

# Geography Curriculum

## Rationale

Our geography curriculum is designed to inspire curiosity and fascination about the world and its people, equipping pupils with the knowledge and skills to understand their place within it. Rooted in the principles of Local → National → Global, the curriculum ensures that pupils build knowledge progressively, starting from their immediate environment and expanding to a global scale.

Geography is taught through a balance of physical and human processes, enabling pupils to understand how the Earth works and how people interact with it. Key disciplinary threads—place, climate, interdependence, environment and scale—run coherently throughout the curriculum, ensuring that learning is connected and deepened over time.

The curriculum is carefully sequenced so that:

- Pupils first develop a sense of place and belonging (EYFS–KS1)
- Then explore wider regions and processes (Lower KS2)
- Before analysing global systems and sustainability challenges (Upper KS2)

A strong emphasis is placed on vocabulary development, enquiry-based learning, and fieldwork, enabling pupils to think and reason as geographers. By revisiting key concepts such as climate, settlement, and interdependence in increasingly complex contexts, pupils build secure, transferable knowledge.

The curriculum also prepares pupils to understand and engage with contemporary global issues, including:

- Environmental change
- Sustainability
- Global inequality
- Climate change

By the end of Year 6, pupils are equipped not only with geographical knowledge, but also with the critical thinking skills needed to interpret the world around them and make informed decisions as responsible global citizens.

## Curriculum Design

The geography curriculum is structured progressively from EYFS to Year 6:

- EYFS: Focus on immediate environment, seasons, and early observational skills
- KS1: Local area, UK knowledge, and simple comparisons (including non-European study)
- Lower KS2: Introduction to physical processes, settlement, and global connections
- Upper KS2: Complex systems (climate, biomes), global comparisons, and sustainability

Each year group is guided by a big enquiry question, which drives learning and provides purpose. These enquiries promote curiosity, critical thinking, and deeper understanding.

### Key Curriculum Threads

The curriculum is underpinned by four golden threads:

Climate Understanding: Progresses from weather and seasons to climate zones, biomes, and climate change

Place & Comparison: Moves from local studies to global comparisons (e.g. UK → Jamaica → Mediterranean → USA → rainforests)

Interdependence: Develops understanding of how people, environments, and economies are connected

Geographical Skills: Builds from simple maps to advanced fieldwork, data analysis, and digital mapping

The impact of the Geography curriculum is seen in pupils who:

- Have a secure understanding of key geographical concepts and processes
- Can confidently use maps, atlases, and data
- Are able to compare places and explain differences
- Understand global issues, including sustainability and climate change
- Can ask and answer geographical questions with increasing independence

## Inclusion

At Pensby Primary School, we ensure an inclusive approach to teaching by providing high-quality, accessible learning for all pupils, regardless of ability, background or need. We adapt teaching through appropriate scaffolding, differentiation and targeted support so that every child can access the curriculum and achieve success. Adaptive teaching strategies include: collaborative learning and peer support, assessment for learning strategies such as exit tickets, targeted questioning and 'no hands up', visual aids, hands-on materials, and clear instructions where needed.

Our inclusive practice is underpinned by our school values of being Respectful, Resilient, Kind, Curious, Collaborative, and Ready to Learn. We promote a culture where all pupils are respected and valued, encouraged to show kindness to others, and supported to be resilient when faced with challenge. Pupils are encouraged to be curious learners who ask questions, work collaboratively with others, and approach learning with a positive "ready to learn" attitude. Through these values, we ensure that every child feels a strong sense of belonging and is able to participate fully, make progress, and achieve their potential.

### Teaching Approaches

Geography is delivered through high-quality, engaging lessons that include:

**Enquiry-based learning:** Each unit is framed around key questions that encourage investigation and reasoning

**Explicit vocabulary instruction:** Geographical vocabulary is taught, revisited, and applied in context

**Use of maps and atlases:** Pupils progressively develop spatial awareness and locational knowledge

**Fieldwork opportunities:** Regular opportunities for observing, measuring, recording, and presenting geographical data

**Use of data and technology:** Including graphs, digital mapping, and interpretation of real-world data

**Comparative studies:** Pupils regularly compare different places to deepen understanding of similarities and differences

### Progression of Knowledge and Skills

Knowledge and skills are carefully sequenced to ensure progression:

#### **Knowledge progression:**

From identifying features → explaining processes → analysing patterns → evaluating impact

#### **Skills progression:**

From basic observation and simple maps → to grid references, data analysis, and independent enquiry

#### **Fieldwork Progression:**

Fieldwork develops from guided exploration of familiar spaces to independent, enquiry-led investigations with data collection, analysis, and presentation.

- Stage 1: Describing local features (EYFS – Year 1)
- Stage 2: Structured fieldwork (Year 2 – Year 3)
- Stage 3: Data collection & interpretation (Year 4 – Year 5)
- Stage 4: Independent enquiry & presentation (Year 6)

## Key Concepts:

EYFS-Place and Environment

Year 1-Place, Scale, Physical Processes

Year 2-Climate, Comparison, Place

Year 3-Physical Processes, Settlement, Interdependence

Year 4-Climate, Physical Systems, Spatial Awareness

Year 5-Climate Systems, Globalisation, Human Impact

Year 6-Interdependence, Environment and Sustainability,

# Geography at Pensby Primary School

## Skills:

EYFS-Observation, Describing Surroundings, Simple Vocabulary

Year 1-Simple Maps and Symbols, Directional Language

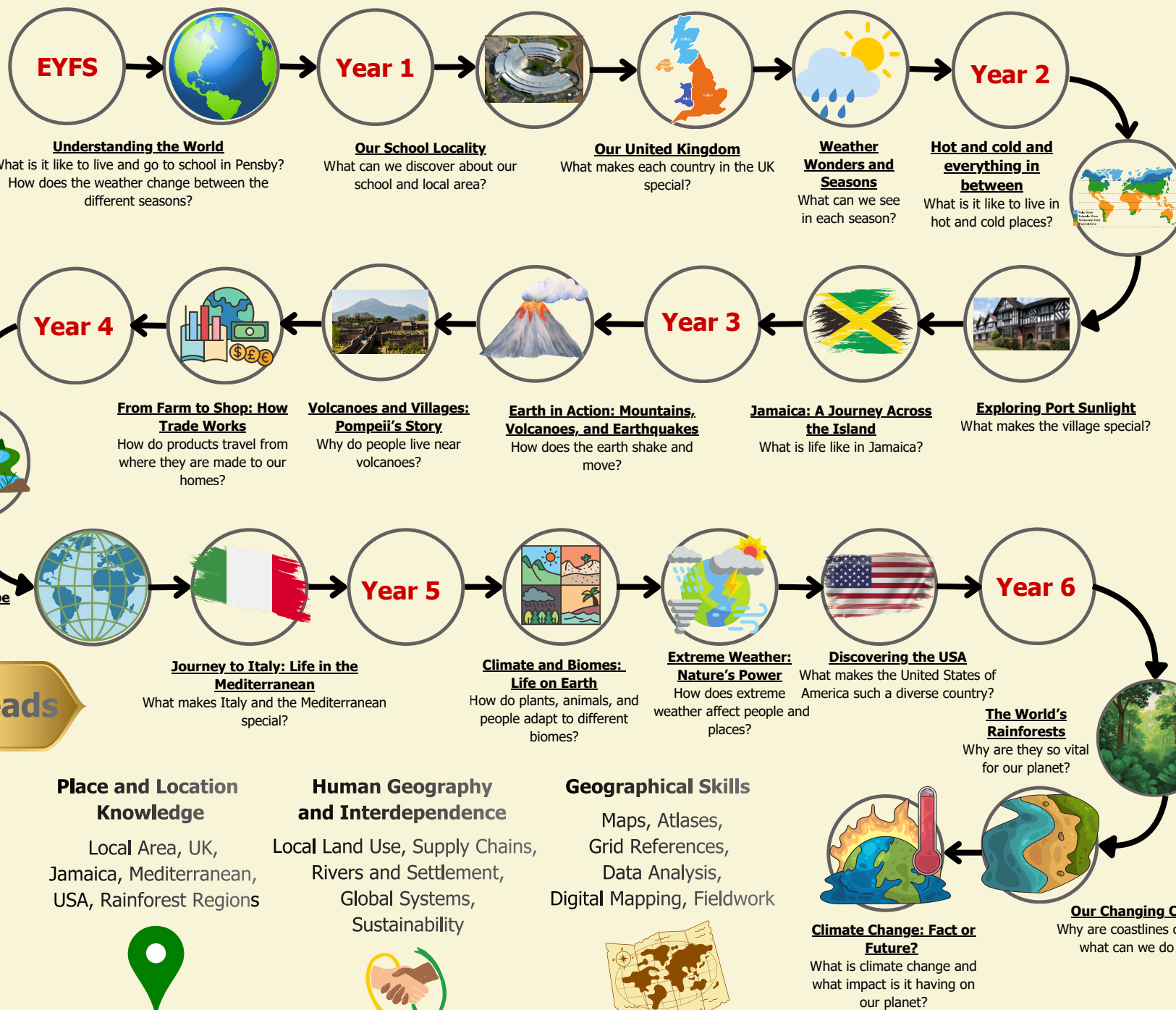
Year 2-Atlases, Identifying Continents and Oceans, Simple Data Use

Year 3- Four-figure Grid References, Map Sketching, Fieldwork Recording

Year 4-Atlas Skills, Data Collection, Map Co-ordinates

Year 5-Data Interpretation, Graphs, Digital Mapping

Year 6-Advanced Fieldwork, Analysing Patterns, Presenting Findings



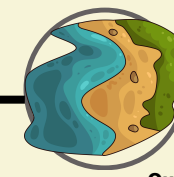
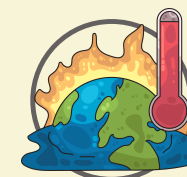
## Golden Threads

**Climate Understanding**  
Weather, Climate Zones, Global Climate, Biomes, Climate Change

**Place and Location Knowledge**  
Local Area, UK, Jamaica, Mediterranean, USA, Rainforest Regions

**Human Geography and Interdependence**  
Local Land Use, Supply Chains, Rivers and Settlement, Global Systems, Sustainability

**Geographical Skills**  
Maps, Atlases, Grid References, Data Analysis, Digital Mapping, Fieldwork



## EYFS & KS1 Geography Endpoints

| EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 1                                                                                                                                                                                                                 | Year 2                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Me and My World</b>                                                                                                                                                                                                                                                                                                                                                            | <b>Our School Locality</b>                                                                                                          | <b>Hot and Cold and Everything in Between</b>                                                                                                                       |
| <p>By the end of the autumn term, children will be able to explore and describe the outdoor environment using their senses, noticing seasonal changes and talking about what they see, hear and feel. They will begin to recognise and name some plants and animals, observe changes in the weather, and ask questions about the world around them using simple scientific vocabulary.</p>                                                                         | <p>Pupils can identify and describe familiar places in their local area, explain a simple journey, recognise key physical and human features, and create a basic map using simple symbols and directional language</p> | <p>Pupils can identify and locate hot and cold regions of the world, understand the role of the equator and poles, describe how climate affects animals and environments, and compare different climate zones using simple geographical vocabulary</p> |
| <b>Change and Growth</b>                                                                                                                                                                                                                                                                                                                                                          | <b>Our United Kingdom</b>                                                                                                           | <b>Exploring Port Sunlight</b>                                                                                                                                      |
| <p>By the end of the spring term, children in Nursery will be able to notice and talk about simple changes in the world around them, such as growth, weather and materials, and explore these changes through hands-on sensory experiences</p>                                                                                                                                                                                                                     | <p>Pupils can describe features of their local area, name and locate the four countries of the UK, explain basic weather patterns, and use simple maps and directional language to understand their surroundings</p>   | <p>Pupils can describe and identify different types of land use in their local area, observe and explain how it has changed over time, collect and present simple fieldwork data, and use geographical vocabulary to discuss their findings</p>        |
| <b>Exploring Beyond</b>                                                                                                                                                                                                                                                                                                                                                         | <b>Weather Wonders and Seasons</b>                                                                                                | <b>Jamaica: A Journey across the Island</b>                                                                                                                       |
| <p>By the end of Reception, children will be able to explore, observe and describe the natural world around them using their senses. They will notice and talk about changes in seasons, weather, living things and their environments, and begin to recognise different habitats and natural processes. Children will ask questions, investigate their ideas and use their observations to explain what they have discovered in simple and developing detail.</p> | <p>Pupils can describe daily weather, name and recognise the four seasons, explain how seasons affect the environment and daily life, and compare seasonal changes using simple geographical vocabulary</p>            | <p>Pupils can locate Jamaica on a map, describe its climate and environment, compare it with the UK, and identify similarities and differences in daily life using simple geographical vocabulary</p>                                                  |
| <b>Fieldwork</b><br>School walk: identify house types, roads, key landmarks                                                                                                                                                                                                                                                                                                                                                                                        | <b>Fieldwork</b><br>Simple route mapping: "from classroom to playground"                                                                                                                                               | <b>Fieldwork</b><br>Local area walk (extended radius): Land use survey (housing, shops, green space) and tally transport types                                                                                                                         |

## KS2 Geography Endpoints

| Year 3                                                                                                                                                                                                                                                    | Year 4                                                                                                                                                                                                     | Year 5                                                                                                                                                                                                                     | Year 6                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Earth in Action: Mountains, Volcanoes and Earthquakes</b>                                                                                                             | <b>Rivers: From Source to Sea</b>                                                                                        | <b>Climate and Biomes: Life on Earth</b>                                                                                                | <b>The World's Rainforests</b>                                                                      |
| <p>Pupils can describe how volcanoes and earthquakes are formed by explaining the movement of Earth's plates and the layers of the Earth</p>                                                                                                              | <p>Pupils can explain how rivers change as they travel from the source to the mouth, including processes like erosion, transport and deposition, and understand how flooding can occur and be measured</p> | <p>Pupils can explain how Earth's climate systems work and how different biomes are formed and distributed around the world, using maps, graphs and data to compare environments such as tundra, desert and rainforest</p> | <p>Pupils can locate rainforest regions, understand their layered structure and biodiversity, and explain how deforestation affects both local environments and the global climate</p> |
| <b>Volcanoes and Villages: Pompeii's Story</b>                                                                                                                           | <b>Exploring Climate Around the Globe</b>                                                                                | <b>Extreme Weather: Nature's Power</b>                                                                                                  | <b>Our Changing Coastlines</b>                                                                      |
| <p>Pupils can explain the advantages and disadvantages of living near volcanoes, including hazards like eruptions and benefits such as fertile soil, enabling children to make a simple decision about whether people should stay or leave such areas</p> | <p>Pupils can use maps, atlases and data to understand how climate changes with distance from the equator, and compare different climate zones and the environments and biomes found within them</p>       | <p>Pupils understand the causes and impacts of extreme weather events such as hurricanes, floods and droughts, linking them to climate systems and climate change through case studies and impact analysis</p>             | <p>Pupils explain how coastal landscapes are shaped over time through processes like erosion and deposition, using models and data to describe how coastlines change and evolve</p>    |
| <b>From Farm to Shop: How Trade Works</b>                                                                                                                              | <b>Journey to Italy: Life in the Mediterranean</b>                                                                    | <b>Discovering the USA</b>                                                                                                            | <b>Climate Change: Fact or Future?</b>                                                            |
| <p>Pupils can understand what trade is, including how goods like chocolate or bananas move through supply chains, and how countries are connected through imports and exports around the world</p>                                                        | <p>Pupils can locate the Mediterranean region, understand its climate and economy, and compare life and tourism there with the UK using geographical knowledge and case studies</p>                        | <p>Pupils can locate the USA and compare its physical and human geography with the UK, using maps and data to explain population, economy and regional differences</p>                                                     | <p>Pupils investigate evidence for climate change, understand its causes and global impacts, and explore sustainability solutions through enquiry and local action projects</p>        |
| <b>Fieldwork</b><br>Food packaging audit (classroom fieldwork): where food comes from (food miles map)                                                                                                                                                    | <b>Fieldwork</b><br>Local river study                                                                                                                                                                      | <b>Fieldwork</b><br>Data-based investigation using maps + GIS-style comparison                                                                                                                                             | <b>Fieldwork</b><br>Coastal visit: cliff/shoreline erosion observation and sediment size analysis                                                                                      |

## Assessment

Assessment is embedded throughout teaching:

- Formative assessment: Questioning, discussion, low-stakes quizzes, and retrieval practice
- Summative assessment: End-of-unit tasks linked to the big enquiry question
- Use of outcomes: Pupils demonstrate understanding through written work, presentations, debates, and projects

Teachers assess against clearly defined endpoints to ensure pupils are meeting expected standards. Our staff use ongoing assessment to identify and respond to individual learning needs, including those of pupils with SEND.

## Thinking Like a Geographer

Stem sentences are an effective assessment tool. In earlier stages, they guide pupils to describe and identify simple geographical features, while in later stages they prompt explanation, comparison, and evaluation of more complex processes and interconnections. This gradual increase enables teachers to assess how pupils move from basic knowledge to deeper understanding and critical thinking, providing clear evidence of progression over time.

|                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>Describing Place-KS1</b><br/>This place is in...<br/>It is near...<br/>It is next to...<br/>It is far from...</p>                                                              |  <p><b>Describing Place-KS2</b><br/>This place is located...<br/>The key features of this place are...<br/>This environment is characterised by...<br/>The climate in this region is...</p>    |  <p><b>Locational Knowledge-KS1</b><br/>This place is in...<br/>It is near...<br/>It is next to...<br/>It is far from...</p>                                            |  <p><b>Locational Knowledge-KS2</b><br/>This region is located in...<br/>It lies to the north/south/east/west of...<br/>It is significant due to its location...<br/>It is connected to...</p> |
|  <p><b>Physical Geography-KS1</b><br/>There is a...<br/>The land is...<br/>This happens when...<br/>The weather is...</p>                                                             |  <p><b>Physical Geography-KS2</b><br/>This landscape has been shaped by...<br/>The main physical processes involved are...<br/>This occurs when...<br/>Over time, this changes because...</p>  |  <p><b>Human Geography-KS1</b><br/>People live here because...<br/>There are...<br/>People use this place for...<br/>People travel by...</p>                            |  <p><b>Human Geography-KS2</b><br/>This settlement developed because...<br/>Land is used for...<br/>The population is distributed...<br/>Human activity has impacted this area by...</p>       |
|  <p><b>Change Over Time-KS1</b><br/>This place used to be...<br/>Now it is...<br/>It changed because...</p>                                                                           |  <p><b>Change Over Time-KS2</b><br/>Over time, this place has changed due to...<br/>A significant change is...<br/>This development has resulted in...</p>                                     |  <p><b>Cause and Effect-KS1</b><br/>This happens because...<br/>This makes...<br/>Because of this...<br/>This means...</p>                                              |  <p><b>Cause and Effect-KS2</b><br/>This occurs because...<br/>One contributing factor is...<br/>This leads to...<br/>As a result...</p>                                                       |
|  <p><b>Interconnections-KS1</b><br/>This is like...<br/>This is different from...<br/>This is the same as...<br/>This is connected to...</p>                                        |  <p><b>Interconnections-KS2</b><br/>This is linked to...<br/>There is a relationship between... and...<br/>This demonstrates how... are connected<br/>This has wider consequences for...</p> |  <p><b>Data and Evidence-KS1</b><br/>I can see...<br/>I noticed...<br/>I found...<br/>The most common thing was...</p>                                                |  <p><b>Data Evidence-KS2</b><br/>The data suggests that...<br/>From the evidence, it can be inferred that...<br/>A clear pattern is...<br/>This indicates that...</p>                        |
|  <p><b>Fieldwork-KS1</b><br/>I can see...<br/>I noticed...<br/>This was different because...<br/>I found...</p>                                                                     |  <p><b>Fieldwork-KS2</b><br/>The data I collected shows...<br/>A pattern I observed was...<br/>This may be explained by...<br/>There were anomalies such as...</p>                           |  <p><b>Comparisons-KS1</b><br/>This is the same as...<br/>This is different because...<br/>One thing that is the same is...<br/>One thing that is different is...</p> |  <p><b>Comparisons-KS2</b><br/>This place is similar to... because...<br/>In contrast to..., this area...<br/>A key difference is...<br/>A significant similarity is...</p>                  |
|  <p><b>Evaluation and Judgement-KS1</b><br/>I like this place because...<br/>I think this is good because...<br/>I do not like this because...<br/>This is important because...</p> |  <p><b>Evaluation and Judgement-KS2</b><br/>This is significant because...<br/>The advantages of this are...<br/>However, a disadvantage is...<br/>Overall, I think... because...</p>        |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                   |

## EYFS & KS1 Geography Long Term Planning Autumn Term

|                              | <b>EYFS</b>                                                                                                                                                                                                                                                                                        | <b>Year 1</b>                                                                                                                                                                                                     | <b>Year 2</b>                                                                                                                                                                                                                                                                          |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit of work                 | Me and My World                                                                                                                                                                                                                                                                                                                                                                     | Our School Locality                                                                                                                                                                                                                                                                                  | Hot and Cold and Everything In Between                                                                                                                                                                                                                                                                                                                                    |
| National Curriculum Coverage | Linked to the Early Years Foundation Stage Framework- Understanding of the World                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Locational knowledge: UK &amp; local area</li> <li>Human &amp; physical geography: basic features (house, road, school)</li> <li>Geographical skills: simple maps, aerial views, fieldwork</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Locational knowledge: Equator, North/South Poles</li> <li>Human &amp; physical geography: climate patterns (hot/cold areas)</li> <li>Place knowledge: comparison of environments</li> <li>Geographical understanding: adaptation of animals</li> </ul>                                                                             |
| Learning Objectives          | <ul style="list-style-type: none"> <li>I can explore the outdoor environment.</li> <li>I can talk about what I can see, hear and feel outside.</li> <li>I can notice changes in the weather.</li> <li>I can identify some plants and animals.</li> <li>I can ask questions about the world around me.</li> <li>I can use simple words to describe what I observe.</li> </ul>        | <ul style="list-style-type: none"> <li>I can talk about my home and school and draw familiar places.</li> <li>I can describe my journey to school using simple steps.</li> <li>I can spot and name features in my local area.</li> <li>I can create a simple map of my classroom or area.</li> </ul> | <ul style="list-style-type: none"> <li>I can describe hot and cold places on Earth.</li> <li>I can find the Equator and the Poles on a globe.</li> <li>I can label climate zones on a map.</li> <li>I can describe how animals adapt to different climates.</li> <li>I can compare two different climates.</li> <li>I can create a poster about climate zones.</li> </ul> |
| Key Vocabulary               | home, house, school, near, far, road, building, map                                                                                                                                                                                                                                                                                                                                 | home, school, map, near, far, journey, route, building, road, features                                                                                                                                                                                                                               | climate, Equator, North Pole, South Pole, hot, cold, habitat, adapt, environment                                                                                                                                                                                                                                                                                          |
| Endpoint                     | By the end of the autumn term, children will be able to explore and describe the outdoor environment using their senses, noticing seasonal changes and talking about what they see, hear and feel. They will begin to recognise and name some plants and animals, observe changes in the weather, and ask questions about the world around them using simple scientific vocabulary. | Pupils can identify and describe familiar places in their local area, explain a simple journey, recognise key physical and human features, and create a basic map using simple symbols and directional language                                                                                      | Pupils can identify and locate hot and cold regions of the world, understand the role of the equator and poles, describe how climate affects animals and environments, and compare different climate zones using simple geographical vocabulary                                                                                                                           |

## Geography Long Term Planning Autumn Term

|                                     | <b>Year 3</b>                                                                                                                                                                                                                                                                                                                                                                      | <b>Year 4</b>                                                                                                                                                                                                                                                                              | <b>Year 5</b>                                                                                                                                                                                                                                   | <b>Year 6</b>                                                                                                                                                                                                                                                                                                |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit of work</b>                 | <b>Earth in Action: Mountains, Volcanoes and Earthquakes</b>                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Rivers: From Source to Sea</b>                                                                                                                                                                                                                                                                                                                                             | <b>Climate and Biomes: Life on Earth</b>                                                                                                                                                                                                                                                                                           | <b>The World's Rainforests</b>                                                                                                                                                                                                                                                                                                                                                                  |
| <b>National Curriculum Coverage</b> | <ul style="list-style-type: none"> <li>Physical geography: earth processes (mountains, volcanoes, earthquakes)</li> <li>Geographical understanding: natural hazards and change over time</li> <li>Locational knowledge: global distribution of tectonic activity</li> </ul>                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Physical geography: rivers and water cycle</li> <li>Geographical processes: erosion, transport, deposition</li> <li>Fieldwork: data collection and presentation</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>Physical geography: climate systems and biomes</li> <li>Locational knowledge: global vegetation zones</li> <li>Geographical understanding: interconnections of climate and ecosystems</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>Physical geography: ecosystems and biomes</li> <li>Human geography: deforestation and land use</li> <li>Geographical understanding: global environmental change</li> </ul>                                                                                                                                                                               |
| <b>Learning Objectives</b>          | <ul style="list-style-type: none"> <li>I can name and locate the four highest peaks of the UK.</li> <li>I can describe the layers of the Earth.</li> <li>I can explain how tectonic plates move.</li> <li>I can explain how volcanoes and mountains are formed.</li> <li>I can describe what causes earthquakes.</li> <li>I can describe the effects of a volcanic eruption or an earthquake.</li> <li>I can explain a case study of a natural disaster.</li> </ul> | <ul style="list-style-type: none"> <li>I can describe the water cycle.</li> <li>I can explain the journey of a river.</li> <li>I can describe erosion, transport and deposition.</li> <li>I can explain why rivers flood.</li> <li>I can collect data from fieldwork.</li> <li>I can present data about rivers.</li> <li>I can explain how rivers change the land.</li> </ul> | <ul style="list-style-type: none"> <li>I can describe how the climate system works.</li> <li>I can locate different biomes on a map.</li> <li>I can describe vegetation belts.</li> <li>I can interpret climate graphs.</li> <li>I can compare different biomes.</li> <li>I can explain how climate affects ecosystems.</li> </ul> | <ul style="list-style-type: none"> <li>I can locate rainforests on a map.</li> <li>I can describe layers of the rainforest.</li> <li>I can explain why rainforests are important for biodiversity.</li> <li>I can describe the causes of deforestation.</li> <li>I can explain the global impact of deforestation.</li> <li>I can take part in a debate about rainforest protection.</li> </ul> |
| <b>Key Vocabulary</b>               | mountain, volcano, earthquake, magma, lava, crust, mantle, core, plate, tectonic, eruption, hazard                                                                                                                                                                                                                                                                                                                                                                  | river, source, mouth, erosion, deposition, transport, meander, flood, water cycle, evaporation, condensation, precipitation                                                                                                                                                                                                                                                   | climate, biome, ecosystem, vegetation, rainforest, desert, tundra, grassland, climate system, precipitation, temperature                                                                                                                                                                                                           | rainforest, canopy, understory, emergent layer, biodiversity, deforestation, habitat, ecosystem, species, conservation                                                                                                                                                                                                                                                                          |
| <b>Endpoint</b>                     | Pupils can describe how mountains, volcanoes and earthquakes are formed by explaining the movement of Earth's plates and the layers of the Earth                                                                                                                                                                                                                                                                                                                    | Pupils can explain how rivers change as they travel from the source to the mouth, including processes like erosion, transport and deposition, and understand how flooding can occur and be measured                                                                                                                                                                           | Pupils can explain how Earth's climate systems work and how different biomes are formed and distributed around the world, using maps, graphs and data to compare environments such as tundra, desert and rainforest                                                                                                                | Pupils can locate rainforest regions, understand their layered structure and biodiversity, and explain how deforestation affects both local environments and the global climate                                                                                                                                                                                                                 |

## EYFS & KS1 Geography Long Term Planning Spring Term

|                                      | <b>EYFS</b>                                                                                                                                                                                                                                                                                                                                          | <b>Year 1</b>                                                                                                                                                                 | <b>Year 2</b>                                                                                                                                                                                                                                                                    |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit of work                         | Change and Growth                                                                                                                                                                                                                                                                                                                                                                                                                     | Our United Kingdom                                                                                                                                                                                                                                               | Exploring Port Sunlight                                                                                                                                                                                                                                                                                                                                             |
| National Curriculum Coverage         | Linked to the Early Years Foundation Stage Framework- Understanding of the World                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Locational knowledge: UK countries and capital cities</li> <li>• Place knowledge: understanding the UK as a region</li> <li>• Map skills: atlas and globe use</li> </ul>                                                | <ul style="list-style-type: none"> <li>• Geographical skills &amp; fieldwork: local area investigation</li> <li>• Human geography: land use, transport, buildings</li> <li>• Change over time (early understanding of environmental change)</li> </ul>                                                                                                              |
| Learning Objectives/Success Criteria | <ul style="list-style-type: none"> <li>• I can explore and talk about the natural world around me.</li> <li>• I can describe what I see in nature using new vocabulary.</li> <li>• I can observe changes in seasons and weather.</li> <li>• I can talk about the needs of plants and animals.</li> <li>• I can compare different environments.</li> <li>• I can use tools such as magnifiers or containers to investigate.</li> </ul> | <ul style="list-style-type: none"> <li>• I can find the UK on a globe or map.</li> <li>• I can name the countries of the UK.</li> <li>• I can match countries with their capitals and flags.</li> <li>• I can label the countries of the UK on a map.</li> </ul> | <ul style="list-style-type: none"> <li>• I can use a map to explore my local area.</li> <li>• I can describe different land uses.</li> <li>• I can compare how my area has changed over time.</li> <li>• I can collect data in my local area.</li> <li>• I can present my findings using charts.</li> <li>• I can explain how my local area has changed.</li> </ul> |
| Key Vocabulary                       | weather, sun, rain, cold, hot, spring, summer, autumn, winter                                                                                                                                                                                                                                                                                                                                                                         | country, United Kingdom, England, Scotland, Wales, Northern Ireland, capital, flag                                                                                                                                                                               | environment, land use, change, transport, building, map, survey, data                                                                                                                                                                                                                                                                                               |
| Endpoint                             | By the end of the spring term, children in Nursery will be able to notice and talk about simple changes in the world around them, such as growth, weather and materials, and explore these changes through hands-on sensory experiences                                                                                                                                                                                               | Pupils can describe features of their local area, name and locate the four countries of the UK, explain basic weather patterns, and use simple maps and directional language to understand their surroundings                                                    | Pupils can describe and identify different types of land use in their local area, observe and explain how it has changed over time, collect and present simple fieldwork data, and use geographical vocabulary to discuss their findings                                                                                                                            |

## KS2 Geography Long Term Planning Spring Term

**Year 3**



**Year 4**



**Year 5**



**Year 6**



**Unit of work**

**Volcanoes and Villages: Pompeii's Story**

**Exploring Climate Around the Globe**

**Extreme Weather: Nature's Power**

**Our Changing Coastlines**

**National Curriculum Coverage**

- Human geography: settlement and land use in hazardous areas
- Physical geography: volcanic activity impacts
- Geographical decision-making: risk vs benefit

- Locational knowledge: latitude, longitude, Tropics, Arctic/Antarctic
- Physical geography: climate zones and biomes
- Geographical skills: maps and interpretation

- Physical geography: weather and climate systems
- Human geography: impact of natural events on people
- Geographical skills: case study comparison

- Physical geography: coasts and erosion processes
- Geographical skills: fieldwork, observation, mapping
- Understanding change over time

**Learning Objectives/ Success Criteria**

- I can describe the risks of living near a volcano.
- I can explain some benefits of volcanic areas.
- I can use a case study to describe life near a volcano.
- I can explain whether people should live near volcanoes.

- I can use latitude and longitude.
- I can locate climate zones on a map.
- I can describe different biomes.
- I can interpret climate data.
- I can compare different regions.
- I can explain how climate varies around the world.

- I can describe different types of extreme weather.
- I can explain what causes extreme weather.
- I can describe a case study of extreme weather.
- I can compare different weather events.
- I can explain the impacts of extreme weather.
- I can explain how extreme weather affects people.

- I can describe coastal features.
- I can explain erosion processes.
- I can explain deposition processes.
- I can describe how coastlines change.
- I can collect and interpret fieldwork data.
- I can explain how coasts are shaped over time.

**Key Vocabulary**

risk, hazard, settlement, fertile, benefit, damage, eruption, safety, decision

latitude, longitude, Equator, Tropics, Arctic, Antarctic, climate zone, biome

extreme weather, hurricane, tornado, drought, flood, storm, climate change, impact, damage, risk

coastline, erosion, deposition, wave, cliff, beach, stack, arch, erosion, transportation, weathering

**Endpoint**

Pupils can explain the advantages and disadvantages of living near volcanoes, including hazards like eruptions and benefits such as fertile soil, and help children make a simple decision about whether people should stay or leave such areas

Pupils can use maps, atlases and data to understand how climate changes with distance from the equator, and compare different climate zones and the environments and biomes found within them

Pupils understand the causes and impacts of extreme weather events such as hurricanes, floods and droughts, linking them to climate systems and climate change through case studies and impact analysis

Pupils explain how coastal landscapes are shaped over time through processes like erosion and deposition, using models and data to describe how coastlines change and evolve

## EYFS & KS1 Geography Long Term Planning Summer Term

|                                             | <b>EYFS</b>                                                                                                                                                                                                                                                                                                                                                                                           | <b>Year 1</b>                                                                                                                                       | <b>Year 2</b>                                                                                                                                                                                                                                                                            |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit of work</b>                         | <b>Exploring Beyond</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Weather Wonders and Seasons</b>                                                                                                                                                                                                     | <b>Jamaica: A Journey Across the Island</b>                                                                                                                                                                                                                                                                                                                                 |
| <b>National Curriculum Coverage</b>         | Linked to the Early Years Foundation Stage Framework- Understanding of the World                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Human &amp; physical geography: daily and seasonal weather patterns</li> <li>Geographical skills: data collection (weather recording)</li> <li>Fieldwork: observation over time</li> </ul>      | <ul style="list-style-type: none"> <li>Place knowledge: UK vs non-European contrasting locality</li> <li>Human &amp; physical geography: climate, lifestyle, environment</li> <li>Geographical skills: compare places using evidence</li> </ul>                                                                                                                             |
| <b>Learning Objectives/Success Criteria</b> | <ul style="list-style-type: none"> <li>I can explore, observe and describe the natural world around me.</li> <li>I can explain changes that happen in seasons, weather and living things.</li> <li>I can talk about different habitats and environments.</li> <li>I can describe plants, animals and natural processes in more detail.</li> <li>I can ask questions and investigate to find out more.</li> <li>I can use my observations to explain what I have discovered.</li> </ul> | <ul style="list-style-type: none"> <li>I can describe different types of weather.</li> <li>I can use simple tools to measure weather.</li> <li>I can keep a weather diary.</li> <li>I can describe patterns in the weather.</li> </ul> | <ul style="list-style-type: none"> <li>I can locate Jamaica on a map.</li> <li>I can describe the climate in Jamaica.</li> <li>I can compare life in Jamaica and the UK.</li> <li>I can describe similarities and differences between places.</li> <li>I can organise ideas in a comparison table.</li> <li>I can write a comparison between Jamaica and the UK.</li> </ul> |
| <b>Key Vocabulary</b>                       | season, autumn, spring, summer, winter                                                                                                                                                                                                                                                                                                                                                                                                                                                 | weather, temperature, rain, wind, sun, cloud, season, change, record, observe                                                                                                                                                          | island, Caribbean, Jamaica, climate, compare, similar, different, culture, environment                                                                                                                                                                                                                                                                                      |
| <b>Endpoint</b>                             | By the end of Reception, children will be able to explore, observe and describe the natural world around them using their senses. They will notice and talk about changes in seasons, weather, living things and their environments, and begin to recognise different habitats and natural processes. Children will ask questions, investigate their ideas and use their observations to explain what they have discovered in simple and developing detail.                            | Pupils can describe daily weather, name and recognise the four seasons, explain how seasons affect the environment and daily life, and compare seasonal changes using simple geographical vocabulary                                   | Pupils can locate Jamaica on a map, describe its climate and environment, compare it with the UK, and identify similarities and differences in daily life using simple geographical vocabulary                                                                                                                                                                              |

## KS2 Geography Long Term Planning Summer Term

|                                       | <b>Year 3</b>                                                                                                                                                                                                                                     | <b>Year 4</b>                                                                                                                                                                                                                                                                                                   | <b>Year 5</b>                                                                                                                                                                                                                                                          | <b>Year 6</b>                                                                                                                                                                                                                                                                                        |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Unit of work                          | From Farm to Shop: How Trade Works                                                                                                                                                                                                                                                                                                 | Journey to Italy: Life in the Mediterranean                                                                                                                                                                                                                                                                                                                                                        | Discovering the USA                                                                                                                                                                                                                                                                                                                                       | Climate Change: Fact or Future?                                                                                                                                                                                                                                                                                                                                                         |
| National Curriculum Coverage          | <ul style="list-style-type: none"> <li>Human geography: economic activity and trade</li> <li>Global links: imports, exports, supply chains</li> <li>Geographical skills: map global connections</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>Place knowledge: European region study</li> <li>Human geography: tourism and land use</li> <li>Physical geography: comparison of climates and environments</li> </ul>                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Locational knowledge: North America (USA focus)</li> <li>Human geography: economic activity, cities, population</li> <li>Place comparison: UK vs USA similarities/differences</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>Physical geography: climate change evidence and processes</li> <li>Human geography: sustainability and resource use</li> <li>Geographical skills: enquiry, data interpretation, action planning</li> </ul>                                                                                                                                       |
| Learning Objectives/ Success Criteria | <ul style="list-style-type: none"> <li>I can explain what trade means.</li> <li>I can sort imports and exports.</li> <li>I can describe how products travel from place to place.</li> <li>I can explain what food miles are.</li> <li>I can describe global trade links.</li> <li>I can explain how supply chains work.</li> </ul> | <ul style="list-style-type: none"> <li>I can locate the Mediterranean region.</li> <li>I can describe the climate in the Mediterranean.</li> <li>I can explain how tourism affects the region.</li> <li>I can describe how the economy is linked to tourism.</li> <li>I can compare the Mediterranean with the UK.</li> <li>I can explain similarities and differences between regions.</li> </ul> | <ul style="list-style-type: none"> <li>I can locate the USA on a map.</li> <li>I can describe physical features of the USA.</li> <li>I can describe human geography in the USA.</li> <li>I can compare the USA and the UK.</li> <li>I can interpret data about the USA.</li> <li>I can explain similarities and differences between countries.</li> </ul> | <ul style="list-style-type: none"> <li>I can describe evidence of climate change.</li> <li>I can explain causes of climate change.</li> <li>I can describe global impacts of climate change.</li> <li>I can explain ways to live more sustainably.</li> <li>I can describe local actions to protect the environment.</li> <li>I can present ideas for protecting the planet.</li> </ul> |
| Key Vocabulary                        | trade, import, export, supply chain, product, transport, global, economy, distribution, goods                                                                                                                                                                                                                                      | Mediterranean, region, climate, tourism, economy, agriculture, compare, settlement                                                                                                                                                                                                                                                                                                                 | continent, country, state, population, city, physical features, human features, economy, compare                                                                                                                                                                                                                                                          | climate change, sustainability, pollution, conservation, carbon, greenhouse gas, renewable, impact, environment, global warming                                                                                                                                                                                                                                                         |
| Endpoint                              | Pupils can understand what trade is, including how goods like chocolate or bananas move through supply chains, and how countries are connected through imports and exports around the world                                                                                                                                        | Pupils can locate the Mediterranean region, understand its climate and economy, and compare life and tourism there with the UK using geographical knowledge and case studies                                                                                                                                                                                                                       | Pupils can locate the USA and compare its physical and human geography with the UK, using maps and data to explain population, economy and regional differences                                                                                                                                                                                           | Pupils investigate evidence for climate change, understand its causes and global impacts, and explore sustainability solutions through enquiry and local action projects                                                                                                                                                                                                                |