Pupils should be taught to:

Locational knowledge: 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 United Kingdom and its surrounding seas.

Place knowledge: 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.

Human and physical geography: 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Use aerial photographs to recognise landmarks and basic human and physical features; make simple maps with simple 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.

Key stage 2

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. Pupils should be taught:

Locational knowledge: locate and name countries in Europe, North and South America, and their major cities, on a map.

Discuss the environmental regions and key physical and human characteristics of Europe and North & South America.

Locate and name counties and cities of the United Kingdom and the seas around them.

Identify human and physical characteristics of the UK, including hills, mountains and rivers and understand how some of these have changed over time.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and physical geography: describe and understand key aspects of:

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork: 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 keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Teaching and Learning:

All children will study either History or Geography one session per week. The knowledge, skills and understanding will be taught within Geography topics to ensure continuity and progression from the Early Years and through the two key stages and to provide a sound structure on which to build as they continue to KS3. The children will work in small groups and independently and the lesson content will be pitched to the children's individual needs, interests and abilities. Where possible cross curricular links will be made and visits, visitors, drama & role play will enhance the meeting of objectives. All units will be planned and monitored by teaching staff; in EY/KS1 some lessons may be taught and delivered by a TA under the supervision of a teacher. KS2 lessons are taught by the subject leader.

Resources

Resources are managed by the subject co-ordinator. All geography related resources and equipment for KS1 & KS2 are stored in the cupboard in the KS2 classroom. The large maps are stored in the map chest in the hall. Some other specific equipment is stored in the science trolley. Atlases are available in each classroom, with the main stock of advanced atlases being stored in Class 3 library to be used throughout school. The children are encouraged to develop independence in use of atlases and equipment, particularly at KS2.

Differentiation:

Those with particular special needs may have extra support for the activities or the language content altered. The recording of information can be changed to oral or pictorial communication and resources modified to be accessed more easily.

Disadvantaged: The school is committed to raising achievement for disadvantaged young people. Teachers and teaching assistants will ensure an equitable approach and give more support, guidance and challenge to our disadvantaged in all our lessons.

Assessment:

There will be a unit assessment at the end of the block of learning based on key learning objectives. Assessment will also take place informally through observation, open questioning, discussions and marking children's work. This information will be recorded on our school's foundation tracking sheets and shared termly with parents.

Evaluation. Monitoring and Review:

This policy is a working document and should be updated every two years. The subject lead is Andrea Moody and the current governor with responsibility for Geography is Carla Miller.

This policy was reviewed Autumn 2024 and will be reviewed again Autumn 2026.

Subject Co-ordinator: Andrea Moody

What does Geography look like at our school?

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject. In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Our lessons come with end of unit assessments to give the teacher and adults teaching geography confidence in the progression of skills and knowledge and also to ensure that outcomes have been met. Children are provided with a Knowledge Organiser at the beginning of a unit of work, to be used as a focus to deepen the children's geographical knowledge. Well-sequenced and focused planning should result in clear expectations about lesson outcomes and more quality evidence should be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will recognise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge. They will have opportunities to expand and deepen their learning at home through the Foundation Homework link on the website.

Strengths and Next Steps

Strengths	Next Steps
<p>Geography curriculum judged good after a deep dive by Ofsted June 2023.</p> <p>Good links with the local environment.</p> <p>Well planned series of field trips across all key stages to enhance learning.</p> <p>Good links with other curriculum subjects, where relevant.</p> <p>Early Years Foundation Stage and Key Stage 2 are taught by the Subject Lead.</p> <p>Good collaboration between Subject Lead & KS1 teacher of Geography.</p>	<p><u>Focus: Quality of Education</u></p> <ul style="list-style-type: none"> Incorporate & adapt units of work from Mary Myatt's Teacher's Collection; using texts to interest learners and make learning memorable. <p>Refine the programme of field trips to make learning relevant, more memorable and more magical.</p> <p><u>Focus: Behaviour & Attitudes</u></p> <ul style="list-style-type: none"> Implement Zones of Regulation to enable children to identify and regulate their own emotional responses and patterns of behaviour to ensure they are able to learn. Enable children to record their learning in a variety of ways that best suit them to meet the learning objectives. <p><u>Focus: Personal Development of Children</u></p> <ul style="list-style-type: none"> Provide more opportunities for children to structure their own research. <p>Incorporate more group discussion activities to develop oracy, collaboration and debating skills.</p> <p><u>Focus: Leadership & Management.</u></p> <ul style="list-style-type: none"> Governor to be updated termly via email and opportunity to meet. Discuss adapted KS1 curriculum with the class teacher, look at how Mary Myatt Schemes have been implemented in KS1.

Progression of Skills in Geography at Bolton

	KS1	LKS2	UKS2
Locational Knowledge	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name and locate the world's seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, 	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; b name and locate counties and cities of the

		<p><i>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones;</i></p> <p>d <i>use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</i></p>	<p><i>United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</i></p> <p>c <i>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</i></p> <p>d <i>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</i></p>
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Place Knowledge	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. 	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>KS2 Geography National Curriculum</p> <p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. 	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>KS2 Geography National Curriculum</p> <p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; c use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
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Human & Physical Geography	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum</p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> a 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; b 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; c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>KS2 Geography National Curriculum</p> <p>Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.</p> <p>Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; b human geography, including: types of settlement and land use; c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, 	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p>KS2 Geography National Curriculum</p> <p>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; b human geography, including: types of settlement and land use, economic activity including trade
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		<p><i>extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</i></p>	<p><i>links, and the distribution of natural resources including energy, food, minerals and water;</i></p> <p><i>c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</i></p>
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Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.

KS1 Geography National Curriculum

Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.

Children can:

- a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
- b use simple compass directions and locational and directional to describe the location of features and routes on a map;
- c devise a simple map; and use and construct basic symbols in a key;
- d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.

Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.

KS2 Geography National Curriculum

Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Children can:

- a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
- c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural,

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.

KS2 Geography National Curriculum

Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children can:

- a use maps, atlases, globes and digital/computer mapping to locate countries and describe features;
- b 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;
- c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend,

population, coordinates.

*borders, fieldwork, measure, observe, record,
map, sketch, graph.*

Bolton Long Term Planning – Geography

A	Autumn	Spring	Summer
Y1/2	<i>Let's Go to China</i>	<i>Wonderful Weather</i>	<i>Wonderful World</i>
Y3/4	<i>Land Use</i>	<i>The UK</i>	<i>All Around the World</i>
Y5/6	<i>Marvellous Maps</i>	<i>Magnificent Mountains</i>	<i>Exploring Eastern Europe</i>
B	Autumn	Spring	Summer
Y1/2	<i>Our School & Local Area</i>	<i>Off on Safari</i>	<i>Beside the Seaside</i>
Y3/4	<i>Water</i>	<i>Rainforests</i>	<i>Extreme Earth</i>
Y5/6	<i>Raging Rivers</i>	<i>Amazing Americas</i>	<i>Our Changing World</i>

Geography coverage EYFS – Y6

<i>EYFS Framework – I can statements</i>	<i>Understanding the World – Past & Present experiences</i>
<p><i>I can talk about the lives of people around me and their roles in society.</i></p> <p><i>I can talk about some similarities and differences between things in the past and now.</i></p> <p><i>I can understand the past through storytelling and books read in class</i></p>	<p><i>Circle time, sharing news from home.</i></p> <p><i>Show & tell, experiences on Tapestry.</i></p> <p><i>Continuous provision – role play.</i></p> <p><i>Planned geography based activities linked to long term thematic plan.</i></p> <p><i>Literacy units. History units.</i></p> <p><i>Storytime x2 daily minimum.</i></p>
<i>EYFS Framework – I can statements</i>	<i>Understanding the World – People, Culture & Communities</i>
<p><i>I can use observation skills to describe my environment.</i></p> <p><i>I can compare my environment to settings in stories and non-fiction books.</i></p> <p><i>I can use maps to describe my environment.</i></p> <p><i>I can draw information from a simple map.</i></p> <p><i>I can talk about some similarities and differences between different religious and cultural communities in the country.</i></p> <p><i>I can talk about things that are the same and different between life in this country and other countries</i></p>	<p><i>Circle time, sharing news from home.</i></p> <p><i>Show & tell, experiences on Tapestry.</i></p> <p><i>Continuous provision – role play.</i></p> <p><i>Planned geography based activities linked to long term thematic plan.</i></p> <p><i>Literacy units.</i></p> <p><i>World Views & Religion units/ PHSE units</i></p> <p><i>Storytime x2 daily minimum.</i></p>

EYFS Framework - I can statements	Understanding the World – The Natural World.
<p>I can use my senses to explore natural materials and the natural world around me.</p> <p>I can carefully observe and draw pictures of animals & plants.</p> <p>I can begin to understand the need to respect and care for the natural environment and all living things.</p> <p>I know that there are different countries in the world</p> <p>I can talk about the similarities and differences between where I live and places that I have visited or seen in photos.</p> <p>I can recognise some similarities and differences between life in this country and life in other countries.</p> <p>I can explore the natural world around me.</p> <p>I can recognise that some environments that are different to the one in which I live.</p> <p>I can understand some processes and changes in the natural world. (Including the seasons & changing states of matter).</p>	<p>Circle time, sharing news from home.</p> <p>Show & tell, experiences on Tapestry.</p> <p>Continuous provision – role play.</p> <p>Planned geography based activities linked to long term thematic plan.</p> <p>Science units</p> <p>Literacy units.</p> <p>Storytime x2 daily minimum.</p> <p>Outdoor play & activities</p> <p>Field trips</p>

Key Stage 1 – Geography Curriculum Coverage

	<i>I can statements</i>	<i>When & where this is covered.</i>
<i>Locational Knowledge</i>	<i>I can find & name the world's 7 continents & 5 oceans.</i>	<i>Spring A - Wonderful Weather Summer A – Wonderful World unit Spring B – Off on Safari</i>
	<i>I can find, name & describe the 4 countries & capital cities of the UK & the seas around them.</i>	<i>Spring A - Wonderful Weather Aut. B – Our School & Local Area Summer B – Beside the Seaside</i>
<i>Place Knowledge</i>	<i>I can describe what is similar & what is different between a place in the UK & a place outside of Europe.</i>	<i>Autumn A – Let's Go to China unit Spring B – Off on Safari</i>
<i>Human & Physical Geography</i>	<i>I can describe weather & seasons in the UK and explain where hot & cold places are.</i>	<i>Summer A – Wonderful World unit Spring A – Wonderful Weather unit Spring B – Off on Safari Summer B – Beside the Seaside</i>

	<p><i>I can describe beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, soils, valleys, vegetation, seasons & weather. (Physical features)</i></p>	<p><i>Spring A - Wonderful Weather</i></p> <p><i>Summer A - Wonderful World unit</i></p> <p><i>Aut. B - Our School & Local Area</i></p> <p><i>Spring B - Off on Safari</i></p> <p><i>Summer B - Beside the Seaside</i></p>
	<p><i>I can describe cities, towns, villages, factories, farms, houses, offices, ports, harbours & shops. (Human features)</i></p>	<p><i>Summer A - Wonderful World unit</i></p> <p><i>Aut. B - Our School & Local Area</i></p> <p><i>Spring B - Off on Safari</i></p> <p><i>Summer B - Beside the Seaside</i></p>
<p><i>Geog. Skills & Fieldwork</i></p>	<p><i>I can use maps, atlases & globes to find countries, continents & oceans (of the UK and the other countries studied in KS1).</i></p>	<p><i>Autumn A - Let's Go to China unit</i></p> <p><i>Summer A - Wonderful World unit</i></p> <p><i>Spring B - Off on Safari</i></p> <p><i>Summer B - Beside the Seaside</i></p>
	<p><i>I can use compass directions & direction words to show places on a map.</i></p>	<p><i>Aut. B - Our School & Local Area</i></p> <p><i>Spring B - Off on Safari</i></p>

		<i>Summer B – Beside the Seaside</i>
	<i>I can use aerial photographs to recognise landmarks & make simple maps with a simple key.</i>	<i>Autumn A – Let's Go to China unit</i> <i>Summer A – Wonderful World unit</i> <i>Aut. B – Our School & Local Area</i> <i>Spring B – Off on Safari</i> <i>Summer B – Beside the Seaside</i>
	<i>I can observe & describe the geography of my school & the area around it.</i>	<i>Aut. B – Our School & Local Area</i>

Key Stage 2 Geography Curriculum Coverage

	<i>I can statements</i>	<i>When & where this is covered.</i>
<i>Locational knowledge</i>	<i>I can find and name countries in Europe, North and South America, and their major cities, on a map.</i>	<p>Spring B LKS2 – Rainforests</p> <p>Autumn A UKS2 – Marvellous Maps</p> <p>Spring B UKS2 – Magnificent Mountains</p> <p>Summer A UKS2 – Exploring Eastern Europe</p> <p>Autumn B UKS2 – Raging Rivers</p> <p>Spring B UKS2 – Amazing Americas</p>
	<i>I can discuss the environmental regions and key physical and human characteristics of Europe and North and South America.</i>	<p>Summer A UKS2 – Exploring Eastern Europe</p> <p>Spring B UKS2 – Amazing Americas</p>
	<i>I can locate and name counties and cities of the United Kingdom and the seas around them.</i>	<p>Spring A LKS2 – The UK</p> <p>Autumn A UKS2 – Marvellous Maps</p> <p>Autumn B UKS2 – Raging Rivers</p>

		Summer B UKS2 - Our Changing World
	I can identify human and physical characteristics of the UK, including hills, mountains and rivers and understand how some of these have changed over time.	Autumn A LKS2 – Land Use Spring B UKS2 – Magnificent Mountains Autumn B UKS2 – Raging Rivers Summer B UKS2 - Our Changing World
	I can identify the position and significance of <ul style="list-style-type: none"> • latitude and longitude; • Equator; • Northern and Southern Hemispheres; • the Tropics of Cancer and Capricorn; • Arctic and Antarctic Circle; • the Prime/Greenwich Meridian and time zones (including day and night). 	Spring A LKS2 – The UK Summer A LKS2 – All Around the World Spring B LKS2 – Rainforests

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Place Knowledge</p>	<p>I can describe what is similar and what is different (human and physical geography) between a place in the United Kingdom, a region in a European country and a region in North or South America.</p>	<p>Spring B LKS2 – Rainforests</p> <p>Spring B UKS2 – Amazing Americas</p> <p>Summer B UKS2 – Our Changing World</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human & Physical Geography</p>	<p>I can describe and understand key aspects of physical geography including</p> <ul style="list-style-type: none"> • climate zones; • biomes and vegetation belts; • rivers, mountains, volcanoes and earthquakes; and the water cycle. 	<p>Autumn A LKS2 – Land Use</p> <p>Spring A LKS2 – The UK</p> <p>Spring B LKS2 – Water Spring B LKS2 – Rainforests</p> <p>Summer B LKS2 – Extreme Earth</p> <p>Summer B UKS2 – Our Changing World</p>

	<p><i>I can describe and understand key aspects of human geography, including</i></p> <ul style="list-style-type: none"> • <i>types of settlement and land use;</i> • <i>economic activity including trade links;</i> • <i>the distribution of natural resources including energy, food, minerals and water.</i> 	<p><i>Autumn A LKS2 – Land Use</i></p> <p><i>Spring A LKS2 – The UK Spring B LKS2 – Rainforests</i></p> <p><i>Summer B UKS2 – Our Changing World</i></p>
<p><i>Geog. Skills & Fieldwork</i></p>	<p><i>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p>	<p><i>Autumn A LKS2 – Land Use</i></p> <p><i>Spring A LKS2 – The UK Summer A LKS2 – All Around the World</i></p> <p><i>Spring B LKS2 – Rainforests</i></p> <p><i>Autumn A UKS2 – Marvellous Maps</i></p> <p><i>Spring B UKS2 – Magnificent Mountains</i></p> <p><i>Summer A UKS2 – Exploring Eastern Europe</i></p> <p><i>Autumn B UKS2 – Raging Rivers</i></p> <p><i>Spring B UKS2 – Amazing Americas</i></p>

		Summer B UKS2 - Our Changing World
	<p>I can use the 8 points of a compass, 4 and 6-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p>	<p>Spring A LKS2 - The UK</p> <p>Autumn A UKS2 - Marvellous Maps</p> <p>Autumn B UKS2 - Raging Rivers</p>
	<p>I can observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Autumn A LKS2 - Land Use</p> <p>Autumn B</p> <p>UKS2 - Raging Rivers</p> <p>Spring B UKS2 - Magnificent Mountains</p>

Bolton – Map Skills Progression

	Location & Place Knowledge	Interpreting Maps	Constructing Maps
EYFS	<ul style="list-style-type: none"> Name different parts of the local community. Verbally locate different parts of the local community e.g. the post office is next to the school. 	<ul style="list-style-type: none"> Look at aerial photos and simple maps of the classroom, local area and school grounds to identify basic land use and any key landmarks. 	<ul style="list-style-type: none"> Create simple maps of story settings or small areas, such as the classroom, using real objects or drawing.
KS1	<ul style="list-style-type: none"> Name and locate some places in the local area e.g. the school, the post office. Name and locate some places in the UK e.g. the town where they live. Name and locate some places in the wider world e.g. a country they have visited on holiday. 	<ul style="list-style-type: none"> Locate the UK on a map of Europe and a map of the world. Know that symbols on maps mean something. Name the four points of a simple compass. Describe where places in the local area are on a map 	<ul style="list-style-type: none"> Draw a simple map of the school and local area school using own symbols. Draw a simple map of imaginary places, such as story settings, using own symbols.

<ul style="list-style-type: none"> • Name and locate further significant places in their local area e.g. swimming pool where they have lessons. • Name and locate further places in the UK e.g. locate seaside locations and resorts as part of a topic on the seaside. • Name and locate places studied by continent. • Use a map to identify the main islands of the UK. • Name and locate the world's five main oceans. • Name and locate the continents and oceans of the world. • Understand and locate the areas of hot and cold countries around the world. • Locate the continent we live in. 	<ul style="list-style-type: none"> • Describe places and routes on a map using simple compass directions and locational and directional language. • Use a map to follow a simple route. • Use compass directions to move around a map. • Plan a route in the local area. • Use compass directions to describe places on a map. • Use map skills to locate hot and cold places. • Begin to understand why a key is useful. 	<ul style="list-style-type: none"> • Draw a simple map related to a country studied, e.g. the outline of the country and the location of its capital city. • Draw a simple sketch map of a well-known place such as their school, using symbols agreed upon as a class. • Draw a map of a simple well-known route e.g. the journey to school
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LKS2</p>	<ul style="list-style-type: none"> • Name and locate the countries of the UK. • Name and locate some of the main rivers and seas of the UK. • Name and locate some of the counties of the UK. • Name and locate areas of high ground in the UK. • Name and locate ten countries in Europe. • Name and locate further countries in the wider world e.g. as part of a country study topic. 	<ul style="list-style-type: none"> • Use simple maps to see how land is used. • Recognise some Ordnance Survey symbols. • Use a simple key on a map to see how land is used. • Use the eight compass points to describe the location of the countries and cities of the UK. • Identify rivers and seas using an atlas or map. • Use a map to locate some of the counties of the UK. • Use a map or atlas to locate areas of high ground in the UK. • Use maps to locate places studied in the wider world. 	<ul style="list-style-type: none"> • Draw simple sketch maps using some known symbols. • Draw a simple sketch map to show how land is used (eg. during fieldwork). • Create a simple map to show how land is used (developing the sketch map drawn during fieldwork).
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<ul style="list-style-type: none">• Explain the position of the equator, the northern hemisphere and the southern hemisphere (in the context of researching countries in different hemispheres).• Identify the lines of latitude and longitude.• Explain the position of the prime meridian.• Name and locate ten more countries in Europe.	<ul style="list-style-type: none">• Use latitude and longitude to find places on maps, atlases and globes.• Use a range of maps to research geographical information.• Use the eight compass points to describe the location of countries and cities in Europe	<ul style="list-style-type: none">• Create a map of a settlement (linked to a topic on settlements).• Use further known symbols when creating a map.• Record fieldwork using simple sketch maps.
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UKS2	<ul style="list-style-type: none"> • Name and locate the remaining countries of Europe. • Identify the capital city of a country (in the context of a European country study). • Locate key mountain ranges of the world (in the context of a topic on mountains). • Locate key areas of higher ground in the UK (in the context of a topic on mountains). • Find countries in Europe and North and South America on a map. • Find cities in the UK on a map and identify some of their features. 	<ul style="list-style-type: none"> • Use digital maps to find and identify key features of the Lake District. • Use a map to find and describe key features of mountains of the UK (in the context of a topic on mountains). • Find information in an atlas using the index and simple grid references. • Use a key to describe features on an Ordnance Survey map. • Use the eight compass points to describe routes on a map. • Use four or six-figure grid references to locate places on a map. • Plan a journey using the eight compass points and four or six-figure grid references. 	<ul style="list-style-type: none"> • Record fieldwork using more developed sketch maps. • Use Ordnance Survey symbols when creating a map. • Create a simple key for their maps.
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<ul style="list-style-type: none">• Locate the key rivers of the UK.• Locate the key rivers of the world.• Identify the countries of North and South America (in the context of a topic on the Americas).• Identify the capital cities of countries in the Americas.• Use geographical terminology to describe the location and characteristics of a range of places across the Americas (eg. equator).	<ul style="list-style-type: none">• Use atlases and maps to identify the key features of a river system.• Select the most appropriate map or other source of geographical information for the task.• Compare maps with aerial photos.• Regularly apply latitude, longitude and grid reference skills in relation to places studied.	<p>Draw maps of increasing complexity, including using symbols and a key.</p> <ul style="list-style-type: none">• Record fieldwork using more complex sketch maps.• Begin to use scale when drawing a map.
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Geography – The National Curriculum

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

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.

Pupils should be taught to:

Locational knowledge

- 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 United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

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.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- 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
- 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.