



Yew Tree Primary School

GEOGRAPHY CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!







PRIDE:




We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!


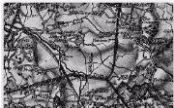


Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Geography <ul style="list-style-type: none"> • Geography at Yew Tree aims to inspire and develop a fascination with the world and it's people that will remain with them now and for the rest of their lives. • Children will be given the knowledge about diverse places, people, resources and natural and human environments as well as knowledge of the world's human and physical processes. • We aim to deepen their knowledge and understanding of physical and human processes as well as the formation of landscapes and environment. • Our children will interpret a range of geographical sources such as maps, diagrams, globes and aerial images as well as Geographical Information Systems. • The geography curriculum at Yew Tree will allow the children to communicate geographical findings in a number of different ways.
	Curriculum Objectives	<ul style="list-style-type: none"> • To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement. 	



Yew Tree Primary School Geography Key Skills & Knowledge Overview

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YN	<p style="text-align: center;">Me and My Community and Exploring Autumn</p>  <p style="text-align: center;"><u>The World</u></p> <p style="text-align: center;"><u>Maps</u> Describe a familiar route- describe a route they take</p> <p style="text-align: center;"><u>Human Features and Landmarks</u> Begin to name features in and around the school.</p> <p style="text-align: center;"><u>Environment</u> Show care for their environment- tidying up the nursery.</p> <p style="text-align: center;"><u>Climate and Weather</u> Notice changes around them; seasonal- exploring autumn weather</p> <p style="text-align: center;"><u>Physical Features</u> Name some physical features in their immediate environment- looking at the outdoor environment</p> <p style="text-align: center;"><u>Fieldwork</u></p>	<p style="text-align: center;">Once Upon a Time and Sparkle and Shine</p> 	<p style="text-align: center;">Starry Night and Winter Wonderland</p>  <p style="text-align: center;"><u>The World</u></p> <p style="text-align: center;">Say how two places in their immediate environment are the same or different- local, forest, arctic</p> <p style="text-align: center;"><u>Changes</u> Talk about things they can do on winter evenings and things they can do on summer evenings and begin to notice the difference in day length.</p> <p style="text-align: center;"><u>World</u> Talk about places that they have been to or seen in photographs- where might animals live in the UK.</p>	<p style="text-align: center;">Dangerous Dinosaurs and Puddles and Rainbows</p>  <p style="text-align: center;"><u>The World</u> <u>Climate and Weather</u></p> <p style="text-align: center;"><u>Position</u> Discuss routes and locations- exploring a route on Dinosaur Island</p> <p style="text-align: center;"><u>Processes</u> Notice how the wind and rain can affect their environment</p>	<p style="text-align: center;">Sunshine and Flowers and Shadows and Reflections</p> 	<p style="text-align: center;">Big Wide World and Splash</p>  <p style="text-align: center;"><u>The World</u> <u>Maps</u> Describe a familiar route and use maps as part of role play- optional</p> <p style="text-align: center;"><u>Compare and Contrast</u> Talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources.</p> <p style="text-align: center;"><u>Significant Places</u> Talk about and ask questions about places that are important to them.</p> <p style="text-align: center;"><u>World</u> Talk about places that they have been to or seen in photographs- look at photos from a holiday or day trip (optional)</p> <p style="text-align: center;"><u>Location</u> Explore and talk about the animals can be different in different places.</p> <p style="text-align: center;"><u>Environment</u> Show care for living things and the environment-</p>

EYFS	TOPIC 1	TOPIC 2	TOPIC 3
YR	<p data-bbox="389 220 786 248">Let's Explore and Build it up</p> <div data-bbox="479 253 696 352">  </div> <p data-bbox="533 379 645 405"><u>The World</u></p> <p data-bbox="555 408 622 434"><u>Maps</u></p> <p data-bbox="300 435 875 563">Make and use simple maps of the school / classroom Make and use simple maps in their play to represent places and journeys, real and imagined- memorable experience and bear hunt. Aerial photographs of the local area.</p> <p data-bbox="544 592 633 617"><u>Location</u></p> <p data-bbox="309 619 866 695">Describe how the weather, plants and animals of one place is different to another- talk and draw about places they have visited.</p> <p data-bbox="499 724 678 750"><u>Significant Places</u></p> <p data-bbox="309 751 866 777">Discuss and describe places that are important to them.</p> <p data-bbox="472 828 705 853"><u>Geographical Changes</u></p> <p data-bbox="320 855 857 906">Notice and talk about how things have changed in the local environment- aerial photos of different periods.</p> <p data-bbox="555 935 622 960"><u>World</u></p> <p data-bbox="300 962 875 1038">Begin to notice and talk about the different places around the world, including oceans and seas- explore postcards/brochures</p> <p data-bbox="539 1067 638 1093"><u>Fieldwork</u></p> <p data-bbox="327 1094 846 1171">Take photographs and draw simple maps- journey exploring the school grounds. Walk around the local community.</p>	<p data-bbox="958 220 1451 248">Long Ago and Stories and Rhymes</p> <div data-bbox="1095 253 1312 352">  </div> <p data-bbox="1144 389 1263 414"><u>The World</u></p> <p data-bbox="920 448 1491 528">Show an awareness of the similarities and differences between people in different communities and groups from around the world.</p> <p data-bbox="1173 557 1240 582"><u>Maps</u></p> <p data-bbox="931 584 1480 667">Use photographs and maps to identify and describe human features and physical features in their local environment.</p> <p data-bbox="1137 695 1279 721"><u>Environment</u></p> <p data-bbox="981 722 1429 774">Describe ways to look after the immediate environment.</p> <p data-bbox="1093 809 1323 834"><u>Climate and Weather</u></p> <p data-bbox="920 836 1491 887">Describe simply how weather changes as the seasons change.</p> <p data-bbox="1081 948 1335 973"><u>Geographical Changes</u></p> <p data-bbox="920 975 1491 1058">Discuss how the local environment has changed over time using photographs and first-hand experiences (could complete some aspects through forest school)</p>	<p data-bbox="1559 220 2085 280">Animal Safari and Creep, Wriggle and Crawl</p> <div data-bbox="1715 288 1928 387">  </div> <p data-bbox="1765 392 1883 418"><u>The World</u></p> <p data-bbox="1794 421 1854 446"><u>Maps</u></p> <p data-bbox="1563 448 2085 531">Make and use simple maps to represent their immediate environment- draw a map of a park or garden visited.</p> <p data-bbox="1776 560 1872 585"><u>Location</u></p> <p data-bbox="1536 587 2107 670">Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p> <p data-bbox="1753 699 1895 724"><u>Environment</u></p> <p data-bbox="1529 726 2119 777">Describe ways to look after the immediate environment – looking after our planet.</p> <p data-bbox="1771 812 1877 837"><u>Fieldwork</u></p> <p data-bbox="1563 866 2085 917">Begin to collect simple geographical data during fieldwork activities</p> <p data-bbox="1787 952 1861 978"><u>World</u></p> <p data-bbox="1552 979 2096 1062">Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.</p> <p data-bbox="1536 1091 2107 1142">Begin to notice and talk about different places around the world.</p>

KS1 and KS2	TOPIC 1	TOPIC 2	TOPIC 3
Y1	<p data-bbox="360 244 813 309">Our Wonderful World (Essential skills and knowledge)</p>  <p data-bbox="302 453 871 560"><u>Human and physical geography</u> Know what human and physical features are. Use basic vocabulary to refer to key physical features on satellite images.</p> <p data-bbox="302 592 871 754"><u>Geographical skills and fieldwork</u> Know what a map is and draw or read a simple map Use simple directional and position language to describe the location of places Find out the human and physical features in the local environment (Our Wonderful World innovate)</p> <p data-bbox="302 786 871 1058"><u>Locational knowledge</u> Name and locate the 7 continents and oceans of the world. Know the names of the continents and oceans and identify them on a world map. Name and locate the 4 countries of the UK and their capital cities Locate hot and cold places in the world <u>Place knowledge</u> Know the features of different settlements</p> <p data-bbox="412 1090 763 1147">Childhood + Funny faces Local area</p>  <p data-bbox="302 1319 871 1426"><u>Key Skills</u> <u>Geographical skills and fieldwork</u> Use basic maps to compare the 1950's to today. Describe how the local area has changed over time.</p>	<p data-bbox="916 244 1491 335">Bright Light, Big City + Taxi Countries and capital cities of the UK – focus on London and England</p>  <p data-bbox="972 536 1435 619"><u>Key Skills</u> <u>Locational knowledge</u> Name and locate the capital city of England</p> <p data-bbox="927 647 1480 730"><u>Geographical skills and fieldwork</u> Use maps to identify the UK countries – identify how they are connected.</p> <p data-bbox="909 759 1498 842">Use simple positional and directional language to explore London landmarks and devise routes (including simple compass points)</p> <p data-bbox="909 871 1498 1007">Use aerial plans to identify landmarks and physical and human features in cities (inc landmarks). Discuss characteristics of a settlement – a city Use fieldwork to identify characteristics of the local community</p> <p data-bbox="927 1035 1480 1198"><u>Human and physical geography</u> Identify the weather associated with seasons <u>Place knowledge</u> Similarities and differences between two small areas (UK and non European country) Compare differences in the settlement</p>	<p data-bbox="1559 244 2085 335">School Days + Street View School Grounds and area local to school Fieldwork</p>  <p data-bbox="1621 496 2024 603"><u>Key skills</u> <u>Geographical skills and fieldwork</u> Use a simple picture map. Create a simple map of the local area</p> <p data-bbox="1543 635 2103 718"><u>Human and physical geography</u> Identify and discuss characteristics of a settlement – the school grounds (fieldwork)</p> <p data-bbox="1547 746 2096 826"><u>Breadth</u> Recognise changes on maps of the local area from Victorian times</p>

Y2

Let's Explore the World (Essential skills)



Geographical skills

Use an atlas
Use compass directions
Draw or read simple maps with a key

Fieldwork

Collect data about cars through school
Which human feature is most used in our local area?

Locational knowledge

Name and locate the seas, oceans and continents
Locate the equator and north / south poles
Locate hot, cold and temperate places
Identify characteristics of the 4 countries of the UK.

Human and Physical features

Compare the UK with Somalia

Breadth – sustainability

Explain how conservation activities can protect the environment.

Movers and Shakers + Still Life

Significant locations travelled to by explorers;
Historical landmarks



Key skills

Locational knowledge

Using a large-scale map to locate places.

Coastlines + Beach hut

Comparison of an area of the UK – Compare with
Whitby.

Name, locate and identify the 7 continents and 5 oceans

Know characteristics of the 4 countries of the UK.
Physical and human features of coastal locations.
Name and locate the seas surrounding the UK.



Key Skills

Human and physical geography

Use geographical vocabulary to refer to and describe human and physical features (Beach, cliff etc).

Skills and fieldwork

Using aerial maps and plans to identify physical and human features and characteristics of coastal locations.

Map work – create simple maps using symbols and keys

Ask questions and collect data about location including physical and human features.

Use simple directional language and compass directions

Place knowledge

Describe similarities and differences between coastlines

Breadth

Identify and describe changes over time e.g. coastal erosion, tourism

Compare and contrast Whitby to their local area.

Sustainability

Identify how human behaviour can be beneficial to local and global environments now and in the longer term.

Magnificent Monarchs + Portraits and Poses

Significant locations in the UK and Ireland –
identifying where royalty live.



Key Skills

Locational knowledge

Locate the 4 countries on a map.

Geographical skills and fieldwork

Use simple aerial maps with symbols and keys to recognise landmarks.

Name and locate significant places – royal residences around the UK.

Y3

One Planet, Our World (Essential knowledge and skills)



Geographical skills and fieldwork

Use atlases to locate continents and countries
Use four-figure grid references to describe the location of a local urban location

Collect and analyse primary data
Use 8 points of a compass to locate local features.
Understand what lines of longitude and latitude are.
Fieldwork – how is the land around school used.

Human and Physical geography

Sort and classify features
Know the four layers of the earth
Describe the activity of plate tectonics

Locational knowledge

Know the five climate zones
Locate European countries and some capital cities
COULD LINK THE UK STUFF TO THE THROUGH THE AGES PROJECT

Through the Ages

Name and locate significant monuments



Key Skills

Locational knowledge

Name, locate and describe some counties and cities in the UK

Geographical skills and fieldwork

Use 4-figure grid references to locate key features / monuments
Describe the reason for the location of iron age forts / settlements using aerial images to locate.

Fieldwork – exploratory dig of school grounds / prehistoric site to answer questions

Rocks, Relics and Rumble + Ammonite

Volcanoes, Earthquakes, Tsunamis and Rocks

Name and locate significant volcanoes and the Ring of Fire



Key Skills

Locational knowledge

Locate significant places using lines of longitude and latitude on a world map

Human and physical geography

Identify physical properties of rocks

Explain physical processes that cause earthquakes and volcanic eruptions

Describe aspects of physical geography – plate tectonics, volcanoes, earthquakes

Describe how the landscape has changed over time - identify changes in the landscape after eruptions or earthquakes

Explain the importance of significant volcanoes

Place knowledge

Compare and contrast geographical features – focus on volcanoes

Geographical skills and fieldwork

Use 8 points of a compass to locate features.

Emperors and Empires

Location of major cities and countries



Key Skills

Locational knowledge

Locate countries and major cities in Europe on a world map- Rome

Geographical skills

Analyse maps, atlases and globes, to locate countries and describe features studied- Growth of the Roman Empire

Y4

Interconnected World (Essential knowledge and skills)



Geographical skills and fieldwork

Know and use the cardinal and intercardinal compass points.

Use 4 and 6 figure grid references

Fieldwork Enquiry – does our location have good transport links?

Locational knowledge – The World

Use maps and atlases to locate the countries and major cities of North, Central and South America on a world map, atlas or globe

Tropics of Cancer and Capricorn

Locational knowledge – The UK

Identify significant physical features of the UK

Human and physical geography

Discover climatic differences between countries or continents.

Identify how places are interconnected in the UK through human features, including trains and canals.

Identify key physical features of the UK

Place knowledge

Describe and compare physical features of the US and the Amazon Rainforest.

Explain how human features are interconnected.

Explain how people function in the place they live and what the cultures and traditions are like.

Sustainability

Describe how natural resources can be used to create renewable energy.

Invasion

Settlements and Europe.



Key Skills

Locational knowledge

Locate Saxon Shore Forts (Thames Severn, Trent)

Use a map of Europe to identify where the Vikings came from.

Geographical skills and fieldwork

Use maps to locate where Saxon invaders settled in Britain.

Identify main 9th century kingdoms-Alfred the Great and the Viking King Guthrum.

Draw conclusions from this map.

Use grid references and eight points of a compass to identify where the Saxons settled.

Misty Mountain, Winding River + Vista

Rivers UK and World.
Mountains- UK and World
Water Cycle



Key Skills

Locational knowledge

Name and locate rivers

Explore contour lines- UK – identify the topography of an area.

Create a detailed study of geographical features including hills, mountains and rivers of the UK

Find the world's most impressive mountains

Locate significant hills and or mountains in the UK.

Place Knowledge

Describe and compare physical features – rivers and mountains

Geographical skills

Use a range of resources to draw conclusions about rivers.

Use 4 or 6 figure grid references to locate human and physical features along a river.

Explain how features are connected

Identify the location of the Tropics of Cancer and Capricorn on a world map

Human and physical geography

Describe and explain how rivers transport materials in different ways.

Describe and compare mountain formations

Use geographical vocabulary to explain the four stages of the water cycle- water is not made it is recycled

Compare climate and altitudinal zones

Compare contrasting mountainous regions.

Breadth

Explain how rivers change landscapes.

Explain how rivers are used in various locations

Ancient Civilisations

Human and physical features of Egypt
The River Nile; Tourism



Key Skills

Locational Knowledge

Name and locate major world cities – Ancient Egypt

Geographical skills and fieldwork

Use a range of maps to study and draw conclusions about places in Egypt.

Locate significant places in Egypt on maps.

Human and physical geography

Explain the ways that settlements, land use and water systems are used in Egypt – The importance of the River Nile.

Y5

Investigating Our World
(Essential knowledge and skills)



Geographical skills

Use ordnance survey maps with accuracy to identify features of the local environment.

Understand what contour lines teach us.

Begin to explore 6-figure grid references.

Use maps to identify the location and distance of UK cities to each other.

Fieldwork - What local features can we find to classify our local settlement? Off-site fieldwork.

Locational knowledge

Understand the Prime Meridian including time zones

Know the climate zones including biomes

Human and Physical geography

Identify land use in settlements

Describe the location, use and purpose of motorways

Describe how settlements change as they get bigger

Firedamp and Davy Lamp

Coal mining locations in the UK



Key Skills

Locational knowledge

Describe the location of UK mines in relation to other places / features.

Geographical skills

Use geological maps, compass points and grid references to identify mines in the UK

Use a range of sources to study a location in depth.

Sow, grow and farm + Eat the Seasons
Land use in the UK. Allotments. Farming in the UK.
Maps.



Key Skills

Locational knowledge

Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features- why are farms located there?

Farming in the UK.

Identify some of the problems of farming in a developing country and report on ways in which these can be supported- Coffee growing in Peru/ Fair Trade

Geographical skills and fieldwork

Use compass points and grid references to interpret maps, including Ordnance Survey maps - Locate farms

Use 6 figure grid references to locate farms.

Use maps, contour lines and features to explain the suitability of locations for farming.

Place knowledge

Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics- farming around the world climate zones. North and South America.

Human and physical geography

Describe in detail the different types of agricultural land use in the UK.

Explain how the topography and soil type affect the location of different agricultural regions.

Explain how physical features and environmental regions of North and South America can affect land use (suitable farming locations comparison with the UK)

Describe and explain the location and purpose of transport networks across the UK and other parts of the world. Food travels to a consumer- Journey food takes. Construct or carry out a geographical enquiry by gathering and analysing a range of sources- Suitability of an allotment.

Ground breaking Greeks

Discovering where Greece is and compare places



Key Skills

Locational Knowledge

Identify the location and explain the function of the Prime Meridian and different time zones.

Investigation

Analyse and compare a place, or places, using aerial photographs, atlases and maps- modern Greece Vs Ancient Greece.

Y6

Our Changing World (Essential knowledge and skills)



Key Skills

Identify the key lines of longitude and latitude on earth.
Understand the significance of the Prime Meridian.
Locate places using longitude and latitude.
Use maps of different scales
Calculate distances on a map
Use contour lines and 4 and 6 figure grid references

Human and physical geography

Explain how climate change affects climate zones and biomes.
Explain how climate change affects people
Understand trade around the world

The UK

Analyse road safety danger
Road safety fieldwork
Understanding human settlement patterns.
Field work enquiry – what is our settlement like?

Sustainability

Know that natural resources can be depleted

Maafa

Africa – countries, land use, natural resources, location, settlements, population, climate and physical features



Key Skills

Locational knowledge

Describe the location of Africa and some of its countries.
Explain how people function in the place they live - daily life in Africa

Geographical skills

Use maps to locate Africa and some of its countries on a map. Use symbols in maps and on globes to understand and record the geography of an area.

Frozen Kingdoms + Inuit

Arctic and Antarctic regions.



Key Skills

Locational knowledge

Explain Polar day and night.
Describe the Arctic Circle.
Describe the Northern and Southern hemispheres.
time.

Geographical skills and knowledge

Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
Discuss the Northern and Southern hemisphere

Place Knowledge

Describe climatic similarities and differences between two regions using a range of resources including climatic zone maps.

Human and Physical geography

Differences between the Arctic and Antarctica.
Explain how the presence of ice makes polar oceans different.
Compare and describe physical features of polar landscapes.
Explain the effects of climate change on polar regions.
Evaluate and explain how weather and climate impacts upon how Indigenous people live.
Describe how humans use natural resources (similarities and differences between locations)

Breadth

Geographical enquiry – ask questions
Present a detailed account of Tourism in Antarctica – how it has changed a place or landscape over (use a range of sources).

A Child's War

Human geography. Cities of the UK



Key Skills

Locational knowledge

Describe the pattern of human settlement, population growth and movement in an area of the UK.

Evacuation- impact on areas of the UK.

Geographical skills and fieldwork

Locate the cities and ports bombed during the Blitz on a map of the UK
Compare evacuation locations.
Locate the cities and ports bombed during the Blitz on a map of the UK. – Identify other significant geographical features such as rivers.
Explain why locations were bombed.

