



Geography curriculum coverage overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>						
Name of topic:	<b>Where is my school? (Our School)</b>	<b>How has my local area changed? (Local Area)</b>			<b>How is Australia different from the UK? (Australia)</b>	
Curriculum objective/s:	<p>Location Knowledge: 1. name and locate the world's seven continents and five oceans</p> <p>Place knowledge: 1. 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>Human and Physical geography: 2. use basic geographical vocabulary to refer to: key physical features and key human features.</p>	<p>Location Knowledge: 1. name and locate the world's seven continents and five oceans</p> <p>Place knowledge: 1. 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>Human and Physical geography: 2. use basic geographical vocabulary to refer to: key physical features and key human features.</p>			<p>Location Knowledge: 1. name and locate the world's seven continents and five oceans 2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge: 1. 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>Human and Physical geography: 2. use basic geographical vocabulary to refer to: key physical features and key human features.</p>	
Curriculum skills:	<p>Geographical skills and fieldwork: 1. 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 2. use simple compass directions (North, South, East and West) and locational and directional language 3. to describe the location of features and routes on a map</p>	<p>Geographical skills and fieldwork: 1. 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 2. use simple compass directions (North, South, East and West) and locational and directional language</p>			<p>Geographical skills and fieldwork: 1. 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 2. use simple compass directions (North, South, East and West) and locational and directional language</p>	



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	<p>Geography</p> <p>4. 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>5. 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>3. to describe the location of features and routes on a map Geography</p> <p>4. 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>5. 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>3. to describe the location of features and routes on a map Geography</p> <p>4. 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>5. 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>	
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Year 2						
Name of topic:	What makes the UK? (The UK)		What is the weather like? (Weather Patterns & the Climate)	What differences can we find between hot and cold places? (Map Skills)		
Curriculum objective/s:	<p>Location Knowledge:</p> <ol style="list-style-type: none"> <li>1. name and locate the world's seven continents and five oceans</li> </ol> <p>Place knowledge:</p> <ol style="list-style-type: none"> <li>1. 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</li> </ol> <p>Human and Physical geography:</p> <ol style="list-style-type: none"> <li>2. use basic geographical vocabulary to refer to: key physical features and key human features.</li> </ol>		<p>Location Knowledge:</p> <ol style="list-style-type: none"> <li>1. name and locate the world's seven continents and five oceans</li> <li>2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ol> <p>Place knowledge:</p> <ol style="list-style-type: none"> <li>1. 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</li> </ol> <p>Human and Physical geography:</p> <ol style="list-style-type: none"> <li>1. 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</li> </ol>	<p>Location Knowledge:</p> <ol style="list-style-type: none"> <li>1. name and locate the world's seven continents and five oceans</li> </ol> <p>Place knowledge:</p> <ol style="list-style-type: none"> <li>1. 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</li> </ol> <p>Human and Physical geography:</p> <ol style="list-style-type: none"> <li>1. 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</li> <li>2. use basic geographical vocabulary to refer to: key physical features and key human features.</li> </ol>		
Curriculum skills:	<p>Geographical skills and fieldwork:</p> <ol style="list-style-type: none"> <li>1. 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</li> <li>2. use simple compass directions (North, South, East and West) and locational and directional language</li> <li>3. to describe the location of</li> </ol>		<p>Geographical skills and fieldwork:</p> <ol style="list-style-type: none"> <li>1. 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</li> <li>2. use simple compass directions (North, South, East and West) and locational and directional language</li> <li>3. to describe the location of</li> </ol>	<p>Geographical skills and fieldwork:</p> <ol style="list-style-type: none"> <li>1. 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</li> <li>2. use simple compass directions (North, South, East and West) and locational and directional</li> </ol>		



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	<p>features and routes on a map Geography 4. 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 5. 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>features and routes on a map Geography 4. 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 5. 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>language 3. to describe the location of features and routes on a map Geography 4. 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 5. 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>		
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Year 3						
Name of topic:		What is a lake? (Lakes)	How do the Great Lakes impact NE USA? (Lakes)	What effect does a volcano have on the local environment? (Volcanoes)		
Curriculum objective/s:		<p>Location knowledge: 1. 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>Human and physical geography: 1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 1b. 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>Place Knowledge: 1. 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</p>	<p>Location knowledge: 1. 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>Human and physical geography: 1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 1b. 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>Place Knowledge: 1. 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</p>	<p>Human and physical geography: 1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		



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Curriculum skills:		<p>Geographical skills and fieldwork:</p> <ol style="list-style-type: none"> <li>1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>2. 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</li> </ol>	<p>Geographical skills and fieldwork:</p> <ol style="list-style-type: none"> <li>1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>2. 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 .</li> </ol>	<p>Geographical skills and fieldwork:</p> <ol style="list-style-type: none"> <li>1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ol>		



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Year 4						
Name of topic:	How did the Victorians used to live? (Local Area)	How did the Victorians used to live? (Local Area)	How id Italy different from the UK? (Italy)			
Curriculum objective/s:	Place Knowledge 1. 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	Place Knowledge 1. 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	Location knowledge: 1. 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  Place knowledge: 1. 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  Human and physical geography: 1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 1b. 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			
Curriculum skills:	Geographical skills and fieldwork 1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills and fieldwork 1. use maps, atlases, globes and digital/computer mapping to locate countries and	Geographical skills and fieldwork: 1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			



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	<p>2. 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>3. 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>describe features studied</p> <p>2. 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>3. 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>				
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Geography curriculum coverage overview

Year 5						
Name of topic:				What is the importance of the Amazon? (The Amazon)	What is the importance of the Amazon? (The Amazon)	What is the journey of a river? (Rivers)
Curriculum objective/s:				<p>Location knowledge: 2. 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>Place knowledge: 1. 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</p> <p>Human and physical geography: 1b. 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>Location knowledge: 2. 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>Place knowledge: 1. 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</p> <p>Human and physical geography: 1b. 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>Location knowledge: 2. 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>Place knowledge: 1. 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</p>
Curriculum skills:				Geographical skills and	Geographical skills and	Geographical skills and



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				<p>fieldwork: 2. 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 3. 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>fieldwork: 2. 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 3. 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>fieldwork: 1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2. 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>
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Geography curriculum coverage overview

Year 6						
Name of topic:	What are coasts and why are they all different? (Coasts)	Why are the Poles so cold and how do they support life? (The Arctic and Antarctic)				Are all mountains the same? (Mountains)
Curriculum objective/s:	<p>Location knowledge: 2. 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>Human and physical geography: 1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Location knowledge: 3. 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>Human and physical geography: 1a: Physical geography, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>				<p>Location knowledge: 2. 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>Human and physical geography: 1a. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
Curriculum skills:	<p>Geographical skills and fieldwork: 1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2. 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 3. use fieldwork to observe, measure, record and present the human and physical</p>	<p>Location knowledge: 3. 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>Geographical skills and fieldwork: 1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2. 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>

# Ashton West End Primary Academy



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	features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.					3. 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.
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