



Stokesley Primary Geography Curriculum
Updated October 2024

Our Geography Curriculum aims to create children who:

- are curious about the world and its people
- have an understanding of their place within the world and how they can impact upon this
- show tolerance and respect towards cultural differences and
- have a commitment to sustainable development and an appreciation of what 'global citizenship' means
- understand human and physical features in the world, including natural disasters and climate change
- are confident using a range of geography-based skills.

Key concepts are revisited so that children can develop a deeper understanding as they journey through the school.

Each unit of work begins with an overarching enquiry question. Learning then builds over a sequence of lessons to enable children to answer this overarching question. This approach provides opportunities for rich discussion and reflection. Throughout our curriculum, we provide children with opportunities to investigate their local area in order to help children think about their heritage and what makes our local area special.

Our Geography Curriculum is also supported through learning opportunities outside of the classroom, including visits and residential experiences. In addition, we promote Geography through special events such as our annual Harvest Festival and in response to events that are happening around the world.

In-depth studies of the local area, the UK and its regions, and places of global significance are studied to equip the children with knowledge and appreciation of diverse places and cultures. This further embeds our school values where we believe all children are equally important, regardless of race, gender, background or ability.

Children develop a deep understanding of the world's physical and human features and explore these through a creative and dynamic curriculum. Topic-specific vocabulary is taught throughout our curriculum to enable children to articulate their thoughts and ideas clearly.

By the end of KS2 pupils will have experienced a depth of learning in:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Children learn how to think, speak and work 'like a geographer' by developing their geographical skills over time through a variety of fieldwork activities.

Geography Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn		What's so great about the great outdoors?	What goes on at an airport and a train station?	Why is London the capital city of the UK?	Why do so many people go to the Mediterranean for their Holidays?	What are the main features of South America	Why is climate change such an important topic?
Spring		Why are some places in the world always hot and others always cold?	Recap and Revisit	Why is the Lake District one of the UK's unique locations?	What are biomes and how are they created?	Mountains, Volcanoes and Earthquakes – awesome or fearsome?	What creates a rainforest and why are they formed where they are?
Summer		Coast or Market town, which is best?	How does your garden grow? A comparison between the UK and Africa.	How do we energise our homes and country?	How are rivers formed?	What is fairtrade and why should it matter to us?	How do maps help us find our way around?

Geography in the Foundation Stage:

ELG:

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



At Stokesley Primary Academy pupils are taught:

- To explore the natural world around them and show confidence in sharing thoughts and ideas about what they see, hear and feel.
- The knowledge and vocabulary about their immediate environment and contrasting environments through observation, discussion, stories, non-fiction texts and maps.
- The skills needed to describe and express opinions about places.
- To interpret symbols which represent features of places and different types of weather.
- To begin to draw their own simple maps.
- To name places of significance.

Links to the National Curriculum	2 year olds learn to:	Nursery learn to:	Reception learn to:
Locational Knowledge	<ul style="list-style-type: none"> ▪ Name a place – Nursery, park, outside (Outdoor area). 	<ul style="list-style-type: none"> ▪ Name a place – beach, shop, home. ▪ Talk about a place they have visited. ▪ Develop pretend play (C&L). 	<ul style="list-style-type: none"> ▪ Explore the natural world around them. ▪ Name the town and country in which we live. ▪ Name a contrasting location, such as Africa and Antarctica. ▪ Talk about the characteristics of places studied.
Place Knowledge	<ul style="list-style-type: none"> ▪ Play with increasing confidence on their own and with other children, because they know their key person is nearby and available (PSE). ▪ Find ways of managing transitions, for example from their parent to their key person (PSE). ▪ Develop pretend play (C&L) 	<ul style="list-style-type: none"> ▪ Develop their sense of responsibility and membership of a community (PSE). ▪ Develop pretend play (C&L). ▪ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> ▪ Understand that some places are special to members of their community. ▪ Recognise some similarities and differences between life in this country and life in other countries. ▪ Recognise some environments that are different to the one in which they live.

Links to the National Curriculum	2 year olds learn to:	Nursery learn to:	Reception learn to:
Human and Physical Geography	<ul style="list-style-type: none"> ▪ Use all their senses in hands-on exploration of natural materials. ▪ Begin to understand the need to respect and care for the natural environment and all living things. ▪ Use a wider range of vocabulary (C&L) 	<ul style="list-style-type: none"> ▪ Use all their senses in hands-on exploration of natural materials. ▪ Begin to understand the need to respect and care for the natural environment and all living things. ▪ Use a wider range of vocabulary (C&L). ▪ Talk about what they see, using a wide vocabulary. ▪ Understand ‘why’ questions (C&L). ▪ Be able to express a point of view (C&L). ▪ Can start a conversation with an adult or a friend and continue it for many turns (C&L). ▪ Use talk to organise themselves and their play (C&L). ▪ Understand position through words alone – for example, “The bag is under the table,” – with no pointing (M). ▪ Describe a familiar route (M). ▪ Discuss routes and locations, using words like ‘in front of’ and ‘behind’ (M). ▪ Experiment with their own symbols and marks (M). ▪ Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ (M). ▪ Know where to place equipment within the setting. ▪ Negotiate the setting safely, such as finding a route to the toilet, sand area, exit. 	<ul style="list-style-type: none"> ▪ Understand the effect of changing seasons on the natural world around them. ▪ Learn and use new vocabulary (C&L). ▪ Understand that a map is a picture of a place. ▪ Draw information from a simple map. ▪ Use knowledge from stories and first hand experiences to create ‘story maps’ of journeys. ▪ Describe what they see, hear and feel whilst outside. ▪ Understand how to listen carefully and why listening is important (C&L). ▪ Ask questions to find out more and to check they understand what has been said to them (C&L). ▪ Articulate their ideas and thoughts in well-formed sentences (C&L). ▪ Describe events in some detail (C&L). ▪ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C&L). ▪ Select, rotate and manipulate shapes in order to develop spatial reasoning skills (M). ▪ Describe the position of objects, using words such as in, under, next to, in between (M). ▪ Know where to place equipment within the setting. ▪ Negotiate the setting safely, such as finding a route to the toilet, sand area, exit.
Geographical skills and fieldwork	<ul style="list-style-type: none"> ▪ Explore and respond to different natural phenomena in their setting and on trips . ▪ Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. ▪ Listen and respond to a simple instruction (C&L). ▪ Start to develop conversation (C&L). ▪ Listen to simple stories and understand what is happening, with the help of the pictures (C&L). ▪ Understand simple questions about ‘who’, ‘what’ and ‘where’ (C&L). ▪ Complete inset puzzles (M). ▪ Know where to place equipment within the setting. ▪ Negotiate the setting safely, such as finding a route to the toilet, sand area, exit. 		

Geographical Knowledge and Skills

Substantive Knowledge

EYFS

Knowledge of the immediate area and what maps are	Knowledge of countries in the world	Knowledge of their immediate community
<ul style="list-style-type: none"> • Know where the local shops are • Know why there is a need for shops, schools, churches, etc. • Begin to notice the environment that surrounds them. • Begin to use simple positional language, such as far away and next to. • Look at photographs and simple maps of their immediate area and begin to recognise what is being represented. • Create a simple representation of what has been set out in front of them or a street close to the school. 	<ul style="list-style-type: none"> • Know that they live in a country called England. • Know some similarities and differences between life in this country and life in other countries. • Draw on knowledge from stories, non-fiction texts and – when appropriate – maps to understand that some of their familiar stories are not set in England. 	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class. • Carry out a discussion about the people who help them: <ul style="list-style-type: none"> • at home • at school • in the community. • Know about the people who help them in the community. • Experience a visit to a local place of interest or have a visit from someone who is prominent in the community.

Geographical Knowledge and Skills

Substantive Knowledge – National Curriculum

Year 1

Locational Knowledge	Place Knowledge	Physical and Human Geography
<ul style="list-style-type: none">• Know the names of the four countries that make up the UK.• Know the names of the three main seas that surround the UK.• Know the names of and locate the four capital cities of England, Wales, Scotland, and Northern Ireland.• Know the name of the nearest town or city.• Know which is N, E, S and W on a compass.• Know their address, including postcode.	<ul style="list-style-type: none">• Know and name the characteristics of the local area.• Know the features of hot and cold places in the world.• Know where the Equator, North Pole and South Pole are on a globe.• Know some characteristics associated with a coastal place compared to where they live.	<ul style="list-style-type: none">• Know which is the hottest and coldest season in the UK.• Know and recognise the main weather symbols.• Know the main differences between a city, town and village.• Know the key physical and human features of a coastal place.• Know why we have different coloured bins.

Geographical Knowledge and Skills

Substantive Knowledge – National Curriculum

Year 2

Locational Knowledge	Place Knowledge	Physical and Human Geography
<ul style="list-style-type: none">• Know the names of and locate the seven continents of the world.• Know the names of and locate the five oceans of the world.• Know why so many important buildings are located in London.	<ul style="list-style-type: none">• Know the main differences between the climate and features of a place in England and that of a small place in a non-European country.	<ul style="list-style-type: none">• Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.• Know some of the advantages and disadvantages of living in a city or village.• Know why is it important to recycle.

Geographical Knowledge and Skills

Substantive Knowledge – National Curriculum

Year 3

Locational Knowledge	Place Knowledge	Physical and Human Geography
<ul style="list-style-type: none">• Know the difference between Great Britain, the British Isles and the United Kingdom.• Know the names of and locate at least eight counties and six cities in England.• Know the names of four countries from the southern hemisphere and four from the northern hemisphere.• Know, name and locate the main rivers in the UK.• Know and name the eight points of a compass.	<ul style="list-style-type: none">• Explain clearly the main differences between a village, town and city.• Know the main differences between a rural and an urban location within the UK.	<ul style="list-style-type: none">• Know about some physical features related to the UK, e.g., the Lake District, coastal areas, etc.• Know and label the main features of a river.• Know the name of and locate several of the world's longest rivers.• Know why most cities are situated close to a river.• Know and explain the features of the water cycle.

Geographical Knowledge and Skills

Substantive Knowledge – National Curriculum

Year 4

Locational Knowledge	Place Knowledge	Physical and Human Geography
<ul style="list-style-type: none">• Know the names of and locate at least eight European countries.• Know the names of and locate at least eight major capital cities across the world.• Know where the main mountain regions are in the UK.• Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.	<ul style="list-style-type: none">• Know at least five differences between living in the UK and Mediterranean countries.• Know that climate and physical features are important when considering where and how people live.• Know the physical conditions necessary for the creation of different biomes.	<ul style="list-style-type: none">• Know that people's jobs are determined by where they live.• Know what causes an earthquake and tsunami.• Label the different parts of a volcano.• Know the names of several of the world's highest mountains.• Know why recycling is important.

Geographical Knowledge and Skills

Substantive Knowledge – National Curriculum

Year 5

Locational Knowledge	Place Knowledge	Physical and Human Geography
<ul style="list-style-type: none">• Know what is meant by the term 'tropics'.• Know the names of several European capitals.• Know the names of and locate many of the key seas and areas across the world, e.g., the Mediterranean Sea and the Suez Canal.	<ul style="list-style-type: none">• Know and recognise many of Europe's key landmarks.• Know and recognise the physical conditions necessary for the creation of different biomes.• Contrast the main features found in two different biomes, e.g., tundra and desert.	<ul style="list-style-type: none">• Know about the key human and physical differences between living in the UK and a different European country.• Know what is meant by biomes and what are the features of a specific biome.• Label layers of a rainforest and know what deforestation is.• Know the term 'fair trade' and its implications on the lives of so many people.• Know about the positive and negative features of plastic.• Know why ports are important for world trade.

Geographical Knowledge and Skills

Substantive Knowledge – National Curriculum

Year 6

Locational Knowledge	Place Knowledge	Physical and Human Geography
<ul style="list-style-type: none">• Know the names of and locate several South or North American countries.• Know about time zones and work out differences.• Know where countries in the British Commonwealth are located.• Know what is meant by latitude and longitude.	<ul style="list-style-type: none">• Know the key differences between living in the UK and living in a country in either North or South America.• Know why the South and North Poles have long periods of light or darkness according to the time of year and know how people living there adapt their lives accordingly.• Know how a continent's climate can vary and impact people's lives.	<ul style="list-style-type: none">• Know the names of and locate some of the world's deserts.• Know about climate change and its potential impact on our lives.• Know why industry is important to the world.• Know about the issues associated with Brexit.• Know how the lives of children vary across the world.

Geographical Knowledge and Skills

Substantive Knowledge

Year 1

What's so 'Great' about the 'Great Outdoors'?	Why are some places in the world always hot and others always cold?	Coast or Market town, which is best?
<ul style="list-style-type: none"> • Know my address and postcode • Know what road signs mean • Know the names of the countries that make up the United Kingdom • Know how to use a simple map • Know the difference between a village, • Know what we mean by environmentally friendly • Know why litter is a problem for all of us • Know why our bins are different colours • Know why plastic is both good and bad • Know why it is important to recycle • town and city 	<ul style="list-style-type: none"> • Use maps and the globe to locate the Equator, the North Pole and the South Pole • Know how people have adapted to live in very hot climates • Know how people have adapted to live in very cold climates • Know that in the polar regions, it can be dark or light all day • Know which natural resources can be found around the Equator and around the polar regions 	<ul style="list-style-type: none"> • Use maps to locate the nearest seaside resorts to the school • Know some of the key physical features associated with a seaside resort • Know why people often visit seaside resorts for a short or long holiday • Know why hotels, cafes and souvenir shops are often found in these resorts • Know why some resorts have lighthouses and almost all have an RNLI presence

Geographical Knowledge and Skills

Substantive Knowledge

Year 2

What goes on at an airport and a train station?	Revisit and recap prior learning	How does your garden grow? A comparison between the Uk and Africa
<ul style="list-style-type: none">• Use a map to locate the nearest airport and main train station• Recognise the procedures followed when travelling by air• Recognise how trains help us to move around within the UK• Know about the jobs that are associated with airports and train stations• Know where some of the main airports are in the world		<ul style="list-style-type: none">• Know where Africa is and begin to know about its physical features• Know what the main differences are between our climate and that of Africa• Understand what a day in school would be like if they lived in a small African village• Understand what food they would eat and where they would get it from• Understand why Kenyans worry about drought (lakes/rivers)

Geographical Knowledge and Skills

Substantive Knowledge

Year 3

Why is London the capital city of the United Kingdom?	Why is the Lake District one of the UK's unique locations?	How do we energise our homes and country?
<ul style="list-style-type: none">• Know what a capital city is• Know some of the important features of London• Know the names and purpose of several of London's famous buildings• Know about the important features of their hometown or city• Know why most significant cities are situated next to a river	<ul style="list-style-type: none">• Know how a lake is formed• Know where the Lake District is and the names of the main lakes there• Know why the Lake District has a unique environment• Know about the people who live in the Lake District and about their jobs• Know how different the Lake District is to Stokesley	<ul style="list-style-type: none">• Know how important electricity is for homes and industry• Know what is meant by nuclear and coal powered energy• Know why it is important to consider alternative energy• Know which countries have natural energy resources• Know what is meant by fossil fuel

Geographical Knowledge and Skills

Substantive Knowledge

Year 4

Why do so many people go to the Mediterranean for their holidays?

- Locate the Mediterranean on a map and globe
- Know which countries are on the Mediterranean coast
- Consider the climate of the UK and that of the Mediterranean each month
- Compare and contrast a Mediterranean holiday resort with one in the UK
- Consider similarities and differences of food, language, lifestyle, especially jobs

What are biomes and how are they created?

- Know what is meant by a 'tundra' and locate them in across the world
- Know where the world's most famous and largest deserts are situated
- Explain the main features of a tundra
- Know how people have adapted to live in tundra and deserts
- List the main differences between a tundra and a desert

How are rivers formed?

- Know that most rivers' sources are in highland areas
- Know that most rivers flow into the sea and where this happens is called the estuary
- Know the names of and can locate many of the UK's longest rivers
- Know the name of and can locate many of the world's longest rivers
- Know that most of the world's main cities are situated close to a river

Geographical Knowledge and Skills

Substantive Knowledge

Year 5

What are the main features of South America?	Mountains, Volcanoes and Earthquakes, awesome or fearsome?	What is 'Fairtrade' and why should it matter to us?
<ul style="list-style-type: none">• Know and locate several South American countries• Find out about Brazil's key features, including human and physical issues• Know about the fruits and natural resources that South American countries have• Know what is meant by the term 'street children'• Know key physical and human characteristics of a chosen location in South America	<ul style="list-style-type: none">• Know what tectonic plates are• Know how mountains are formed• Know and locate the best-known mountains in the UK and the world• Know what causes an earthquake• Know what causes a volcano	<ul style="list-style-type: none">• Know how different countries trade with each other• Know why Brexit was important to all of us• Understand what people mean by Fairtrade• Know which countries suffer if there is not a culture of Fairtrade• Know what is meant by sustainability, global citizenship and ethical codes

Geographical Knowledge and Skills

Substantive Knowledge

Year 6

Why is climate change such an important topic?

- Know what industry is and why it is important
- Know what is meant by climate change
- Know why climate change is such an urgent issue
- Understand why people get passionate about climate change
- Know why climate change has such a big impact on the world's poorest countries

What creates a rainforest and why are they found where they are?

- Know what biomes are and that rainforest is one type
- Know where most of the world's rainforests are situated
- Know about the main features associated with a rainforest
- Know why it is important to protect the rainforests
- Know about the features of the different layers of a rainforest

How do maps help us to find our way around?

- Know what Digimap is and use it to learn more about our area
- Use Google Earth to help us know more about the Earth's continents
- Know what an Ordnance Survey map is and what the symbols stand for
- Know how to use a six-figure grid reference system
- Know how to conduct a survey and present the findings appropriately

GEOGRAPHY – DISCIPLINARY KNOWLEDGE:

EYFS and Key Stage 1

YEAR GROUP	MAP WORK	FIELDWORK AND SKETCHING	COLLECTING DATA
Reception	<ul style="list-style-type: none">Use a street map to create 3D models of the local area	<ul style="list-style-type: none">Place key features within a place in the school accurately on a map	<ul style="list-style-type: none">Answer simple questions by counting the number of objects
Year 1	<ul style="list-style-type: none">Use a street map to describe features in the localityLink local street maps to addresses and postcodes	<ul style="list-style-type: none">Draw a basic map including appropriate use of pictures to represent key features.Create a not-to-scale sketch map of a place studied	<ul style="list-style-type: none">Answer simple questions by counting the number of objects and then order them from smallest to largestBegin to understand the importance of data and what we learn from it
Year 2	<ul style="list-style-type: none">Use world maps and a compass to determine the continents to the north, south, east, and west of the UK, etc.	<ul style="list-style-type: none">Use their own basic symbols to create a keyCreate a sketch map of a location studied using labels	<ul style="list-style-type: none">Present geographical data using a tally chart, pictogram, block diagrams and simple tablesKnow how important data collected is according to who collected it and when it was collected

GEOGRAPHY – DISCIPLINARY KNOWLEDGE:

Lower Key Stage 2

YEAR GROUP	MAP WORK	FIELDWORK AND SKETCHING	COLLECTING DATA
Year 3	<ul style="list-style-type: none">Describe and follow a journey on a map between two places or features using 8 points of a compass. e.g. 'Move three steps north-east then 3 steps west'Use 8 points of a compass to describe the locations of two places in relation to each other. e.g. 'The school is north-west of the shops.'Find the same boundary of a country/county on different scale maps	<ul style="list-style-type: none">Draw a map of a local location and include human and physical featuresFrom their sketches, use positional and directional language to locate key features	<ul style="list-style-type: none">Solve one and two-step problems by looking at charts, pictograms and tablesLink data to conclusions, understanding that some sources are more reliable than others
Year 4	<ul style="list-style-type: none">Compare two landscapes using maps and aerial photographsFind and recognise places on maps of different scalesDescribe and follow a journey between two places or features using coordinates as the start and finish points	<ul style="list-style-type: none">Draw a map, linked to fieldwork, with features shown accuratelyDraw an annotated sketch that includes positional and directional language	<ul style="list-style-type: none">Recognise how data may change over time according to the time of day and the time of yearRecognise that initial ideas may change as a result of observations

GEOGRAPHY – DISCIPLINARY KNOWLEDGE:

Upper Key Stage 2

YEAR GROUP	MAP WORK	FIELDWORK AND SKETCHING	COLLECTING DATA
Year 5	<ul style="list-style-type: none">• Identify the locations of features using coordinates• Locate places and features on a range of small-scale maps of the world• Use four-figure grid references to identify features on a map, including the use of a key• Use lines of latitude and longitude on a map of the world to locate a place (e.g. a country)	<ul style="list-style-type: none">• Draw a map of a journey taken (to the Church etc.) that includes human and physical features (not to scale)• Use sketches as evidence in an investigation	<ul style="list-style-type: none">• Solve comparison, difference and sum questions using information presented in a line graph or other statistical tables• Select evidence from the range that is most reliable considering validity and bias
Year 6	<ul style="list-style-type: none">• Use digital maps to follow and create routes across the world and to talk about changes in settlements over time• Understand how time zones work and be able to relate the time at places compared with Greenwich meantime• Use six-figure grid references to identify features on a map, including the use of a key	<ul style="list-style-type: none">• Draw a map of a real location that emphasises human and physical features to scale. (e.g. Eyam) (Link to Ratio)• Evaluate their own annotated sketches (against criteria)	<ul style="list-style-type: none">• Construct line graphs and pie charts arising from their own line of enquiry• As a result of their findings, know what the next set of questions are to ask