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Intent

Our vision.

At Deddington we create an inclusive, nurturing community through INSPIRING and supporting each other, BELIEVING in ourselves and others and ACHIEVING together to let our lights shine.

At Deddington Primary School, we want our pupils to achieve the highest standards possible through a coordinated and sequenced scheme of high-quality learning experiences. We aim to foster life-long learning behaviours through independence, resilience, choice, collaboration and personal discovery. We want our pupils to be fully prepared and equipped for the next stages of their education and for life in modern Britain.

Implementation

We implement our vision and curriculum intent in the following ways:

- Deeply embedded vision, values and our 6 principles of success.
- A supportive and nurturing environment encouraging pupil achievement.
- A broad and balanced curriculum through all aspects of Geography
- Strong, supportive but ambitious and determined leadership
- Clear progressive skills forming the foundation of the delivery and assessment of Geography.
- Pupils reflect upon their learning throughout lessons and through response tasks and are encouraged to discover, explore and develop their own personal skills and interests through a wide range of learning opportunities within Geography.
- High quality teaching through passion, praise, subject knowledge and enthusiasm.
- A commitment to constantly improving our practice.
- Building Learning Power approaches develop independence, resilience and pupil involvement, engagement and deeper thinking.
- Deeper questioning within teaching approaches.
- High quality and appropriate resources to support teaching and learning. This includes planning using a Quality First Teaching approach.
- High quality teaching and provision for the safe use of technology to support learning.
- Using cross curricular links and opportunities to ensure pupils can transfer and apply the skills they develop, especially through Literacy and History.
- Pupil and parent voice is encouraged, respected and informs the constantly improving provision. Pupil interviews inform our planning of activities and parents are kept informed through our medium-term plans and Geographical visit parental meetings.

Impact

- Pupils are happy in Geography lessons; they feel confident and know what they need to do to improve. The curriculum offers them breadth and depth and the children can apply their Geography skills to a variety of situations.
- Outcomes in Topic and Literacy books evidence a broad and balanced Geography curriculum demonstrating children's acquisition of key knowledge and geographical vocabulary.
- As children progress through the school, they develop a deep geographical knowledge and an appreciation of their local area within the wider geographical context.
- Observations of learning indicate pupils consistently demonstrate impeccable behaviour and learning attitudes.
- Children's geographical curiosity is engaged in a cross-curricular way, through History, PE, Art, French, PSHE and Design and Technology.

The National Curriculum for Geography across Key Stages

Key stage 1

Pupils should be taught to:

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:

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.
Autumn Spring Summer.

Key stage 2

Pupils should be taught to 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:

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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

Subject strands – Geography's 'Big Ideas' and key concepts are: place, environment, space, scale, interconnections, environmental impact and sustainability and cultural awareness and diversity.

- **Place** – encompasses real as well as perceived and imagined places and refers to what is in places, what happens there, the way places change and develop as well as their character and what they are like, how we conceive of and respond to places and whether we prefer them to stay the same or evolve. Place is multifaceted, involving cognitive and affective understandings of places.
- **Environment** (physical and human processes) – relates to the land and oceanic surface of Earth, its geology and atmosphere. It includes the range of Earth's natural and people-created features and the natural and human actions affecting the world. It explains the processes that create and change natural, built, modified and social environments. This concept helps us predict and plan what might happen.
- **Space** – refers to where features and places are located, their distribution, patterns and networks connecting them. It describes both the formal layout of the natural and human environment and their fluidity and change. It enables us to recognise and explain the processes affecting them.
- **Scale** – provides the lens to look at the world, from very small sites to local, regional, national, continental and oceanic areas, to the whole world. Scale enables many relationships to be identified and particular and wide-ranging patterns and connections to be recognised. Scale supports understanding environmental and place processes and making predictions.
- **Interconnections** – refers to the nature and significance of links between features, places, events and people. It enables recognition and appreciation of interdependence, locally, regionally or globally, whether ecological or socially generated. It examines the importance and impact of maintaining, modifying or breaking interconnections.

- **Environmental impact and sustainability** – concern the interactions between the natural and human environments and their effects on each other, particularly of change and its consequences. It examines the quality, management and care of environments, places and lives. It considers the responsible and exploitative uses of Earth’s resources alongside responses to the degrading of natural and modified environments and damage to people’s lives. It considers ways to improve people’s futures and Earth and the ethics of doing so.
- **Cultural awareness and diversity** – encompass local and global diversity and the disparities in and of people’s lives and communities and their connections to the natural world. It encompasses social and cultural interests and the dynamics in shared, common and different ways in which people use environmental resources, adapt places, interact and value and modify or conserve their local and national cultures, places and identities.

Curriculum topics by term

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 5 Geography Week	Term 6
EYFS	Similarities and/or differences in local environment Simple map work	Seasonal Changes		Comparing different environments Simple map skills	Comparing different environments Looking after our World	Antarctica	Comparing different localities around the world Maps of around the world Seasonal changes
Year 1	Spatial Sense		The UK		Seven Continents	Africa	
Year 2	Spatial Sense		The British Isles		Northern Europe	Oceania	
Year 3	Spatial Sense		Rivers		UK Geography: The South West	Asia – China and India	
Year 4	Spatial Sense		Volcanoes		UK Geography: Northern Ireland	Mediterranean and Eastern Europe	
Year 5	Spatial Sense		Mountains and earthquakes		UK Geography – Yorkshire/Oxfordshire (topography / different maps)	South America	

Deddington Primary School Geography Curriculum overview

Year 6	Spatial Sense		Globalisation		British Geography (with Local Farming Study from 2025- 2026)	North America	
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	F1	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
F1	Topic	Similarities/differences in local environment Simple map work	Seasonal Changes		Comparing different environments Simple map skills	Comparing different environments Looking after our World Geography Week – Antarctica	Comparing different localities around the world Maps of around the world Seasonal changes
	'I Know' The knowledge to be learnt	Where I live Where I go to school The names of some of the buildings I pass on the way to school A map is a picture or drawing of an area of land or sea Maps and photographs can be used to show key features of the local environment Some human-made features	There are different seasons The weather is different in each of the seasons It is warm or hot in summer It is cold in winter Plants and animals grow		That a map is a picture or drawing of an area of land or sea It is colder in the polar regions Some places are really hot	We have to look after the place where we live Litter has a harmful effect on the areas where we live, work and play People need to put their rubbish into the bin and not throw it on the ground We have to be kind to plants and living things The difference between some natural materials and human-made materials Materials can be used to make things	Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities A place can be important because of its location, buildings or landscape
	Key Vocabulary	Deddington, field, house, garden, road, street, school, home, playground, playing field, church, shop, town, factory, farm, human being, people, baby, child, adult, next to, in, on, behind, in	Weather, sun, rain, rainbow, cloud, snow, fog, ice, drizzle, wet, windy, thunder, lightning drizzle, winter, spring, summer, autumn, hot, cold, warm, dry wet, plants, animals		Earth, globe, map, photograph, hot, cold, dry, wet, Arctic, North Pole, Antarctic, South Pole, Africa, Europe, beach, sun, desert, rainfall, landmarks,	Earth, globe, map, living things, animals, plants, nature, natural, human, human-made, plants, grow, shrink, decay, die, stone, sand, wood, metal, plastic,	Continent, country, city, town, village, ocean, land, beach, desert, rainforest, landmark, rivers, rainfall

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		front of, in between, above, below, underneath			rivers, beach, sea, seaside, people, human, population	fabric, material, build, rubbish, harmful, bin	
	'I can' The skills to be developed	Draw/make and use simple 'messy' maps in their play to represent places and journeys, real and imagined Name and talk about some local human-made features in the local environment Use simple positional language to describe where things are in relation to each other and give directions	Take photographs, draw simple pictures showing different seasons Collect simple geographical data during fieldwork activities Describe the weather and how it changes at different times of the year		Describe how two places are the same or different using simple picture maps, photographs and simple geographical terms Use simple positional language to describe where things are in relation to each other	Describe ways to look after the immediate environment Begin to notice and talk about the different places around the world Discuss how the local environment has changed over time using photographs and first-hand experiences	Begin to notice and talk about the different places around the world Record observations about the way the local environment changes throughout each season Collect simple geographical data during fieldwork activities

	Year 1	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	Geography Week	TERM 6
	Topic	Spatial Sense		The UK		Seven Continents	Africa	
Year 1	'I Know' The knowledge to be learnt	An aerial view means to look at something from above How to describe location That maps tell us the location of different places Compass points can be used to show direction What makes a good map		The United Kingdom is a union of four countries Scotland is one of the countries of the United Kingdom Wales is one of the countries in the United Kingdom Recognise Northern Ireland as one of the countries in the United Kingdom Recognise England as the country in which we live		Continents are very large areas of land Oceans are large areas of water The Poles (polar regions) and the Equator The continents are diverse Europe is one of the world's seven continents	Africa is the second largest continent Identify some of the 54 countries make up Africa (about 1.5 billion people speaking around 2,000 languages) Africa's landscape is diverse Recognise physical and human features of Nairobi and South Africa	

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							The River Nile is the longest river in the world	
Key Vocabulary	Above, below, aerial, view, perspective, map, satellite, information, place, next to, nearby, near, far, close to, behind, in front, furthest, closest, further than, closer than, location, symbol, atlas, map, locality, identify, compass, navigate, direction, left, right, forwards, backwards, north, south, east, west, title, label, key, information, cartographer		England, Northern Ireland, Scotland, Wales, union, United Kingdom, islands, kilt, bagpipes, thistle, Caledonia, Britannia, Loch Ness, Grampian Mountains, Hadrian's Wall, Edinburgh, Glasgow, the Highlands, munros, lakes, lochs, Scottish, St Andrew's flag, Cardiff, red dragon, daffodil, mountain, Snowdon, valley, peak, slope, summit, Welsh, St David's flag, Republic of Ireland, Belfast, Dublin, Giant's Causeway, physical feature, columns, geologist, London, Buckingham Palace, Houses of Parliament, River Thames, city, countryside, Saint George		Earth, globe, Asia, Europe, Africa, North America, South America, Oceania, Antarctica, Australia, Pacific, Atlantic, Indian, Southern, Arctic, marine, phytoplankton, pollution, North Pole, South Pole, Equator, scientists, geographers, desert, grassland, rainforest, diverse, border, north, south, east, west, mountain, plain, peninsula, physical feature, human feature		Africa, South Africa, Kenya, Algeria, Egypt, Zambia, Zimbabwe, Tanzania, Namibia, Nairobi National Park, Serengeti National Park, The River Nile, Mount Kilimanjaro, Lake Victoria, Table Mountain, Cap Town, Johannesburg, Ponte City Apartments, the Pyramids of Giza, the equator, desert, grasslands, savannahs, rainforest, coastal plains, Sahara desert, Namib Desert, cheetah, lion, elephant, giraffe, English, Arabic, French, Swahili	
'I can' The skills to be developed	Use simple compass directions and locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features Devise a simple map		Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied Use simple compass directions and locational and directional language to describe the location of features and routes on a map		Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied Use simple compass directions and locational and directional language to describe the location of features and routes on a map		Use world maps, atlases and globes to identify the continent of Africa as well as the countries and human and physical features studied Understand similarities and differences between the climate of Africa and the United Kingdom	

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		<p>Use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment</p>						
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	Y2	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	Geography Week	TERM 6
	Topic	Spatial Sense		The British Isles		Northern Europe	Oceania	
Year 2	'I Know' The knowledge to be learnt	<p>What is located on the school site</p> <p>Maps show us information about a location</p> <p>Recognise and locate physical and human features of the local area</p> <p>Use a map to plan a route</p> <p>Identify locations on a globe or world map</p>		<p>The British Isles are a group of islands</p> <p>Recognise Scotland as a country in the British Isles</p> <p>Know that Wales is one of the countries in the British Isles</p> <p>Recognise Ireland as one of the countries in the British Isles</p> <p>Compare my local area with Cape Town in South Africa</p>		<p>Identify the countries in northern Europe</p> <p>Identify physical and human features of northern Europe</p> <p>Describe the climate in northern Europe</p> <p>Some animals in northern Europe migrate</p> <p>Roald Amundsen reached the South Pole</p>	<p>Oceania is the smallest continent. It is also known as Australia and Australasia,</p> <p>Oceania is made up of Australia, Papua New Guinea, New Zealand and other islands surrounded by the Pacific and Indian Oceans</p> <p>Australia is the largest country in Oceania and is famous for its animals and physical geography</p> <p>Recognise physical and human features of Australia</p> <p>The climate in Papua New Guinea is tropical and sunnier and</p>	

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						warmer than the British Isles	
Key Vocabulary	Site, information, accurate, represent, show, key, symbol, location, map, compass, north, south, east, west, labels, clear, symbols, Ordnance Survey, landmarks, directions, 2D map, 3D globe, digital maps, route, navigate, destination, left, right, world map, satellite navigation, continents, oceans, equator, northern hemisphere, southern hemisphere, scale, represent, Europe		The United Kingdom, the British Isles, island, water, surround, coastline, England, Ireland, Scotland, Wales, Caledonia, Britannia, Gampian Mountains, Hadrian's Wall, Edinburgh, mainland, munro, loch, inhabited, uninhabited, Cardiff, valley, Atlantic Ocean, coast, southern, western, Royal Charter, shipwreck, Northern Ireland, Republic of Ireland, Belfast, Dublin, Gaelic, Giant's Causeway, Atlantic Ocean, harbour, port, cape, plateau		Northern Europe, Denmark, Finland, Norway, Sweden, Iceland, Scandinavia, Nordic, mountains, lakes, forest, lowlands, coniferous, capital city, valley, Northern Lights, fjord, Øresund Bridge, climate, weather, survive, evergreen, Sámi People, snowplough, grit spreader, adapt, reindeer, bear, moose, beaver, lynx, bird, migrate, migration, climate, Roald Amundsen, explorer, compass, Northwest Passage, Atlantic, Pacific, Arctic Circle, Inuit, sledge, South Pole, North Pole, human features, physical features	Southern hemisphere, Australia, Australasia, New Zealand, Papua New Guinea, Fiji, Tonga, the Cook Islands, Pacific Ocean, Indian Ocean, climate, tropical, wet season, dry season, monsoon season, summer, winter, mountain, desert, the Outback, the Great Barrier Reef, Uluru, Mount Kosciuszko, Kakadu National Park, Tongario Crossing, Sydney, Auckland, Port Moresby, Canberrra, Sydney Opera House, mammal, marsupial, kangaroo, wombat, nocturnal, koala, dingo, Tasmanian Devil, emu	
'I can' The skills to be developed	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		Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 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		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,	Use world maps, atlases and globes to identify Oceania as well as the countries and oceans within Oceania. Name, locate and identify characteristics of Australia, New Zealand, Papua New Guinea and the Pacific and Indian Oceans	

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		<p>and far; left and right], to describe the location of features and routes on a map</p> <p>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</p> <p>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.</p>		<p>weather. Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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</p>		<p>coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Identify seasonal and daily weather patterns in Oceania and compare them with seasonal and daily weather patterns of the British Isles.</p> <p>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 and key human features</p>	
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	Y3	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	Geography Week	TERM 6
Year 3	Topic	Spatial Sense		Rivers		UK Geography: The South West	Asia – China and India	
	'I Know' The knowledge to be learnt	<p>A compass shows us direction</p> <p>Symbols give us information about locations on a map</p> <p>Grid references help us to locate places on a map</p> <p>Identify physical similarities and differences between two locations</p> <p>Identify similarities and differences in human features of two places</p>		<p>A river is a flowing body of water that begins at a source and journeys to the sea</p> <p>Identify rivers in Europe</p> <p>Identify rivers in Africa</p> <p>Identify a river in Asia</p> <p>Recognise and identify rivers in South America and Australia</p>		<p>Identify the region of South West England</p> <p>Some coastal areas of the South West experience erosion</p> <p>Tourism is important in the South West</p> <p>The climate of the South West helps farmers to grow crops and farm animals</p> <p>How the South West changed over time</p>	<p>India and China are both countries in the continent of Asia</p> <p>India's landscape is diverse</p> <p>Recognise physical and human features of China</p> <p>The Indus and Ganges Rivers are important Indian rivers</p> <p>The Great Wall of China was built to defend China</p>	
	Key Vocabulary	Map, symbol, key, compass, eight-point compass, north, south, east, west, north-east, south-east, south-west, north-west, Ordnance Survey, army, military, mapping, cartographer, grid reference, location, map, key, horizontal, vertical, eastings, northings, climate, human features, physical features, vegetation, rivers, peninsula, fog, bay, strait, human, environment		River, flowing, transport, trade, river source, stream, tributary, estuary, mouth, waterway, meanders, delta, flood plain, lake, ocean, Europe, county, country, dam, River Thames, River Danube, River Nile, Asia, Ganges River, South America, River Amazon, continent, The Murray, Australia		Western, southern, county, city, Cornwall, Devon, Dorset, Somerset, Wiltshire, Gloucestershire, Jurassic Coast, Durdle Door, erosion, tourism, beaches, coastline, Stonehenge, Bath, Bournemouth, Glastonbury Tor, The Eden Project, agriculture, climate, fertile, dairy, prehistoric, historic, modern, mining, Area of Outstanding Natural Beauty (AONB), the Gulf Stream, pastoral, arable, moor, Tintagel Castle	Asia, China, India, continent, country, New Delhi, Beijing, relief, political, diverse, climates, landscapes, Taj Mahal, physical geography, human geography, desert, mountain, jungle, Shanghai, port, arable, Indus Valley Civilisation, Indus River, civilisation, Ganges River, sacred, fertile pilgrimage, border, emperor, Mongols, warriors, the Great Wall of China, Qin Shi Huangdi,	

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							Mandarin, atheist, Hinduism, Islam, Buddhism, Sikhism	
'I can' The skills to be developed	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the 8 points of a compass, 4- and 6-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</p> <p>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 in North or South America</p>	<p>Describe and understand key aspects of 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</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>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</p>	<p>Locate the world's countries, using maps to focus on Europe; concentrating on environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and 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</p>	<p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and 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</p>		

Y4	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	Geography Week	TERM 6
Topic	Spatial Sense		Volcanoes		UK Geography: Northern Ireland	Mediterranean and Eastern Europe	

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Year 4	'I Know' The knowledge to be learnt	<p>Recognise geographical tools on a globe</p> <p>Scale tells us the distance between places on a map</p> <p>Four-figure grid references locate places on a map</p> <p>Recognise key features of the local area</p> <p>Know how our local area has changed over time</p>		<p>The location of the ring of fire</p> <p>A volcano is formed when molten rock escapes through a weakness in the Earth's crust</p> <p>How different types of volcano form (shield and composite)</p> <p>Pompeii was destroyed by the eruption of Mount Vesuvius</p> <p>Humans adapt how they live when living in areas prone to volcanic eruptions</p>		<p>Identify the key features of Northern Ireland</p> <p>Northern Ireland is a popular tourist destination</p> <p>Northern Ireland and the Republic of Ireland are two countries</p> <p>The Giant's Causeway is made of rock columns</p> <p>The Marble Arch Caves are an interesting physical feature located in Northern Ireland</p>	<p>Mediterranean Europe is located in southern Europe</p> <p>The Mediterranean climate is warm and dry in the summer, cool and allows olives to grow</p> <p>Eastern Europe includes part of Russia</p> <p>The climate of Eastern Europe is generally a humid, continental climate with cold winters and warm summers</p> <p>Physical features of Europe include many mountain ranges</p>	
	Key Vocabulary	<p>Equator, Tropic of Cancer, Tropic of Capricorn, Equator, lines of longitude and latitude, Prime Meridian, scale, distance, measure, map, large-scale, small-scale, detail, calculate, grid reference, horizontal, vertical, eastings, northings, location, Deddington, Oxford, land use, transport, business, population</p>		<p>Landform, mountain, volcano, tectonic plates, Earth, mantle, core, inner core, outer core, crust, erupt, eruption distribution, molten rock, lava, ash cloud, crater, magma, pumice, ash cloud, pyroclastic flow, vent, damage, effects, geologist, volcanologist, seismologist, volcano, shield volcano, composite volcano, ring of fire, earthquake, dormant, active, extinct, Pompei, Mount Vesuvius, Italy, Mount Etna, Sicily, Mount Fuji, Japan, Mount</p>		<p>Ireland, Northern Ireland, Republic of Ireland, Belfast, counties, Londonderry/Derry, Antrim, Down, Armagh, Fermanagh, Tyrone, Lough Neagh, Finn MacCool, tourism, Lisburn, linen, Giant's Causeway, Titanic, Belfast, partition, Unionists, Nationalists, independence, border, conflict, volcano, eruption, legend, giant, basalt, column, cave, erode, limestone, stalagmite, stalactite,</p>	<p>Mediterranean, coastline, southern, Atlantic, Latin, north, northern, east, eastern, south, southern, west, western, Equator, latitude, weather climate, temperature, continental climate, maritime climate, equator, latitude, the Gulf Stream, Atlantic Ocean, Mediterranean Sea, Italy, Greece, Spain, Portugal, France, Turkey, mild, crops, agriculture,</p>	

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				Kilimanjaro, Tanzania, Mount Cotopaxi, Ecuador		Marble Arch Caves, Ring of Gullion	produce, grapevines, olives, olive oil, mountain, mountain range, settlement, The Alps, River Po, The Apennines, Sierra Nevada, volcano, Rome, Venice, Athens, settlement, lagoon, Aegean Sea, Adriatic Sea, peninsula, inhabit	
							The Balkan countries, the Baltic countries, human geography, physical geography, physical features, Baltic Sea, Caspian Sea, Black Sea, Adriatic Sea, Baltic Sea, The Volga, The Danube, Mount Elbrus, Caucasus, Moscow, St Petersburg, steppe, marshland, vegetation, population, animal life	
	'I can' The skills to be developed	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,		Understand and recognise the structure and the layers of the Earth and how they contribute to volcanic activity Name and locate the Ring of Fire and a range of volcanoes across the world Recognise key features of volcanoes Use geographical vocabulary to correctly		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	Locate the world's countries, using maps to focus on Europe Locate the world's countries, using maps to focus on Europe (including the location of Russia) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	

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		<p>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)</p> <p>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</p>		<p>name and explain volcanic features and processes</p> <p>Use atlases and globes to build knowledge of the wider world</p> <p>Recognise the impact of famous volcanoes on the environment and human history</p>				
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	Y5	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	Geography Week	TERM 6
Year 5	Topic	Spatial Sense		Mountains and earthquakes		UK Geography – Yorkshire and Oxfordshire (topography / different maps) with Local Study	South America	
	'I Know' The knowledge to be learnt	<p>Understand that cartographers draw imaginary lines to divide the world into sections</p> <p>There are eastern and western hemispheres</p> <p>Use coordinates to locate places on a map</p> <p>Scale is a way of representing a large area on a small map</p> <p>Interpret relief maps</p>		<p>A mountain is a large landform that rises above surrounding land</p> <p>The Alps are a mountain range in Europe that crosses into several countries</p> <p>Earthquakes most frequently occur at plate boundaries and cause the ground to shake</p> <p>Geography is used by experts studying the Earth</p>		<p>Yorkshire is a large area to the north of England</p> <p>The Ribbleshead Viaduct and the Humber Bridge are two ways in which people have changed the landscape in Yorkshire and Humberside</p> <p>Local councillors are elected to represent the views of local residents</p> <p>A sketch map is a simple map drawn from memory Geographers think about</p>	<p>South America is a continent located in the western hemisphere, the countries within it include Brazil, Chile and Argentina</p> <p>The Incan Empire was located in South America, despite the challenging geography of the area</p> <p>The Andes mountains have varied terrain including deserts,</p>	

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				to understand its features and processes		problems in local areas and suggest ways they can be solved Data can be collected and recorded to give us information about an issue A graph is a mathematical drawing that shows information using lines, shapes and colours	lakes, forests and volcanoes Farming and energy production are important to Brazil's economy Deforestation is a major threat to biodiversity in the Amazon Rainforest	
Key Vocabulary	Equator, parallel, Prime Meridian, eastern hemisphere, western hemisphere, longitude, latitude, Greenwich, Royal Observatory, coordinates, scale, distance, small-scale, large-scale, elevation, contours, relief maps, topography, gradient		Landform, mountain, peak, range, summit, slope, valley, The Alps, Mont Blanc, Otzi, Eiger, Matterhorn, earthquake, tectonic plate, fault line, friction, plate boundary, seismic waves, Turkey, Syria, Earth, crust, geologist, seismologist, earthquake		Midlands, industry, settlement, resources, population, density, Yorkshire, Dales, national park, topography, viaduct, estuary, Ribbleshead Viaduct, arable farming, pastoral farming, mining, valley, relief map, topography, local councillor, Ordnance Survey, sketch map, location, relationship, scale, annotate, orientation, local issues, geographer, fieldwork, data, qualitative, quantitative, data, information, analyse, mathematical, graph, visual	Pangaea, urbanisation, favela, dense, sparse, population, Quechua, Quipu, emperor, engineering, government, communication, tectonic plate, subduction zone, plateau, geological, latitude, altitude, proximity, terrain, economy, Amazon Rainforest, Amazon River, arable farming, pastoral farming, export, import, consumer, deforestation, biodiversity, slash and burn, carbon, Atacama Desert		
'I can' The skills to be developed	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4- and 6-figure		Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, earthquakes, and the water cycle		Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,	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,		

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		grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world				mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.	key physical and human characteristics, countries, and major cities Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and 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	
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	Y6	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	Geography Week	TERM 6
	Topic	Spatial Sense		Globalisation		British Geography (with Local Study from 2025-2026)	North America	
Year 6	'I Know' The knowledge to be learnt	Lines of longitude and latitude divide the world into sections The Arctic and Antarctic circles are regions close to the Earth's Poles The world is divided into 24 hourly time zones		Globalisation is a process of interaction among people, companies and governments around the world Economic globalisation can create wealth but can also lead to exploitation Political globalisation has led to governments		The air in many UK cities contains pollution that is harmful to people, plants and animals, Climate change causes more frequent and severe flooding in the UK In the UK we produce waste from our homes, businesses, industry;	North America is a continent, the countries of Canada, USA, Mexico and other countries are located there North America is a large continent with many contrasting biomes	

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	<p>Map projection is a method that involves representing our round Earth on a flat piece of paper</p> <p>Maps can help us to understand data about places, people and the environment</p>		<p>cooperating with one another</p> <p>Globalisation has spread ideas and culture around the world</p> <p>There are advantages and disadvantages of globalisation</p>		<p>managing this waste is a challenge</p> <p>Litter is waste left in open, public spaces; it can cause environmental damage</p> <p>How our local area responds to the challenge of local environmental issues such as air pollution</p>	<p>North America's rivers are important sources of fresh water, act as transport routes and are a source of water for irrigation</p> <p>Urbanisation in North America's cities can create problems such as pressure on services and pressure on the environment</p> <p>Compare and contrast Anchorage with London</p>	
Key Vocabulary	<p>Longitude, latitude, parallel, Meridian, coordinates, Arctic, Antarctic, polar, the Poles, Arctic Circle, Antarctic Circle, axis, rotate, Prime Meridian, time zone, Greenwich Mean Time, British Summer Time, map projection, distortion, cartographer, Gerhardus Mercator, Gross Domestic Product (GDP), wealth, literacy skills, life expectancy</p>		<p>Soviet Union, integrate, integration, interact, interaction, manufacturing, industry, labour, goods, trade, globalisation, development, economy, economic, profit, exploit, production, wages, politics, political globalisation, government, social, culture, cultural, identity, cultural flow, popularity, critic, anti-globalisation, global justice, investment</p>		<p>Air pollution, synthetic, fossil fuels, natural, pollutant, emissions, allergy, World Health Organisation (WHO), premature, heavy rainfall event, coastal defence, vulnerable, waterfront, low-lying, frequent, severe, waste, landfill, reduce, reuse, recycle, consumption, sustainable, litter, discard, degrade, fly-tipping, air pollution, Deddington Parish Council, Cherwell District Council, Oxfordshire County Council, asthma, air quality, DEFRA, climate change, particles, domestic, factories, transport, building</p>	<p>Canada, United States of America, Mexico, Guatemala, Belize, Honduras, El Salvador, Nicaragua, Costa Rica, Panama, Bahamas, Trinidad and Tobago, coniferous forest, deciduous forest, tropical forest, savannah, temperate grassland, semi-desert, tundra, irrigation, algae bloom, fresh water, Mississippi, Panama Canal, source, mouth, urbanisation, Mexico City, Washington DC, Ottawa, London, state, county, city planning, Anchorage, Mississippi River, River Thames, London, proximity, region, biome</p>	

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	<p>'I can' The skills to be developed</p>	<p>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)</p>		<p>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</p>		<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</p> <p>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.</p>	<p>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</p> <p>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>	
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Progressive knowledge overview by strand.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place	Antarctica	Spatial Sense The UK The seven continents Africa	Spatial Sense The British Isles Northern Europe Oceania	Spatial Sense Rivers The South West Asia – China and India	Spatial Sense Volcanoes Mediterranean and Eastern Europe Northern Ireland	Spatial Sense Mountains and earthquakes South America Yorkshire and Oxfordshire including Local Study	Spatial Sense Globalisation British Geography North America

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Environment (physical and human processes)		Spatial Sense Africa	Spatial Sense Northern Europe Oceania	Spatial Sense Rivers The South West Asia – China and India	Spatial Sense Volcanoes Mediterranean and Eastern Europe Northern Ireland	Spatial Sense Mountains and earthquakes South America Yorkshire and Oxfordshire including Local Study	Spatial Sense Globalisation British Geography North America
Space		Spatial Sense Africa	Spatial Sense The British Isles Northern Europe Oceania	Spatial Sense Rivers The South West Asia – China and India	Spatial Sense Volcanoes Mediterranean and Eastern Europe Northern Ireland	Spatial Sense Mountains and earthquakes South America Yorkshire and Oxfordshire including Local Study	Spatial Sense Globalisation British Geography North America
Scale		Africa	Spatial Sense The British Isles Northern Europe Oceania	Spatial Sense Rivers The South West Asia – China and India	Spatial Sense Mediterranean Europe Eastern Europe Northern Ireland	Spatial Sense Mountains and earthquakes South America Yorkshire and Oxfordshire including Local Study	Spatial Sense Globalisation British Geography North America
Interconnections		The seven continents Africa	The British Isles Northern Europe Oceania	Spatial Sense Rivers The South West Asia – China and India	Spatial Sense Volcanoes Mediterranean Europe Eastern Europe Northern Ireland	Spatial Sense Mountains and earthquakes South America Yorkshire and Oxfordshire including Local Study	Spatial Sense British Geography North America Globalisation

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<p>Environmental impact and sustainability</p>			<p>Northern Europe</p>	<p>Rivers The South West</p>	<p>Spatial Sense Mediterranean Europe Eastern Europe Northern Ireland London and the South East of England</p>	<p>South America Yorkshire and Oxfordshire including Local Study</p>	<p>British Geography North America Globalisation</p>
<p>Cultural awareness and diversity</p>			<p>Northern Europe</p>	<p>Spatial Sense Rivers The South West Asia – China and India</p>	<p>Mediterranean and Eastern Europe Northern Ireland Japan</p>	<p>South America</p>	<p>North America Globalisation</p>