



# 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!





<b>Intent</b>	<b>Curriculum Aim</b>	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.	<b>What does this mean for Geography</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• We aim to deepen their knowledge and understanding of physical and human processes as well as the formation of landscapes and environment.</li> <li>• Our children will interpret a range of geographical sources such as maps, diagrams, globes and aerial images as well as Geographical Information Systems.</li> <li>• The geography curriculum at Yew Tree will allow the children to communicate geographical findings in a number of different ways.</li> </ul>
	<b>Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>• To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world.</li> <li>• To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn.</li> <li>• To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.</li> </ul>	



# 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
<b>YN</b>	<p style="text-align: center;"><b>Me and My Community and Exploring Autumn</b></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;"><b>Once Upon a Time and Sparkle and Shine</b></p> 	<p style="text-align: center;"><b>Starry Night and Winter Wonderland</b></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;"><b>Dangerous Dinosaurs and Puddles and Rainbows</b></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;"><b>Sunshine and Flowers and Shadows and Reflections</b></p> 	<p style="text-align: center;"><b>Big Wide World and Splash</b></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>

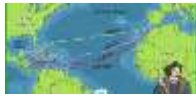
EYFS	TOPIC 1	TOPIC 2	TOPIC 3
YR	<p data-bbox="389 220 786 248"><b>Let's Explore and Build it up</b></p> <div data-bbox="479 256 696 352">  </div> <p data-bbox="533 357 645 379"><b><u>The World</u></b></p> <p data-bbox="555 384 622 406"><b><u>Maps</u></b></p> <p data-bbox="300 411 875 539">Make and use simple maps – local area 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="539 564 636 587"><b><u>Location</u></b></p> <p data-bbox="300 592 875 671">Describe how the weather, plants and animals of one place is different to another- talk/draw/write about places they have visited.</p> <p data-bbox="495 697 680 719"><b><u>Significant Places</u></b></p> <p data-bbox="309 724 869 746">Discuss and describe places that are important to them.</p> <p data-bbox="472 804 703 826"><b><u>Geographical Changes</u></b></p> <p data-bbox="322 831 860 879">Notice and talk about how things have changed in the local environment- aerial photos of different periods.</p> <p data-bbox="555 904 622 927"><b><u>World</u></b></p> <p data-bbox="300 932 875 1011">Begin to notice and talk about the different places around the world, including oceans and seas- explore postcards/brochures</p> <p data-bbox="539 1037 645 1059"><b><u>Fieldwork</u></b></p> <p data-bbox="331 1064 853 1144">Take photographs and draw simple maps- journey exploring the school grounds. Walk around the local community.</p>	<p data-bbox="958 220 1451 248"><b>Long Ago and Stories and Rhymes</b></p> <div data-bbox="1093 256 1317 352">  </div> <p data-bbox="1144 389 1263 411"><b><u>The World</u></b></p> <p data-bbox="920 448 1496 528">Show an awareness of the similarities and differences between people in different communities and groups from around the world.</p> <p data-bbox="920 553 1496 639">Begin to notice and talk about the different places around the world, including oceans and seas- where is it always cold (optional)</p> <p data-bbox="1160 665 1256 687"><b><u>Location</u></b></p> <p data-bbox="958 692 1458 746">Describe how the weather and animals can be different- Arctic animals</p> <p data-bbox="1137 804 1279 826"><b><u>Environment</u></b></p> <p data-bbox="981 831 1435 885">Describe ways to look after the immediate environment.</p> <p data-bbox="1093 911 1323 933"><b><u>Climate and Weather</u></b></p> <p data-bbox="920 938 1496 1002">Describe simply how weather changes as the seasons change.</p> <p data-bbox="1077 1059 1330 1082"><b><u>Geographical Changes</u></b></p> <p data-bbox="920 1086 1496 1141">Discuss how the local environment has changed over time using photographs and first-hand experiences.</p>	<p data-bbox="1563 220 2085 284"><b>Animal Safari and Creep, Wriggle and Crawl</b></p> <div data-bbox="1720 292 1928 387">  </div> <p data-bbox="1765 392 1883 414"><b><u>The World</u></b></p> <p data-bbox="1794 419 1854 442"><b><u>Maps</u></b></p> <p data-bbox="1563 446 2085 533">Make and use simple maps to represent their immediate environment- draw a map of a park or garden visited.</p> <p data-bbox="1778 558 1874 580"><b><u>Location</u></b></p> <p data-bbox="1541 585 2107 665">Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p> <p data-bbox="1756 691 1897 713"><b><u>Environment</u></b></p> <p data-bbox="1532 718 2107 772">Describe ways to look after the immediate environment – looking after our planet.</p> <p data-bbox="1771 798 1881 820"><b><u>Fieldwork</u></b></p> <p data-bbox="1570 857 2085 911">Begin to collect simple geographical data during fieldwork activities</p> <p data-bbox="1787 936 1861 959"><b><u>World</u></b></p> <p data-bbox="1554 963 2085 1043">Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.</p> <p data-bbox="1541 1069 2107 1123">Begin to notice and talk about different places around the world.</p>

KS1 and KS2	TOPIC 1	TOPIC 2	TOPIC 3
Y1	<p><b>Childhood + Funny faces</b> Local area</p>  <p><b>Key Skills</b> <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><b>Our Wonderful World</b> (Essential skills and knowledge)</p>  <p><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><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><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</p> <p><u>Place knowledge</u> Know the features of different settlements</p>	<p><b>Bright Light, Big City + Taxi</b> Countries and capital cities of the UK – focus on London and England</p>  <p><b>Key Skills</b> <u>Locational knowledge</u> Name and locate the capital city of England</p> <p><u>Geographical skills and fieldwork</u> Use maps to identify the UK countries –identify how they are connected.</p> <p>Use simple positional and directional language to explore London landmarks and devise routes (including simple compass points)</p> <p>Use aerial plans to identify landmarks and physical and human features in cities (inc landmarks).</p> <p>Discuss characteristics of a settlement – a city Use fieldwork to identify characteristics of the local community</p> <p><u>Human and physical geography</u> Identify the weather associated with seasons</p> <p><u>Place knowledge</u> Similarities and differences between two small areas (UK and non European country) Compare differences in the settlement</p>	<p><b>School Days + Street View</b> School Grounds and area local to school Fieldwork</p>  <p><b>Key skills</b> <u>Geographical skills and fieldwork</u> Use a simple picture map. Create a simple map of the local area</p> <p><u>Human and physical geography</u> Identify and discuss characteristics of a settlement – the school grounds (fieldwork)</p> <p><u>Breadth</u> Recognise changes on maps of the local area from Victorian times</p>

Y2

### 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.

### 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.

### 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

### 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

### 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**

### 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

### Emperor 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

## Invasion

Use Maps.  
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 9<sup>th</sup> 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.

### Interconnected World (Essential knowledge and skills)



#### Geographical skills and fieldwork

Know and use the cardinal and intercardinal compass points.  
Use 4 figure grid references  
Use 6 figure grid references  
Use maps and atlases  
Fieldwork Enquiry – does our location have good transport links?

#### Locational knowledge – The World

Use maps 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

## 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, coasts and rivers of the UK  
Find the world's most impressive mountains  
Locate significant hills and or mountains in the UK.

#### Place Knowledge

Describe 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- US

#### 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 vegetation zones- country or continent  
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.

	<p>Identify significant physical features of the UK</p> <p><u>Human and physical geography</u> 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</p> <p><u>Place knowledge</u> Describe and compare physical features of the US. Describe and compare the physical features of 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.</p> <p><u>Sustainability</u> Describe how natural resources can be used to create renewable energy.</p>		
<p><b>Y5</b></p>	<p><b>Firedamp and Davy Lamp</b></p> <p><b>Coal mining locations in the UK</b></p>  <p><b>Key Skills</b> <u>Locational knowledge</u> Describe the location of UK mines in relation to other places / features.</p> <p><u>Geographical skills</u> 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.</p> <p><b>Investigating Our World</b> (Essential knowledge and skills)</p>  <p><u>Geographical skills</u></p>	<p><b>Sow, grow and farm + Eat the Seasons</b> Land use in the UK. Allotments. Farming in the UK. Maps.</p>  <p><b>Key Skills</b> <u>Locational knowledge</u> 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</p> <p><u>Geographical skills and fieldwork</u> Use compass points and grid references to interpret maps, including Ordnance Survey maps - Locate farms</p> <p>Use maps, contour lines and features to explain the suitability of locations for farming.</p> <p><u>Place knowledge</u></p>	<p><b>Ground breaking Greeks</b></p> <p><b>Discovering where Greece is and compare places</b></p>  <p><b>Key Skills</b> <u>Locational Knowledge</u> Identify the location and explain the function of the Prime Meridian and different time zones.</p> <p><b>Investigation</b> Analyse and compare a place, or places, using aerial photographs, atlases and maps- modern Greece Vs Ancient Greece.</p>

Use ordnance survey maps with accuracy to identify features of the local environment.  
Understand what contour lines teach us.  
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?

Locational knowledge

Understand the Prime Meridian including time zones  
Know the climate zones including biomes

Human and Physical geography

Identify land use  
Describe the location, use and purpose of motorways  
Describe how settlements change as they get bigger

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.

**Y6**

## **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.

## **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

## **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.