

## Geography NC Coverage Per Topic

### Autumn – Time Travellers/Tomorrow's World

### Spring – Inventions and Inventors/Eager Explorers

### Summer – Green planet/Eco Earth

### Autumn – Brilliant Buildings/Regal Rulers

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| <p><b>EYFS</b><br/> <b>Understanding the World:</b><br/> <b>People, Culture and Communities</b><br/>         6. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.<br/> <b>The Natural World</b><br/>         7. Explore the natural world around them, making observations &amp; drawing pictures of animals &amp; plants.<br/>         8. Know some similarities &amp; differences between the natural world around them &amp; contrasting environments, drawing on their experiences &amp; what has been read in class.<br/>         9. Understand some important processes &amp; changes in the natural world around them, incl the seasons &amp; changing states of matter</p> | <p><b>KS1</b><br/> <b>Place knowledge</b><br/>         - 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<br/><br/> <b>Human and Physical Geography</b><br/>         use basic geographical vocabulary to refer to:<br/>         - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br/>         - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> | <p><b>LKS2</b><br/> <b>Locational knowledge</b><br/>         name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time<br/><br/> <b>Human and physical geography</b><br/>         Human geography, including: types of settlement and land use</p> | <p><b>UKS2</b><br/> <b>Locational knowledge</b><br/>         name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time<br/><br/> <b>Human and physical geography</b><br/>         Human geography, including: types of settlement and land use</p> |
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### Spring – Alive!/Amazing Animals

### Summer – Continents/Holidays

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| <p><b>EYFS</b><br/> <b>Understanding the World: The Natural World</b><br/>         7. Explore the natural world around them, making observations and drawing pictures of animals and plants.<br/>         8. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.<br/>         9. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> | <p><b>KS1</b><br/>         Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:<br/> <b>Locational Knowledge</b><br/>         - name and locate the world's seven continents and five oceans<br/>         - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> | <p><b>LKS2</b><br/>         Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.<br/> <b>Locational knowledge</b><br/>         - locate the world's countries, using maps to focus on Europe (including the location of</p> | <p><b>UKS2</b><br/>         Pupils should extend their knowledge &amp; understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational &amp; place knowledge.<br/><br/> <b>Locational knowledge</b> - locate the world's countries, using maps to focus on North &amp; South America, concentrating on their</p> |
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| <p><b>People, Culture and Communities</b></p> <p>4. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>6. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> | <p><b>Human and physical geography</b></p> <p>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 &amp; South Poles</p> <ul style="list-style-type: none"> <li>- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- 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 KS</li> <li>- use simple compass directions (NSEW) locational &amp; directional [for example, near and far; left &amp; right], to describe the location of features and routes on a map</li> <li>- 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</li> <li>- 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.</li> </ul> | <p>Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>- 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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- 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 (Scottish Highlands vs Alps)</li> </ul> <p><b>Human and physical geography</b></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- human geography, including: types of settlement and land use</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <p>use maps, atlases, globes &amp; digital/computer mapping to locate countries and describe features studied</p> <p>use the 4 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom &amp; the wider world</p> <ul style="list-style-type: none"> <li>- use fieldwork to observe, measure, record &amp; present the human &amp; physical features in the local area using a range of methods, including sketch maps, plans &amp; graphs, &amp; digital technologies.</li> </ul> | <p>environmental regions, key physical &amp; human characteristics, countries, &amp; major cities</p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time</li> <li>- identify the position &amp; significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian &amp; time zones (incl day &amp; night)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America (Black Country/Peru/Brazil)</li> </ul> <p><b>Human and physical geography</b></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts</li> <li>- human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</li> <li>- use the four 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> <li>- 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.</li> </ul> |
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