

ST. LUKE'S C OF E (A) PRIMARY  
SCHOOL

# GEOGRAPHY CURRICULUM

WORK TOGETHER - GROW TOGETHER -  
FLOURISH TOGETHER

DISCIPLINARY & SUBSTANTIVE



## **Aims**

The National Curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - Communicate geographical information in a variety of ways, including through maps and writing at length

## **Intent** - *What are we trying to achieve for our children in Geography?*

A high-quality Geography curriculum should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

At St. Luke's, the Geography curriculum has been carefully sequenced so that as pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. We want our children to enjoy and love learning about geography, not just through experiences in the classroom, but also providing opportunities for fieldwork investigation and enquiry.

## **Implementation** - *How is the curriculum delivered?*

Following the 'Development Matters' guidance in EYFS, Reception children gain an 'Understanding of the World; people and communities; the world and technology' and come into KS1 with the foundations laid for Geography. At St. Luke's Primary School, we implement a Geography curriculum that;

- meets the objectives outlined in the National Curriculum , a copy of which can be found [here](#)
- is progressive throughout the whole school, with three distinct milestones of KS1, LKS2 and UKS2. Each milestone will include objectives from three threshold concepts: Geographical Knowledge, Geographical Understanding and Geographical Skills and Enquiry
- is delivered on a half-termly timetable. As such, approximately 30 hours of Geography is taught each academic year



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- has key progressive, Geographical skills embedded into each unit, providing opportunities for retrieval practice of prior knowledge and vocabulary
- provides whole class differentiation through questioning and various methods of recording
- is enhanced by trips, visiting experts and fieldwork where appropriate

**Impact** - *What difference is the curriculum making? How do you know whether pupils know what you think they know?*

Our Geography Curriculum is high quality, well thought out and planned to demonstrate progression. Children's knowledge and skills will develop progressively as they move through the school, not only developing a deep knowledge, understanding and appreciation of their local area, but also its place within the wider geographical context. Children will become more analytical and improved critical thinkers. We measure the impact of our Geography curriculum using the following measures:

- Evidence from children's books will show a broad and balanced Geography curriculum, demonstrating appropriate pitch and challenge. Standards in Geography will be high and will match standards in other subjects such as English and Maths.
- Our Long-Term Plan (LTP) will show a clear progression of knowledge and skills across Key Stage 1 and 2 that builds on prior knowledge
- Pupil discussion about their learning
- Termly teacher judgements track progress and inform subsequent planning

### St. Luke's Values

Through their study of Geography, the St. Luke's' Values are realised, ensuring that we enable every pupil to FLOURISH:

**Friendship:** By working collaboratively in fieldwork and enquiry, pupils develop teamwork and cooperation. They learn how communities around the world depend on strong relationships to thrive.

**Love:** Through studying the environment and issues such as sustainability, pupils learn to love and care for the planet and understand their responsibility to protect it for future generations.

**Originality:** Pupils use creativity to present geographical data and findings in innovative ways (maps, models, digital presentations), showing originality in how they communicate their understanding.

**Understanding:** By exploring diverse places, people, cultures, and environments, pupils develop empathy and a deeper understanding of how and why lives differ across the world.



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**Resilience:** Pupils examine how individuals and communities show resilience in the face of challenges such as natural disasters, climate change, and environmental pressures.

**Integrity:** Geography teaches respect for evidence: pupils critically analyse data, maps, and sources to form fair conclusions, particularly around global issues like climate change and sustainability.

**Selflessness:** Pupils consider how decisions at local, national, and global levels affect others, learning to balance their own needs with those of communities worldwide.

**Hard Work:** Pupils are expected to research carefully, think critically, engage in discussion and debate, and apply diligence to fieldwork and enquiry tasks to deepen their geographical knowledge.



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Progression in Disciplinary Concepts By Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking & Answering Questions	<ul style="list-style-type: none"> <li>Ask questions about aspects of their familiar world.</li> </ul>	<ul style="list-style-type: none"> <li>Ask geographical questions.</li> </ul>	<p>Ask and respond to geographical questions</p>	<ul style="list-style-type: none"> <li>Ask and respond to geographical questions, using evidence to support answers.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to geographical questions, using evidence to support and compare answers.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and investigate geographical questions, suggesting enquiries to test them, comparing their outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and investigate geographical questions, suggesting enquiries to test them, evaluating and comparing their outcomes.</li> </ul>
Collecting and Interpreting	<ul style="list-style-type: none"> <li>Draw things they see around them.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps/charts.</li> <li>Begin to understand that geographers learn about the world by observing and collecting data and information.</li> </ul>	<ul style="list-style-type: none"> <li>Know that geographers learn about the world by observing and collecting data and information.</li> <li>Understand that geographers learn about the world by observing and collecting data and information.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of charts and graphs.</li> <li>Begin to understand that geographers learn about the world by observing and collecting data and information, beginning to understand that some knowledge about the world can be revised as we collect new data and information.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of charts and graphs, choosing an appropriate method to record evidence as needed.</li> <li>Understand that geographers learn about the world by observing and collecting data and information, beginning to understand that some knowledge about the world can be revised as we collect new data and information.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of charts and graphs, choosing an appropriate method to record evidence as needed and providing evidence for this.</li> <li>Begin to understand that geographers learn about the world by observing and collecting data and information, understanding that some knowledge about the world can be revised as we collect new data and information.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of charts and graphs, choosing an appropriate method to record evidence as needed and providing evidence for this, critically evaluating their evidence and observations.</li> <li>Understand that geographers learn about the world by observing and collecting data and information, understanding that some knowledge about the world can be revised as we collect new data and information.</li> </ul>



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<p style="text-align: center;"><b>Analyzing and Communicating</b></p>	<ul style="list-style-type: none"> <li>Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to analyse and communicate geographical information by constructing simple maps, labelled diagrams, and age-appropriate graphs and through writing, using appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, communicate and evaluate geographical information by constructing simple maps, labelled diagrams, and age-appropriate graphs and through writing, using appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to analyse, communicate and evaluate geographical information by constructing simple maps, labelled diagrams, and age-appropriate graphs and through writing, using appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, communicate and evaluate geographical information by constructing simple maps, labelled diagrams, and age-appropriate graphs and through writing, using appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to analyse, communicate and evaluate geographical information by constructing simple maps, labelled diagrams, and age-appropriate graphs and through writing, using appropriate vocabulary. Carefully choosing an appropriate method to communicate this information and give reasons for this.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, communicate and evaluate geographical information by constructing simple maps, labelled diagrams, and age-appropriate graphs and through writing, using appropriate vocabulary. Carefully choosing an appropriate method to communicate this information and give reasons for this.</li> </ul>
<p style="text-align: center;"><b>Evaluating and Debating</b></p>	<ul style="list-style-type: none"> <li>Describe their immediate environment and express their views about it, with support.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express their own views about the people, places and environments studied.</li> </ul>	<ul style="list-style-type: none"> <li>Express their own views about the people, places and environments studied – giving reasons for their opinions</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express their own views about the people, places and environments studied – giving reasons for their opinions and comparing their views with others.</li> <li>Reach geographical conclusions of geographical processes and human effects on the world, from given evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Express their own views about the people, places and environments studied – giving reasons for their opinions comparing their views with others.</li> <li>Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express their own views about the people, places and environments studied, giving reasons. Comparing their views with other and understand that some geographical knowledge is open to debate, challenge and discussion.</li> <li>Reach geographical conclusions, give reasons, evaluate, and debate the impact of geographical processes and human effects on the world, from given evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Express their own views about the people, places and environments studied, giving reasons. Comparing their views with other and understand that some geographical knowledge is open to debate, challenge and discussion.</li> <li>Reach geographical conclusions, clearly articulate reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.</li> </ul>



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Progression in Substantive Knowledge by Milestone		Autumn	Spring	Summer
Year 1	UK & Local Area	Wonderful Weather (G)	Map Makers (PB)	Seas and Coasts (PB/Tw)
		<p><b>KS1 N.C: H &amp; P Geography</b> 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</p> <ul style="list-style-type: none"> <li>To know, name and locate the 4 countries and capital cities of the UK and compare their weather activity.</li> </ul>	<p><b>KS1 N.C: Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and 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> </ul> <p>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><b>KS1 N.C: Locational Knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>KS1 N.C: H &amp; P Geography</b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>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>
	The World & Continents	<ul style="list-style-type: none"> <li>To know that there are different climate zones across the world - cold, hot and temperate.</li> </ul>		<ul style="list-style-type: none"> <li>To know and name some of the British Seas</li> <li>To know and compare seas in the UK to some of those around the world.</li> <li>To know and compare a British beach to one from another country.</li> <li>To begin to know and understand the terms continent and seas to name and locate the world's seven continents and five oceans.</li> </ul>
	Weather & Climate	<ul style="list-style-type: none"> <li>To know, understand and describe weather associated with the four seasons, including basic weather forecast.</li> <li>To know and describe the weather in some different parts of the world.</li> <li>To begin to understand the difference between weather and climate.</li> <li>To know and identify hot and cold areas of the world, in relation to the Equator and the North and South Poles.</li> </ul>		<ul style="list-style-type: none"> <li>To know and identify that the North and South Poles are cold and the equator is hot.</li> <li>To know about and describe the weather in different parts of the world.</li> </ul>
	Human & Physical Characteristics and other processes.		<ul style="list-style-type: none"> <li>To know how to design a map, referring to key human features.</li> </ul>	To know and understand geographical similarities and differences through studying human and physical features of contrasting locations, e.g. sandy beach, pebble beach sea, coast, pier, port, harbor, promenade, fairground etc.
	Map & Atlas Work Fieldwork & Investigation	<ul style="list-style-type: none"> <li>To know how to use maps and atlases to locate hot and cold countries in the world.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use compass points to navigate around a map.</li> <li>To know and name the 4 main compass points.</li> </ul>	<ul style="list-style-type: none"> <li>To know, draw and locate the four countries of the UK and some of the surrounding seas and beaches on a UK map, using the 4 main compass points</li> </ul>



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		<ul style="list-style-type: none"> <li>To know how to carry out a simple survey of the weather in Shireoaks by creating a simple rain gauge.</li> <li>To know how to use world maps to read and create forecasts in the UK using weather symbols</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use aerial photographs and plan perspectives to recognise and create landmarks</li> <li>To know and use simple fieldwork and observational skills to study the geography of their school and surroundings.</li> <li>To know how to devise a simple map and use and construct basic symbols in a key</li> <li>To know how to create a 3D map using their town designs of the local area.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to make and use simple fieldwork and observational skills to study the geography of the local area e.g. note-taking, videoing, taking photos, data collection, sketches and labelled maps/photos.</li> </ul>
	<b>Key Vocabulary</b>	Seasons, names of the months of the year, observations, record, temperature, thermometer, United Kingdom, affects, waterproof, weather forecast, symbols, extreme, drought, flooding, blizzard, heatwave, hurricane, climate.	Compass, compass points [N,E,S,W], navigate, globe, atlas, map, digital map, direction, grid, aerial view, symbol, key, human features, physical features, 3-dimensional, directional language [forwards, backwards etc.], fieldwork	Pebble beach, sandy beach, lighthouse, cliff, port, sea, tourist, shop, coast, island, town, harbor, pier, Durdle door, Giant's causeway, Irish Sea, North Sea, English Channel, North Atlantic Ocean, fieldwork
<b>Year 2</b>	<b>UK &amp; Local Area</b>	<p><b>Where we live (UK Study) (PB)</b></p> <p><b>KS1 N.C: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>KS1 N.C: H &amp; P Geography</b></p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>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>Arctic Adventures (PB)</b></p> <p><b>KS1 N.C: Place Knowledge</b></p> <p>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><b>KS1 N.C: H &amp; P 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 and South Poles</p>	<p><b>A Land Down Under (PB)</b></p> <p><b>KS1 N.C: Place Knowledge</b></p> <p>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><b>KS1 N.C: H &amp; P 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 and South Poles</p>
		<ul style="list-style-type: none"> <li>To know their own address</li> <li>To know, name and locate the 4 countries and capital cities of the UK</li> <li>To know that Britain and Ireland are islands</li> <li>To know the flags and national symbols of the 4 countries</li> </ul>	<ul style="list-style-type: none"> <li>To know, explore and compare an Arctic City in Greenland with London in the United Kingdom.</li> </ul>	
	<b>The World &amp; Continents</b>	<ul style="list-style-type: none"> <li>To begin to know and understand the terms continent and seas to name and locate the world's seven continents and five oceans.</li> <li>To know and recognise the terms poles and equator.</li> </ul>	<ul style="list-style-type: none"> <li>To know and name the 7 countries that make up the Arctic Circle.</li> <li>To know and name some of the cities within the Arctic Circle.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Australia is part of the Oceania and that the UK is part of Europe.</li> <li>To know that Australia is made up of territories. To know, explore and compare Australia's culture and lifestyle.</li> </ul>
	<b>Weather &amp; Climate</b>		<ul style="list-style-type: none"> <li>To know, explore and compare an Arctic City in Greenland with London in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>To know and identify hot and cold areas of the world, in relation to the Equator and the North and South Poles.</li> <li>To know how weather in the UK is different to that in Australia and that weather is different across different parts of Australia.</li> </ul>



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				<ul style="list-style-type: none"> <li>To know that the seasons occur differently in Australia to when the seasons take place in the UK</li> </ul>
	<p><b>Human &amp; Physical Characteristics and other processes.</b></p>	<ul style="list-style-type: none"> <li>To know and begin to use some Geographical Vocabulary to refer to key human features of village settlements like Shireoaks e.g. town, village, farm, shop, school, village hall.</li> <li>To know how to compare Shireoaks to larger towns and cities, such as Retford and Lincoln.</li> <li>To know and begin to use some Geographical Vocabulary to refer to key physical features of the local area e.g. hill, river, soil, vegetation, valley, forest, lake, cliff, beach etc.</li> </ul>	<ul style="list-style-type: none"> <li>To know and name the 7 countries that make up the Arctic Circle.</li> <li>To know and name some of the cities within the Arctic Circle.</li> </ul>	<ul style="list-style-type: none"> <li>To know, understand and compare geographical similarities and differences through studying famous human and physical features of Australia, when compared to the UK e.g. Great Barrier Reef, Ayres rock, Murray River, Great Victoria Desert etc.</li> </ul>
	<p><b>Map &amp; Atlas Work Fieldwork &amp; Investigation</b></p>	<ul style="list-style-type: none"> <li>To begin to know how to use world maps, atlases and globes to identify and label the parts of the UK.</li> <li>To know and use directional language e.g. near, far, up, down, left, right etc.</li> <li>To know how to use aerial photographs and plan perspectives to recognise landmarks using basic human and physical features.</li> <li>To know how to make and use simple fieldwork and observational skills to study the geography of the local area e.g. note-taking, videoing, taking photos, data collection, sketches and labelled maps/photos.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>To know where the Arctic Circle is in the world using a range of maps, atlases and digital technology.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>To know how to devise a simple map and use and construct basic symbols in a key.</li> <li>To know where Australia is in the world using maps and atlases.</li> <li>To know and use the four main compass points to explain where places are.</li> </ul>
	<p><b>Key Vocabulary</b></p>	<p>Town, countryside, pro, con, compare, country, UK [England, Ireland, Scotland, Wales], island, capital city, landmark, population, village, shop, village hall, continent, ocean, flag, address, human feature, physical feature, river, field</p>	<p>Arctic Circle [Alaska, Canada, Greenland, Finland, Norway, Sweden, Russia], capital city, North Pole, flag, Arctic Summer, Arctic Winter, season, weather, climate, temperature, physical feature, ice, snow, lake, mountain, glacier, sea ice, native animals [polar bear, arctic wolf, ox, walrus, seal, hare, reindeer], adapt, compare</p>	<p>Australia, continent, territory [Western Australia, Victoria, South Australia, Australian Capital, Northern, Queensland, Tasmania, New South Wales], directional language [forwards, backwards etc.], compass points [N,S,E,W], landmark, human feature, physical feature, dry season, wet season, compare, desert, rainforest, coastline, mountain, river, hill, beach, native animals, aboriginal</p>
<p><b>Year 3</b></p>	<p><b>UK &amp; Local Area</b></p>	<p><b>A Local Study: Shireoaks (PB)</b></p> <p><b>KS2 N.C: 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 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> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local</li> </ul>	<p><b>Conservation of Bees (G)</b></p> <p><b>KS2 N.C: H &amp; P 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, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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 in the context of conservation.</li> </ul>	<p><b>Scandinavia (PB)</b></p> <p><b>KS2 N.C: Locational Knowledge</b></p> <p>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>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),</p>



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		<p>area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>KS2 N.C: Locational Knowledge</b> 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>and land-use patterns; and understand how some of these aspects have changed over time. 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><b>KS2 N.C: Place Knowledge</b> 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.</p> <p><b>KS2 N.C: Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
		<ul style="list-style-type: none"> <li>To know and identify the different types of services in my local area.</li> <li>To know and recall my own address.</li> <li>To know that Shireoaks is a village in Nottinghamshire, a county within England.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to promote sustainability and conservation within the school and village environment.</li> </ul>	<ul style="list-style-type: none"> <li>To know, explore and compare a Scandinavian City with a city United Kingdom.</li> </ul>
	<b>The World &amp; Continents</b>			<ul style="list-style-type: none"> <li>To know and name the 3 countries that make up Scandinavia</li> <li>To know and name some of the cities within Scandinavia.</li> <li>To know the difference between Scandinavian and Nordic countries.</li> </ul>
	<b>Weather &amp; Climate</b>		<ul style="list-style-type: none"> <li>To understand what climate change is, what causes it and how it affects the planet and environment.</li> <li>To explore different ways in which people can take action against environmental and climate change.</li> <li>To find ways of encouraging other people to take positive steps to reduce environmental and climate change.</li> </ul>	<ul style="list-style-type: none"> <li>To know and compare weather in the UK to Scandinavia.</li> <li>To know how to interpret data about average temperatures in Scandinavia.</li> <li>To know how to make predictions about what the climate in Scandinavia is like based on its geographical location</li> <li></li> </ul>
<b>Human &amp; Physical Characteristics and other processes.</b>	<ul style="list-style-type: none"> <li>To know and name the physical features within our local area, such as woodland and rivers</li> <li>To know and name the human features within our local area, such as shops, schools and parks.</li> </ul>	<ul style="list-style-type: none"> <li>To know and understand the impact humans have on the environment.</li> <li>To know and understand how to promote conservation within the local area.</li> </ul>	<ul style="list-style-type: none"> <li>To know and name the physical features of Scandinavia [e.g. fjords, glaciers, mountains, lakes and waterfalls]</li> </ul>	



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			<ul style="list-style-type: none"> <li>To know and understand the required balance between human and physical features within an environmental context.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to compare the human geography of Scandinavia.</li> <li>To know how the seasons affect the hours of daylight. To know the positive effects tourism has on an area of Scandinavia.</li> </ul>
	<p><b>Map &amp; Atlas Work</b> <b>Fieldwork &amp; Investigation</b></p>	<ul style="list-style-type: none"> <li>I know how to observe record and name geographical features in my local environment.</li> <li>To know how to locate the local area using a range of maps, including ordnance survey maps and digital technology.</li> <li>To know how to collect and record evidence and data of how my local area is used through questionnaires, surveys and fieldwork</li> </ul>		<ul style="list-style-type: none"> <li>To use maps, atlases, globes and digital/computer mapping to locate the Scandinavian countries and describe their features.</li> </ul>
	<p><b>Key Vocabulary</b></p>	Rural, urban, city, human feature, physical feature, difference, similar, town, village, ordnance survey, region, United Kingdom, map, compass points [N, S, E, W], shop, park, church, woodland, river, lake, fieldwork symbol, work, employment, transport, bus stop, services, local, aerial photograph, survey, county	Analyse, bar chart, biodegrade, blueprint, cardinal points, colony, compass, conservation, conserve, domesticated, evaluate, extinct, food chain, heathland, herbicides, insect, line graph, nectar, pesticides, pollen, pollination, pollinator, reproduction, seedlings, species, tally chart, ultraviolet, venom, x-axis, y-axis	Norway, Sweden, Denmark, Oslo, Kiruna, Copenhagen, Vadsø, Europe, climate, darkness, light, winter, summer, temperature, language, population, currency, krona, physical features, landmarks.
Year 4	UK & Local Area	<p><b>Europe (PB)</b></p>	<p><b>Mountains &amp; Rivers</b></p>	<p><b>Rainforests (PB/Tw)</b></p>
		<p><b>KS2 N.C: Locational Knowledge</b> 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><b>KS2 N.C: H &amp; P Geography</b> 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</p> <p><b>KS2 N.C: Geographical Skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b>KS2 N.C: Locational Knowledge</b> Locating key UK rivers and mountains, and major world rivers and ranges, using maps and atlases.</p> <p><b>KS2 N.C: H &amp; P Geography</b> Describing and understanding key aspects of physical geography, including rivers, mountains and the water cycle, as well as their impact on settlement, land use and human activity.</p> <p><b>KS2 N.C: Geographical Skills and fieldwork</b> Using maps, atlases, digital mapping and fieldwork to investigate, observe, measure and present geographical features.</p>	<p><b>KS2 N.C: Locational Knowledge</b> 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 by comparing the Amazon Rainforest and Sherwood forest.</p> <p>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><b>KS2 N.C: H &amp; P Geography</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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 in the context of conservation.</li> </ul>



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				KS2 N.C: Geographical Skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
		<ul style="list-style-type: none"> <li>To know and recognise some of the flags and national symbols of the countries of the UK and Europe.</li> </ul>	<ul style="list-style-type: none"> <li>To know the names and locations of some of the major rivers in the UK (e.g. Thames, Trent, Severn).</li> <li>To know that rivers in the UK have an upper, middle and lower course, and to identify these on maps and diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>To compare the region of the Amazon Rainforest and Sherwood Forest.</li> </ul>
	The World & Continents	<ul style="list-style-type: none"> <li>To know how to locate the counties of Europe, including the location of Russia, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> </ul>	<ul style="list-style-type: none"> <li>To know the names and locations of some major world rivers (e.g. Nile, Amazon, Ganges) and mountain ranges (e.g. Himalayas, Alps, Andes).</li> <li>To know that rivers and mountains are found on every continent and compare examples from different parts of the world</li> </ul>	<ul style="list-style-type: none"> <li>To know and learn where the rainforests are in the world and locate them on a map.</li> </ul>
	Weather & Climate	<ul style="list-style-type: none"> <li>To know and can explain about weather conditions and patterns around parts of Europe.</li> <li>To know and can explain weather conditions and patterns in the UK and can compare these with Rome/Italy (Link to Romans).</li> </ul>	<ul style="list-style-type: none"> <li>To know that rivers and mountains influence local weather and climate (e.g. rainfall, flooding, snowmelt).</li> <li>To know that water moves through the water cycle and understand the link between rainfall and rivers.</li> </ul>	<ul style="list-style-type: none"> <li>To know and compare weather in the UK to South America.</li> <li>To know and define the word 'climate' and use charts and graphs to explore the climate of tropical rainforests.</li> </ul>
	Human & Physical Characteristics and other processes.	<ul style="list-style-type: none"> <li>To know and can use geographical language to describe some aspects of human and physical features in Rome.</li> <li>To know and can understand the geographical similarities and differences through comparing two, European capital cities.</li> </ul>	<ul style="list-style-type: none"> <li>To know the main features of a river: source, tributary, meander, waterfall, floodplain, mouth, estuary, delta.</li> <li>To know how rivers change from their upper, middle, and lower course.</li> <li>To know how erosion, transportation and deposition shape landscapes (e.g. meanders, valleys, the Grand Canyon).</li> <li>To know how waterfalls and plunge pools are formed.</li> <li>To know that mountains are formed in different ways (fold, block, volcanic) and can be weathered over time.</li> </ul>	<ul style="list-style-type: none"> <li>To know and explore what it is like in a rainforest and learn about the four main layers of vegetation.</li> <li>To know of the indigenous rainforest tribes and compare their lives with life in modern society.</li> <li>To know how the rainforest is under threat and the actions we can take to help save them.</li> </ul>
	Map & Atlas Work Fieldwork & Investigation	<ul style="list-style-type: none"> <li>To know how to use maps, atlases and globes to locate countries and key cities in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use maps, atlases, digital maps and globes to locate rivers and mountains in the UK and around the world.</li> <li>To know how to carry out simple fieldwork to observe and record features of a local river or watercourse (e.g. flow, bank features, meanders).</li> <li>To know how to sketch a river's journey and label its features accurately.</li> <li>To know how to use fieldwork (e.g. sketch maps, simple measurements, observations) to investigate a local river or stream.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use maps, atlases and globes to identify rainforests of the world.</li> </ul>



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	<p style="text-align: center;"><b>Key Vocabulary</b></p>	<p>Capital City, Atlas, 7 continents, physical feature, human feature, names of European Countries, Ocean, Europe, Flag, currency [Euro, pound etc.], language, compare, river, landmark, tourism, culture</p>	<p>Source, stream, tributary, confluence, channel, meander, floodplain, estuary, mouth, delta, gorge. erosion, transportation, deposition, weathering. fold mountain, volcanic mountain, block mountain, summit, peak, ridge, valley, compass, atlas, globe, aerial photograph, sketch map, digital map, contour, elevation.</p>	<p>Climate, deforestation, equator, humid, native tribe, species, weather, Tropic of Cancer, Tropic of Capricorn, temperate, tropical, emergent layer, canopy layer, understory, forest floor, South America, Brazil, habitat, impact</p>
<p style="text-align: center;"><b>Year 5</b></p>	<p style="text-align: center;"><b>UK &amp; Local Area</b></p>	<p style="text-align: center;"><b>Biomes &amp; Ecosystems (G)</b></p>	<p style="text-align: center;"><b>Rivers &amp; The River Trent (Tw/G)</b></p>	<p style="text-align: center;"><b>Extreme Earth (PB)</b></p>
		<p style="text-align: center;"><b>KS2 N.C: H &amp; P Geography</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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 in the context of conservation.</li> </ul> <p style="text-align: center;"><b>KS2 N.C: Locational Knowledge</b> 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. 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 style="text-align: center;"><b>KS2 N.C: 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> </ul> <p>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 style="text-align: center;"><b>KS2 N.C: 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 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> <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> <p style="text-align: center;"><b>KS2 N.C: H &amp; P Geography</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p style="text-align: center;"><b>KS2 N.C: Locational Knowledge</b> 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 style="text-align: center;"><b>KS2 N.C: H &amp; P Geography</b> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>
		<ul style="list-style-type: none"> <li>To know and identify the different biomes and ecosystems that can be found in the UK.</li> <li>To know about the ecosystems within my local area through a local study.</li> </ul>	<ul style="list-style-type: none"> <li>To know and locate the key rivers of the UK, and in particular the journey of the River Trent.</li> </ul>	



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	<b>The World &amp; Continents</b>		<ul style="list-style-type: none"> <li>To know and locate the key rivers of the world.</li> <li>To know and compare the different length of rivers in the world.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To know and explore the Earth's extreme climates by investigating what climates there are on our planet and finding out about the hottest, wettest, coldest and driest places on Earth.</li> </ul>
	<b>Weather &amp; Climate</b>	<ul style="list-style-type: none"> <li>To know that the UK falls into a temperate climate zone.</li> </ul>		<ul style="list-style-type: none"> <li>To know and explore the Earth's extreme climates by investigating what climates there are on our planet and finding out about the hottest, wettest, coldest and driest places on Earth.</li> <li>To know and recognise a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes, and the effects these can have on people and the landscape.</li> <li>Find out how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment.</li> </ul>
	<b>Human &amp; Physical Characteristics and other processes.</b>	<ul style="list-style-type: none"> <li>To know and recognise the physical features of local biomes and ecosystems.</li> </ul>	<ul style="list-style-type: none"> <li>To know and explain the water cycle as a closed cycle</li> <li>I know and describe the key features of a river system.</li> <li>To know and can describe the ways rivers are used.</li> <li>To know and can explain the impact of damming rivers.</li> <li>To know how waterfalls are formed</li> <li>To know how water erodes a riverbank</li> <li>To know and explain how an oxbow lake is formed.</li> <li>To know and recognise how meanders are formed.</li> </ul>	<ul style="list-style-type: none"> <li>To know about the water cycle and how it works to result in different levels of rainfall in different parts of the world.</li> <li>To know the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move</li> <li>Identify the differences between a volcano and a mountain. Discover how volcanoes are formed and what happens when one erupts.</li> </ul>
	<b>Map &amp; Atlas Work Fieldwork &amp; Investigation</b>	<ul style="list-style-type: none"> <li>To know how to collect data of the local ecosystems through fieldwork</li> <li>To know how to present established information and data from fieldwork through a range of methods including plans, graphs and digital technologies.</li> <li>To know how to use the eight compass points.</li> <li>To know how to read four and six-figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use atlases and maps to identify the key features of a river system.</li> <li>To know how to use a legend to find rivers on a map</li> </ul>	<ul style="list-style-type: none"> <li>To know, using atlases and other digital resources, and recognise where and how tectonic plates and fault lines are located across the world.</li> <li>To know how to identify lines of longitude and latitude and other lines of significance using atlases and other digital technologies.</li> </ul>
	<b>Key Vocabulary</b>	Ecosystem, temperate, biomes, deciduous, evergreen, four-figure grid reference, six-figure grid reference, climate, vegetation belt, tropic of Cancer, tropic of Capricorn, longitude, latitude, equator, species, native, habitat, fieldwork, compass, North, South, East, West, North East, North West, South East, South West, measuring, recording, habitat	Water cycle, evaporation, condensation, precipitation, closed cycle, source, mouth, tributary, discharge, upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, confluence, floodplain, delta, estuary, industry, conservation, dam, pollution, reservoir, hydroelectric power, River Trent, silt, Trent Basin, Humber	Continents, oceans, latitude, longitude, Equator, hemisphere, Arctic, Antarctic, tsunami, earthquake, hurricane, tornado, tropical storm, Volcano, natural disaster



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		The Economic Activity of the UK (Tw/G)	Marvellous Maps (Tw)	The Caribbean (PB)	
Year 6	UK & Local Area	<p><b>KS2 N.C: H &amp; P Geography</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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 in the context of conservation.</li> </ul>	<p><b>KS2 N.C: Locational Knowledge</b> 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>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><b>KS2 N.C: 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 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> </ul> <p>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><b>KS2 N.C: Locational Knowledge</b> Locate the Caribbean and its islands, identifying sovereign states and dependent territories, and understand their regional groupings (Greater Antilles, Lesser Antilles, Lucayan Archipelago).</p> <p><b>KS2 N.C: H &amp; P Geography</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li><b>physical geography:</b> landforms (mountains, volcanoes, coral reefs, waterfalls), climate (tropical wet/dry seasons), and natural hazards (hurricanes).</li> <li><b>human geography:</b> population, culture, land use (plantations), the impact of colonisation and slavery, and the role of tourism in the Caribbean economy.</li> </ul> <p><b>KS2 N.C: Geographical skills and fieldwork</b> Use maps, atlases and other resources to identify and compare islands, landforms, climates, and human features of the Caribbean.</p>	
	The World & Continents	<ul style="list-style-type: none"> <li>To know some countries that the UK exports goods to</li> <li>To know and name some countries that the UK imports goods from</li> </ul>	<ul style="list-style-type: none"> <li>To know how some goods can be the product of more than one country,</li> <li>To know and explain the fair-trade process for some products.</li> <li>To know and list some of the positive and negative effects of multinational companies on local trade</li> <li>To know and explain the term 'globalisation'</li> <li>To know the names of the 7 continents and 5 oceans.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to find cities in the UK on a map and identify some of their features.</li> <li>To know how to find countries in Europe and North and South America on a map.</li> </ul>	
	Weather & Climate	<ul style="list-style-type: none"> <li>To know the impact of globalisation on the world's climate.</li> <li>To know and explain the term 'greenhouse gasses'</li> </ul>			<ul style="list-style-type: none"> <li>To know where the Caribbean is located in the world.</li> <li>To know that the Caribbean is made up of different island groups: the Greater Antilles, Lesser Antilles and Lucayan Archipelago.</li> <li>To know the names and locations of some key islands and countries, including Jamaica, Cuba, Haiti, Dominican Republic, Trinidad and Tobago, Barbados.</li> <li>To know that the Caribbean has a tropical climate with wet and dry seasons.</li> <li>To know that the Caribbean is prone to hurricanes and storms, and explain why they occur there.</li> </ul>



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	<p><b>Human &amp; Physical Characteristics and other processes.</b></p>	<ul style="list-style-type: none"> <li>To know and give examples of physical and human landmarks found in the UK.</li> <li>To know and describe how trade takes place today.</li> <li>To know the difference between imports and exports.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to identify and describe human and physical features using an ordinance survey map.</li> <li>To know how to identify human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places.</li> </ul>	<ul style="list-style-type: none"> <li>To know that the Caribbean's physical geography includes mountains, volcanoes, coral reefs and waterfalls.</li> <li>To know that human geography in the Caribbean includes population, languages, religions, cuisine, and music.</li> <li>To know that colonisation and the transatlantic slave trade had a major impact on the people, culture and land use of the Caribbean.</li> <li>To know that cash crops such as sugar, coffee and tobacco shaped the economy and settlement of the Caribbean in the past.</li> <li>To know that tourism is now the main industry in the Caribbean and provides jobs and income, but also brings challenges.</li> </ul>
	<p><b>Map &amp; Atlas Work Fieldwork &amp; Investigation</b></p>	<ul style="list-style-type: none"> <li>To know how to use atlases and indexes to find trading nations.</li> <li>To know and explain reasons for and against globalisation.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to find information in an atlas [and by using other digital resources] and use the index and simple co-ordinates.</li> <li>To know how to use the eight points of a compass to build knowledge of the United Kingdom and the wider world by describing routes on a map</li> <li>To know how to use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world by finding features on a map.</li> <li>To know how to plan a journey using the eight compass point and four to six-figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use maps, atlases, globes and digital mapping to locate the Caribbean and its islands.</li> <li>To know how to compare physical and human features of different Caribbean islands using maps and secondary sources.</li> <li>To know how to present research findings about different countries and islands in the Caribbean using fact files, brochures and reports.</li> </ul>
	<p><b>Key Vocabulary</b></p>	<p>Economic activity, import, export, commercial area, industrial area, residential area, trade, goods, global, fair trade, globalization, global supply chain, multinational, economy, tourism, tax, primary sector, secondary sector, tertiary sector, manufacture, agriculture, sustainable, greenhouse gasses</p>	<p>Atlas, index, co-ordinates, latitude, longitude, key, symbol, ordinance survey, compass, north, south, east, west, north, north east, south east, north west, south west, grid reference, easting, northing, quadrant, compass</p>	<p>Caribbean, Greater Antilles, Lesser Antilles, Lucayan Archipelago, island, archipelago, country, nation, territory, volcano, mountain, coral reef, waterfall, tropical climate, hurricane, storm, wet season, dry season, colony, colonisation, plantation, slave trade, culture, population, tourism, tourist, economy, industry, settlement, imports, exports, cash crop (such as sugar, coffee and tobacco), heritage, identity, migration, atlas, globe, map, digital mapping, compare, contrast, source and evidence.</p>



# ST. LUKE'S GEOGRAPHY CURRICULUM



	Nursery	R1 September to January	R2 February to July
Progression milestones	<ul style="list-style-type: none"> <li>Talks about the location of familiar places.</li> <li>Knows there are different countries in the world and is able to talk about them through experience or from what they have seen in books or films.</li> <li>Can follow a simple map, e.g. by placing objects on a table in the correct position shown on a map.</li> <li>Can talk about prominent geographical features in their local area, e.g. the hill behind the school, the stream at the bottom of the hill.</li> </ul>	<ul style="list-style-type: none"> <li>Gives details about where they live, e.g. city, town or village name, street name.</li> <li>Uses some geographical vocabulary to describe their local environment.</li> <li>Can talk about some places of local interest, e.g. the library, places of worship, bus stops, train stations, shops, and restaurants.</li> <li>Can interpret a simple map of the classroom.</li> <li>Is able to talk about some similarities and differences in countries around the world.</li> </ul>	<ul style="list-style-type: none"> <li>Can interpret an aerial view of their school setting, commenting on what they can see, including buildings and roads.</li> <li>Points out landmarks while on a walk in their local area.</li> <li>Can draw a simple map of the classroom, indicating different interest areas.</li> <li>Uses some specific geographical vocabulary to describe different locations.</li> <li>Is able to see where their country is in the world in relation to others.</li> </ul>
Learning Experiences	<ul style="list-style-type: none"> <li>Take children out for frequent walks in the local area. Find locations that are familiar to them and you. Talk about the locations, e.g. 'I am going to pop into the supermarket tonight on my way home to buy ...' and 'Do you use this supermarket?'</li> </ul>	<ul style="list-style-type: none"> <li>Provide children with maps and photographs of their local area. Encourage them to talk about what they see. Encourage children to talk about family members who may live in different countries or holidays they have been on.</li> </ul>	<ul style="list-style-type: none"> <li>Provide frequent opportunities to look at globes, aerial photographs and maps with children. Use them to initiate discussions about where they live, where other family members live and where they have been on holiday. Encourage children to talk about the physical geography, weather and food.</li> </ul>
Continuous Provision	<ul style="list-style-type: none"> <li>Provide maps of the continuous provision areas, and encourage children to draw on them where they go. Create simple maps that show children where equipment goes, e.g. where on a table the pencils or the books go. Ask children to put the objects in the right place.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple maps of the local area for children to use with small world characters, or on which to build structures with blocks. Use construction toys to create a model of their house or school.</li> </ul>	<ul style="list-style-type: none"> <li>Provide materials for children to create different environments, such as a desert in the sand area. Provide a variety of non-fiction books with photographs of different environments for them to explore. Provide a toy and explain that the toy doesn't know anything about where their school is. Ask them to describe the area to the toy.</li> </ul>



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<b>Outdoor Environment</b>	<ul style="list-style-type: none"><li>• Encourage children to make rivers and mountains from sand and mud. Ask them to build a town/shelter with large blocks or natural materials.</li></ul>	<ul style="list-style-type: none"><li>• Provide maps of the outdoor environment. Encourage children to hide objects for each other and show the location on the map. They could also use directional language to help a partner find the object.</li></ul>	<ul style="list-style-type: none"><li>• Design a photo orienteering activity in the outdoor area. Take photos of certain areas and hide an object there. Children have to look at the photo, run to the place and record the object that is hidden there. Show children a map of the whole activity.</li></ul>
<b>Purposeful pedagogy</b>	<ul style="list-style-type: none"><li>• The local area offers endless learning opportunities. Identify the wider experiences you are going to give children in advance. This maximises the opportunity to give children, who may have little local knowledge, a good grasp of their surroundings.</li></ul>	<ul style="list-style-type: none"><li>• Listen to children talking in order to find out which environments they are familiar with and talking about. Provide resources to introduce children to less familiar environments. Children from inner-city areas may need to see more rural and coastal environments and vice-versa.</li></ul>	<ul style="list-style-type: none"><li>• Maximise opportunities for children to talk about similarities and differences between places and the people who live there. As the UK population becomes more culturally and linguistically diverse, Early Years staff have a role to play in teaching children to be interested in, rather than judgemental about, each other.</li></ul>



<p>Learning Conversations</p>	<ul style="list-style-type: none"><li>• Listen carefully to children. Give them time to talk about their homes, where they live and what they do there. Maximise opportunities for children from other countries, or with family from other countries, to talk about what it is like there. Use questions such as, 'What do you think it would be like in ...?', 'What might be the same/different?'.</li></ul>	<ul style="list-style-type: none"><li>• Use 'I wonder' scenarios with children, e.g. 'I wonder where the river goes after it flows through our town.', 'I wonder who might live here.', 'I wonder what the weather is like in this place.' and 'I wonder what kind of food is eaten here'.</li></ul>	<ul style="list-style-type: none"><li>• Show children photos of familiar landmarks in your area and the same type of landmarks in other areas. Ask 'What do you notice?', 'What is the same or different?' and 'Can you explain why?'.</li></ul>
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