



Our Intent.

Topics informed by the National Curriculum are carefully planned to give **our children** a rich geographical journey, **inclusive for all**, and develop the skills to become a competent geographer inspiring them to **discover environments locally, across the UK including the Peak District** and the **wider world including studying regions of Italy and South America**. We will adopt an enquiry-led approach drawing on first hand experiences which makes full use of a wealth of resources on our **doorstep and the wider local area** through fieldwork in **our school environment, to Lincoln and the Peak District**. The children will understand processes that give rise to key **physical and human geographical features of the world**, along with how they bring about variation and change over time. We intend to develop **children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives** and for **our children** to be advocates of positive change in the **world** in which we live; the **generation who makes a difference**.

GEOGRAPHY CURRICULUM FS-YR 6

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FS		LOCAL STUDY -OUR SCHOOL ENVIRONMENT		LOCAL STUDY—SOUTH HYKEHAM		CONTRASTING ENVIRONMENT CITY OF MANAUS— AMAZON	
KS1 CYCLE A	2 WEEKS MAPPING SKILLS AT THE BEGINNING OF TERM 1	UK STUDY How are the countries of the UK different?		SEASONAL PATTERNS/WEATHER How does a country's location have an impact on its' climate?		LOCAL STUDY What geographical features define South Hykeham, North Hykeham and Lincoln?	
KS1 CYCLE B		SEASONAL PATTERNS/WEATHER How does weather change?		NON -EUROPEAN STUDY What are the similarities and differences between the UK and Brazil?		MAP SKILLS / UK STUDY/LOCALITY How can we use maps to find out about our school and local area?	
YEAR 3		UK STUDY How can we use maps to find out about counties and cities of the UK?		UK STUDY How do rivers, mountains and coasts shape our land?		UK STUDY What is life like in the Peak District compared to Lincolnshire?	
YEAR 4		EUROPEAN STUDY Campagnia region of Italy What do we know about our European neighbours?		UK STUDY Focus on agriculture, industries, human and physical features. How do physical features affect the use of land in our counties and how has this changed over time?		PHYSICAL GEOGRAPHY STUDY Why do volcanoes and earthquakes occur and what impact do they have on the area?	
YEAR 5		RIVERS What is the journey of a river? Water cycle Physical and human features		RIVER NILE How does a river impact on the use of land and people's lives? (Focus on R. Nile)		CLIMATE CHANGE What is climate change and what can we do about it?	
YEAR 6		SOUTH AMERICA STUDY AMAZON REGION What is life like in the Amazon?		UK STUDY PEAK DISTRICT What is the purpose of national parks and how do they compare?		CLIMATE CHANGE—GLOBAL GOALKEEPERS What is the world's largest lesson?	

SHCPS Progression in Geography

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	See separate table for specific EYFS links to EYFS curriculum.						
Investigate and interpret locations.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 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) maps. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Recognise some environments that are different to the one in which they live.	Name and locate 5 oceans and 7 continents. Name and locate 4 countries of the UK and their capitals. Weather and season changes.	Recap 5 oceans and 7 continents. Recap 4 countries and capitals of the UK and surrounding seas. Locate UK (including Lincolnshire) and Brazil on a map. Similarities between the UK and Brazil, including climates. Locate equator, north/south poles and discuss nearby climates	Locate the continent of Europe and name and key countries of - Italy-link to Romans. Name and locate major cities (Rome - link to Romans, Naples-future study) rivers and mountains of the UK. Identify coastal areas of the UK. Recap key cities of the UK and locate at least 6 counties incl. Peak District/ Derbyshire. Carry out research to discover features of villages, towns, cities. Use 4-figure grid references, index in an atlas and basic Ordnance Survey maps. Can collect and accurately measure information e.g. rainfall, temperature.	Recap counties of the UK and their cities. Name and locate countries of Europe and their capitals. Locate Italy and know land is divided into regions (capoluogos) Locate Campania and key city Naples. Locate and know the significance of the equator and hemispheres, then locate tropic. Locate and name some of the world's most famous volcanoes incl. Vesuvius and scenes of earthquakes.	Recap continents and oceans, as well as equator and tropics, then locate circles and lines of latitude/longitude. Locate major rivers of the world and the countries and continents they are in. Name and locate countries of Africa that the River Nile flows through. Label parts of a river then discuss importance with focus on the River Nile. Name and locate many of the world's famous rivers in an atlas. Describe localities using atlas skills and photographs. Use Ordnance Survey symbols and 6 figure grid references. Can collect and accurately measure information e.g. temperature.	Recap continents and oceans as well as countries/ capitals, countries and main cities of UK. Recap oceans and continents, alongside equator, tropics, circles, latitude and longitude before exploring significance of time zones. Name and locate countries in North, Central and South America, major cities incl Manaus /capital cities and rivers incl. Amazon. Locate National parks in the UK naming countries and counties they are located. Use maps to study Ordnance Survey symbols, 6 figure grid references and answer relevant questions. Can collect and accurately measure information e.g. rainfall, temperature.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changes over time	Changes over time school and village getting more people and growing. Begin to understand the need to respect and care for the natural environment and all living things .	Changes of the school and village over time. Growth of South Hykeham and North Hykeham. Effect of changes of landscape locally eg more people, more housing, agricultural use of land.	Changes of the school and village over time. Growth of South Hykeham, North Hykeham and Lincoln. Positive and negative changes to UK and Brazil over time. Effects of changes on Lincolnshire's landscapes including revolutions.	Settlements causing landscape changes. Impact of development of tourism/ industrial and agricultural revolutions over time - Peak District, Sheffield/ Lincoln. Understand how rivers have changed the landscape over time -human and physically.	Compare and contrast human and physical effects of revolutions over time in counties and cities incl. (Sheffield) Derbyshire and (Lincoln) Lincolnshire. Effect of growing populations and different population densities on locations. Effects of agricultural and industrial revolutions - change of land use, economic impacts. Impact and effects that volcanoes and earthquakes have on a location eg Pompeii.	River uses and effects on landscape over time - River Nile. Know what impact humans have on climate change over time. Know how has our climate changed over the years.	Industrial and Agricultural Revolution and how these added to the development of national parks over time. Effect of World Wars' on Lincolnshire. Land use changes, topographical changes of the Peak District and Amazon region over time. Impact of physical and human elements on environment over time eg deforestation, CO2 emission, tourism.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	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. 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.	Characteristics of the 4 countries of the UK. Fieldwork of local area (school grounds and village) Difference between village, town and city.	Characteristics of the 4 countries of the UK. Similarities and differences between UK and Brazil. To recognise the human and physical characteristics and uses of a rainforest	Identify human features eg tourism and impacts on the Peak district. Identify physical features of the Peak District. Identify coastal features and coastal landmarks of the UK. Know features of how a river changes from source to mouth-erosion, widens, speed of flow.	Identify the human and physical effects on Sheffield/ Peak District/ Derbyshire as a result of industrial and agricultural revolutions. Identify the human and physical effects on Lincoln and Lincolnshire as a result of industrial and agricultural revolutions.	Use of rivers - economic, trade, distribution of resources. Name parts of the river and its journey. Know the physical features of the River Nile including 3 main tributaries; the White Nile, The Blue Nile and the Atbara. Know the water cycle and its effects on the environment. Know the effects of climate change on the environment and what effects these are having on humans.	Use of rivers - Amazon - economic, trade links, distribution of resources and natural resources. Development of National parks due to revolutions physical and human and effects of this. Impact of tourism on National Parks - Peak District. Human and physical features of the Amazon region. Understand how the Amazon impacts the whole world - stabilising the climate. Climate biomes - Amazon, Peak District, Yellowstone National park. Vegetation belts.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical communication	Understand position through words alone. For example, "The bag is under the table," - with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Use of maps and globes to locate oceans and continents. Range of photographs to study landmarks. Drawing simple maps. Explain where they live, address, what makes a village etc... Think about what they like and dislike about places.	Use of maps and globes to locate oceans and continents. Range of photographs to study landmarks. Drawing maps. Explain what they like/dislike an area and why thinking about the effects on people, habitats, etc. Compare the climates of different places.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 8-point compass. Use 4 - figure grid references.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 8-point compass. Use 6 - figure grid references. Describe how volcanoes and earthquakes are created and the effect they can have. Explain why people choose to settle where they do, drawing on features and changes over time.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Communicate how important the River Nile has been over the years. Communicate how important it is to understand climate change and what action can be taken in our school to help. Use 8-point compass. Use 6 - figure grid references.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Explain how we can help climate change Explain the impact of revolutions on land use.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Map skills and fieldwork.	Understand position through words alone. For example, "The bag is under the table," - with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Draw information from a simple map. Explore the natural world around them.	Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. Use world maps, atlases and globes to identify the United Kingdom and its countries.	Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment 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 world maps, atlases and globes to identify the countries of UK, continents and oceans.	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. Use maps, atlases, globes and digital mapping to locate countries of UK and Europe and describe features studied. Draw simple maps of local area with some basic Ordnance Survey symbols. Read 4-figure grid-references	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. Use maps, atlases, globes and digital mapping to locate countries of UK and Europe and describe features studied. Read 6-figure grid-references	Use maps, atlases, globes and digital mapping to locate rivers of the world and countries of Africa, describing features studied. Draw simple maps of local area with Ordnance Survey symbols. Read 6-figure grid-references.	Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies Plan independent fieldwork project to conduct to compare locality with South America /Amazon region. Use maps, atlases, globes and digital mapping to locate countries of North and Central America and describe features studied. Draw simple maps of area with Ordnance Survey symbols. Read 6-figure grid-references.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fieldwork Location		School grounds and South Hykeham village	School grounds South Hykeham village	Lincoln	Lincoln, Lincolnshire	South Hykeham. Lincoln.	Lincoln, Lincolnshire, Peak District

SHCPS Geography Skills Progression

EYFS

As the EYFS framework is structured very differently to the national curriculum being organised across seven areas of learning rather than subject areas, the following document is to show how the skills taught across EYFS feed into national curriculum subjects.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography..

EYFS FRAMEWORK

Three and Four-Year Olds	Mathematics		Understand position through words alone. For example, "The bag is under the table," - with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
	Understanding the World		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. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Reception	Understanding the World		Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.
ELG	Understanding the World	People, Culture and Communities	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) maps.
		The Natural World	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.