

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS | | | Understanding the world Seasonal changes | Understanding the world Recognising environments that are different from where we live | Understanding the world Seasonal changes | |
| Year 1 | | The UK Identify seasonal and daily weather patterns in the United Kingdom | | Locational and place knowledge 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 | | Human and physical geography 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 -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Simple fieldwork |
| Year 2 | The UK Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | The World Name and locate the world's seven continents and five oceans | Locational and place knowledge Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use simple compass directions and locational and directional language to describe the location of features and routes on a map Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | | Human and physical geography 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 -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 | |
| Year 3 | The UK Name and locate counties and cities of the United Kingdom, Geographical regions and their human and physical characteristics (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | The World Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | Locational and place knowledge use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world | | Human and physical geography use fieldwork to observe, measure, and record including sketch maps, plans and graphs, and digital technologies | |

Cledford Primary School – Geography Curriculum Yearly Overview

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| Year 4 | | <p>The World Geographical similarities and differences of a region of the United Kingdom and a region in a European country</p> | | <p>Locational and place knowledge use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | | <p>Human and physical geography Fieldwork physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> |
| Year 5 | <p>The UK use the eight points of a compass, four references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> | | <p>Locational and place knowledge 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) Use maps and atlases</p> | <p>Locational and place knowledge 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) Use maps and atlases</p> | <p>The World locate the world's countries, using maps to focus on North and South America</p> | <p>Human and physical geography Fieldwork understand geographical similarities and differences of a region of the United Kingdom and a region within North or South America -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> |
| Year 6 | | <p>The UK name and locate geographical regions of the UK and their identifying human and physical characteristics, (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time use the eight points of a compass, six references, symbols and key to build their knowledge of the United Kingdom and the wider world</p> | | <p>Locational and place knowledge 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) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | | <p>Human and physical geography Fieldwork describe and understand key aspects of: -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> |



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| Whole school | | The UK Identify seasonal and daily weather patterns in the United Kingdom | | Locational and place knowledge 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 | | Human and physical geography 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 -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Simple fieldwork |
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