



John Perryn New Geography Curriculum Overview

Year Group		Autumn		Spring		Summer	
Nursery	Topic	All About Me	Journeys	Dinosaurs	Growing and Changing	Animals and their babies	Heroes and adventurers
	Geography Focus	Children know the name of where they live and the school.	Children investigate different types of journey and how they are made.	Understand that dinosaurs lived on Earth a long time ago.	Understand where food comes from	Understand that animals live in different habitats.	Understand that some places on Earth are very different from others and difficult to get to.
Reception	Topic	All About Me	Transport past and present	Space	Growing and Changing	Kings and Queens	Stories from the Past
	Geography Focus	Location of school area. People who help in our community.	Transport in the local area. Road safety.	Astronauts and astronomers	Identifying where fruits and vegetables come from.	Identifying locations of significant royal palaces.	Locate the places that feature in stories.
1	Title	Our Local Area		The UK		Weather on 7 Continents	
	Key Question	What is it like to live in the area local to our school?		What makes each country in the UK unique?		How does the weather affect the lives of humans around the world?	
	Assessment	Children to draw and label a map of the local area.		Children to sort pictures of each country in the UK, place them on a map and explain their choices.		Children to identify 7 continents, 5 oceans, equator, north and south poles and hot and cold areas on a world map.	



John Perryn New Geography Curriculum Overview

	Key concepts (Substantive knowledge)	Place – distinctive features of local area and how characteristics come from human action.	Place – distinctive features of local area and how characteristics come from human action. Space – locate places and understand why they are where they are. Understand uniqueness/diversity and interconnection with other places.	Place – Core knowledge of geographical facts related to location.
	Geographical skills (Disciplinary knowledge)	Raise very simple geographical questions about their immediate and local area, Use simple resources including maps to answer questions raised. Make simple observations and comparisons of physical and human features in the local area. Use simple geographical vocabulary including directional language. Communicate and then record findings in different ways, being able to explain their thinking and express a viewpoint.	Raise very simple geographical questions about the countries studied. Use simple resources including maps and aerial photographs to answer questions raised. Begin to categorise different maps. Make simple observations and comparisons of physical and human features in each country. Use simple geographical vocabulary. Communicate and then record findings in different ways, being able to explain their thinking and express a viewpoint.	Raise simple geographical questions around pictures of weather and clips of weather from videos. Use own observations and knowledge about whether to answer them. Use simple resources including maps and aerial photographs to answer questions raised. Categorise different maps. Use simple geographical language associated with weather. Communicate and then record their findings in different ways, being able to explain their thinking and express a viewpoint
	Key vocab	City, park, factory, river, soil, hill, shop	Vegetation, beach, forest, mountain, sea, valley	Season, weather, continent, ocean



John Perryn New Geography Curriculum Overview

	NC link	Use simple compass directions. Devise a simple map. 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.	Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas.	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and North and South Poles.
2	Title	East Acton fieldwork	East Acton compared to Cape Town	Northern Europe
	Key Question	What makes East Acton unique?	Where would you prefer to live and why?	What do the countries we have studied have in common?
	Assessment	Produce a map of East Acton with a key of their choosing.	Explain which place they would prefer to live in and give reasons to justify decision either written or orally.	Label the countries on a map and identify similar physical and human geographical features.
	Key concepts (Substantive knowledge)	<p>Place – understand distinctive features of East Acton and how human characteristics of place come from human ideas and interactions. Recognise how places have become the way they are and how they are changing.</p> <p>Space – understand why some landscapes are the way they are. Understand how East Acton is connected to other places.</p> <p>Interdependence – able to show how places are linked.</p>	<p>Place – understand distinctive features of areas of Cape Town and how human characteristics of place come from human ideas and interactions. Recognise how places have become the way they are and how they are changing. Show an awareness of places beyond their locality.</p>	<p>Place – understand distinctive features of Norway, Sweden, Finland and Iceland and how human characteristics of place come from human ideas and interactions. Recognise how places have become the way they are and how they are changing. Show an awareness of places beyond their locality.</p> <p>Space – able to locate places and understand why some</p>



John Perryn New Geography Curriculum Overview

				places and landscapes are where they are. Understand the uniqueness/diversity and how the space is connected to other places and the relationships they have.
	Geographical skills (Disciplinary knowledge)	<p>Raise a range of simple higher order geographical questions about the area they are studying.</p> <p>'Read' and interpret a Geographical Information System (Google Earth)</p> <p>Collect and analyse data to answer questions raised.</p> <p>Make a range of simple observations about where things are located in the area being studied and make a range of simple inferences.</p> <p>Read and interpret a table of information.</p> <p>Use a range of simple geographical vocabulary in the correct context.</p> <p>Evaluate features of the local environment and express views about those features.</p> <p>Communicate and then record their findings in different ways, being able to explain their thinking and express a viewpoint.</p>	<p>Raise a range of simple higher order geographical questions about the area they are studying.</p> <p>'Read' and interpret a Geographical Information System (Google Earth) and other maps of different scales.</p> <p>Collect, categorise and analyse a range of data.</p> <p>Read and interpret tables with different information.</p> <p>Compare and contrast information collected and analysed.</p> <p>Use a range of simple geographical vocabulary in the correct context.</p> <p>Communicate and then record their findings in different ways, being able to explain their thinking and express a viewpoint.</p>	<p>Raise a range of simple higher order geographical questions about the countries they are studying.</p> <p>'Read' and interpret a Geographical Information System (Google Earth) and other maps of different scales.</p> <p>Collect, categorise and analyse a range of data.</p> <p>Read and interpret tables with different information.</p> <p>Compare and contrast information collected and analysed.</p> <p>Use a range of simple geographical vocabulary in the correct context.</p> <p>Communicate and then record their findings in different ways, being able to explain their thinking and express a viewpoint.</p>



John Perryn New Geography Curriculum Overview

	Key vocab	House, city, town, shop, soil	Beach, cliff, coast, port, city, office, harbour, village, ocean	Snow, cold, Europe, Norway, Finland, Sweden and Iceland.
	NC link	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 and construct basic symbols in a key.	Understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and a small area in a contrasting non-European country.	Use maps to identify countries and oceans.
3	Title	Local area compared to the countryside	South West UK	Western Europe
	Key Question	What are the advantages and disadvantages of living in a rural area?	What is the impact of coastal erosion on tourism in the South West?	What makes Italy a popular tourist attraction?
	Assessment	Complete a PMI chart about advantages and disadvantages of living in a rural area.	Create a presentation about the impact of coastal erosion on tourism in South West England.	Create a tourist information leaflet encouraging people to holiday in Italy.
	Key concepts (Substantive knowledge)	<p>Space – able to locate places and understand why some places and landscapes are where they are. Understand the uniqueness/diversity and how the space is connected to other places and the relationships they have.</p> <p>Environmental interactions – understand how human actions can affect the environment and discuss the impact they can have.</p>	<p>Space – able to locate places and understand why some places and landscapes are where they are. Understand the uniqueness/diversity and how the space is connected to other places and the relationships they have.</p> <p>Environmental interactions – understand how human actions can affect the</p>	<p>Place – having core knowledge in terms of facts, location, names, physical and human features.</p> <p>Space – understanding the uniqueness of a place and comparing to other places.</p>



John Perryn New Geography Curriculum Overview

			environment and discuss the impact they can have.	
	Geographical skills (Disciplinary knowledge)	<p>Can ask a range of higher order geographical questions.</p> <p>'Read' and interpret a Geographical Information System (Google Earth)</p> <p>Use resources such as street plans, local maps and world maps and globes to locate places and features.</p> <p>Interpret how land is used and why.</p> <p>Use an increasing geographical vocabulary to communicate findings.</p> <p>Evaluate features of an alternative environment to their own and express views about those features.</p> <p>Communicate and record their findings in a variety of ways and be able to express a viewpoint based on evidence collected and interpreted.</p>	<p>Can ask a range of higher order geographical questions.</p> <p>'Read' and interpret a Geographical Information System (Google Earth)</p> <p>Use resources such as street plans, local maps and world maps and globes to locate places and features.</p> <p>Interpret how land is used and why.</p> <p>Use an increasing geographical vocabulary to communicate findings.</p> <p>Evaluate features of an alternative environment to their own and express views about those features.</p> <p>Communicate and record their findings in a variety of ways and be able to express a viewpoint based on evidence collected and interpreted.</p>	<p>Can ask a range of higher order geographical questions.</p> <p>'Read' and interpret a Geographical Information System (Google Earth)</p> <p>Use resources such as street plans, local maps and world maps and globes to locate places and features.</p> <p>Interpret how land is used and why.</p> <p>Use an increasing geographical vocabulary to communicate findings.</p> <p>Evaluate features of an alternative environment to their own and express views about those features.</p> <p>Communicate and record their findings in a variety of ways and be able to express a viewpoint based on evidence collected and interpreted.</p>
	Key vocab	Urban, rural, town, village, hamlet, countryside and city.	Coast, town, beach, cliff, tourism and erosion.	Region, climate, city, tourism, capital, Italy, Rome and Lazio.



John Perryn New Geography Curriculum Overview

	NC link	Geographical fieldwork to measure, record and present the human and physical features in the local area.	Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns. Understand geographical similarities and differences through the study of the physical and human geography of a region of the UK.	Understand geographical similarities and differences through the study of the physical and human geography of a region in a European country.
4	Title	Rivers	Eastern Europe	Rainforests in South America
	Key Question	How does living by a river impact upon the lives of humans?	What are the similarities and differences between Poland and Bulgaria?	What impact is cutting down the rainforest having on animal and human life?
	Assessment	Pupils create a Diamond 9 of impacts of living by the river. Children then justify their top 3 choices.	Children create a Double Bubble about Poland and Bulgaria.	Explain how humans are destroying the rainforest, what will happen if it continues and what can be done to stop it.
	Key concepts (Substantive knowledge)	Exploring patterns – context of rivers and the impact they have on human lives. Interdependence – able to show how different places are linked and how changes in the river flow can affect another place causing flooding.	Place – having core knowledge in terms of facts, location, names, physical and human features. Having a sense of place in terms of emotions, values and opinions. Understanding of how and why places change	Place – having core knowledge in terms of facts, location, names, physical and human features of rainforests. Environmental interactions and sustainable development – understand



John Perryn New Geography Curriculum Overview

			and how it compares to other places. Cultural understanding and diversity – Recognise that people live in different ways and this has an impact on their use of the world and give reasons.	how human can affect the environment and discuss the impact that they can have.
	Geographical skills (Disciplinary knowledge)	Can ask a range of higher order geographical questions. 'Read' and interpret a Geographical Information System (Google Earth) Use resources such as street plans, local maps and world maps and globes to locate places and features. Interpret how land is used and why. Use an increasing geographical vocabulary to communicate findings. Evaluate features of an alternative environment to their own and express views about those features. Communicate and record their findings in a variety of ways and be able to express a viewpoint based on evidence collected and interpreted.	Can ask a range of higher order geographical questions. 'Read' and interpret a Geographical Information System (Google Earth) Use resources such as street plans, local maps and world maps and globes to locate places and features. Interpret how land is used and why. Use an increasing geographical vocabulary to communicate findings. Evaluate features of an alternative environment to their own and express views about those features. Communicate and record their findings in a variety of ways and be able to express a viewpoint based on	Can ask a range of higher order geographical questions about the rainforests. Can use google maps, world maps, globes to locate areas of rainforests. Interpreting and representing information about weather in table and graph form Can analyse the physical features of rainforests in order to understand why they need to be protected. Use a range of sources to help answer questions raised and interpret conflicting data. Recognise and give explanations in changes to physical features of a place/location.



John Perryn New Geography Curriculum Overview

			evidence collected and interpreted.	Use correct geographical vocabulary when describing the rainforest and in their explanations. Use reasoning to reach conclusions about 'geographical problems' and suggest solutions. Draw simple conclusions at the end of a unit, based on evidence collected and studied.
	Key vocab	River, source, mouth, bank, riverbed, Water Cycle, current, confluence, drainage basin and estuary.	East, West, Europe, country, continent, climate, physical features, land-locked and coast.	Rainforest, biome, forest floor, tropics, deforestation, canopy and endangered.
	NC link	Describe and understand key aspects of physical geography including rivers and the water cycle. Describe and understand key aspects of human geography including types of settlement and land use, the distribution of natural resources.	Locate the world's countries using maps 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.	Describe and understand key aspects of physical geography including biomes and vegetation belts. Describe and understand key aspects of human geography including the distribution of natural resources including energy, food, minerals and water. Understand geographical similarities and differences through the study of human and physical geography of South America.



John Perryn New Geography Curriculum Overview

				Locate the equator and tropics of Capricorn and Cancer.
5	Title	Mountains	North America	Earthquakes and Volcanoes
	Key Question	What makes mountains so magnificent and unique?	How have humans adapted to live in extreme weather conditions?	How do earthquakes and volcanoes affect the physical and human geography of a country?
	Assessment	Identify mountain ranges around the world using co-ordinates and explain the ecosystems and processes that shape them and the land around them.	Explain how and why people have adapted to living in the tundra	Explanation of advantages and disadvantages of living in an earthquake/volcano zone.
	Key concepts (Substantive knowledge)	<p>Place – having core knowledge in terms of facts, location, names and physical features.</p> <p>Space – understand why some places and landscapes are where they are. Understand the uniqueness of a place.</p>	<p>Place – having core knowledge in terms of facts, location, names and physical features.</p> <p>Space – understand why some places and landscapes are where they are. Understand the uniqueness of a place.</p> <p>Cultural diversity and understanding – recognise that different people live in different ways and this has an impact on their use of the world and give their reasons why.</p>	<p>Space – understand why some places and landscapes are where they are. Understand the uniqueness of a place.</p> <p>Interaction – understanding how natural forces impact on physical and human features.</p> <p>Scale – measuring scale and impact of earthquakes and volcanoes.</p>
	Geographical skills	Can raise a range of geographical questions, which reflect higher order thinking skills and be able to answer them.	Can raise a range of geographical questions, which reflect higher order	Can raise a range of geographical questions, which reflect higher order



John Perryn New Geography Curriculum Overview

	<p>(Disciplinary knowledge)</p>	<p>Use a range of sourced including aerial photographs, information texts, the internet, photographs, satellite images, video clips.</p> <p>Interpret a range of different tables presenting information.</p> <p>Understand and explain how physical and human processes can change the features of places.</p> <p>Explore a range of ideas to make improvements or solve issues.</p> <p>Use different ways of communicating viewpoints and information: Leaflets, debates, slide show, graphs etc.</p> <p>Communicate findings using precise geographical vocabulary.</p>	<p>thinking skills and be able to answer them.</p> <p>Use a range of sourced including aerial photographs, information texts, the internet, photographs, satellite images, video clips.</p> <p>Interpret a range of different tables presenting information.</p> <p>Collect, record and analyse evidence collected and draw conclusions.</p> <p>Understand and explain how physical and human processes can change the features of places.</p> <p>The skill of presenting possible ways forward to deal with environmental problems</p> <p>Use different ways of communicating viewpoints and information: Leaflets, debates, slide show, graphs etc.</p> <p>Communicate findings using precise geographical vocabulary.</p>	<p>thinking skills and be able to answer them.</p> <p>Use a range of sourced including aerial photographs, information texts, the internet, photographs, satellite images, video clips.</p> <p>Interpret a range of different tables presenting information.</p> <p>Collect, record and analyse evidence collected and draw conclusions.</p> <p>Understand and explain how physical and human processes can change the features of places.</p> <p>The skill of presenting possible ways forward to deal with environmental problems</p> <p>Explore a range of ideas to make improvements or solve issues.</p> <p>Use different ways of communicating viewpoints and information: Leaflets, debates, slide show, graphs etc.</p>
--	--	--	--	---



John Perryn New Geography Curriculum Overview

				Communicate findings using precise geographical vocabulary.
	Key vocab	Valley, snow line, incline, decline, base, face, slope, mountain, pinnacle and summit.	Biome, cold, tundra and snow.	Earthquake, Richter Scale, volcano, eruption, tectonic plate, lava, magma, epicentre, fissure, dormant, active, extinct and magnitude.
	NC link	Describe and understand key aspects of physical geography (mountains) and human geography (types of settlement and land use, distribution of natural resources).	Locate world's countries (North America). Identify the position and significance of the Arctic Circle. Understand geographical similarities and differences through the study of human and physical geography of a region of South America.	Describe and understand aspects of physical geography (volcanoes and earthquakes)
6	Title	Spatial Sense	British geographical issues	Globalisation
	Key Question	How have maps been used to shape our society?	What impact are human actions having in changing the physical features of landscapes in our country?	Why should we make international trade fairer for producers in developing countries and how can we do this?
	Assessment	Label a blank map with the equator, poles, tropics, prime meridian and international date line. Explain why we need maps.	Presentation about a key geographical issue and what can be done to solve it.	Debate about the pros and cons of fair trade.
	Key concepts (Substantive knowledge)	Place – having core knowledge of location etc.	Environmental interactions and sustainable development – how human	Interdependence – able to show how different places are linked economically



John Perryn New Geography Curriculum Overview

			<p>action can affect the environment and discuss the impact that can have.</p> <p>Scale – exploring the scale of the damage caused by human actions.</p> <p>Use scale to explain how and why things are viewed differently, for example looking at something locally, would look different when looking at it nationally.</p>	<p>through trade and how we are dependent on other countries and the people working there for our everyday products.</p> <p>Environmental interactions and sustainable development – understand how human actions can affect the environment and discuss the impact that they can have.</p>
	<p>Geographical skills (Disciplinary knowledge)</p>	<p>Use a range of sourced including aerial photographs, information texts, the internet, photographs, satellite images, video clips.</p> <p>Interpret a range of different tables presenting information.</p> <p>Collect, record and analyse evidence collected and draw conclusions.</p> <p>Explore a range of ideas to make improvements or solve issues.</p>	<p>Can raise a range of geographical questions, which reflect higher order thinking skills and be able to answer them.</p> <p>Use a range of sourced including aerial photographs, information texts, the internet, photographs, satellite images, video clips.</p> <p>Interpret a range of different tables presenting information.</p> <p>Collect, record and analyse evidence collected and draw conclusions.</p> <p>Understand and explain how physical and human</p>	<p>Can raise a range of geographical questions, which reflect higher order thinking skills and be able to answer them.</p> <p>Use a range of sourced including aerial photographs, information texts, the internet, photographs, satellite images, video clips.</p> <p>Interpret a range of different tables presenting information.</p> <p>Collect, record and analyse evidence collected and draw conclusions.</p> <p>Understand and explain how physical and human</p>



John Perryn New Geography Curriculum Overview

			<p>processes can change the features of places.</p> <p>The skill of presenting possible ways forward to deal with environmental problems</p> <p>Explore a range of ideas to make improvements or solve issues.</p> <p>Use different ways of communicating viewpoints and information: Leaflets, debates, slide show, graphs etc.</p> <p>Communicate findings using precise geographical vocabulary.</p>	<p>processes can change the features of places.</p> <p>The skill of presenting possible ways forward to deal with environmental problems</p> <p>Explore a range of ideas to make improvements or solve issues.</p> <p>Use different ways of communicating viewpoints and information: Leaflets, debates, slide show, graphs etc.</p> <p>Communicate findings using precise geographical vocabulary.</p>
	Key vocab	Latitude, longitude, Equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime Meridien, time zones, map and Mercator.	Environment, pollution, climate change and landscape.	Globalisation, fair trade, interdependence, producers and consumers.
	NC link	Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime Meridien and time zones.	Human geography: types of settlement and land use, economic activity and trade links and the distribution of natural resources.	Human geography: types of settlement and land use, economic activity and trade links and the distribution of natural resources.