



	Autumn	Spring	Summer
Nursery	<p>Where I live Place location and scale Cultural awareness and diversity</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>Local jobs Human impact and effect</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> notice differences between people show interest in different occupations <p>Examples of how to support this</p> <ul style="list-style-type: none"> Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life story and family. Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, a member of the emergency services or an author. Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play. Consider opportunities to challenge gender and other stereotypes. 	<p>4 different habitats around the world Place, location & scale Cultural awareness and diversity Interdependence</p> <ul style="list-style-type: none"> Look at different habitats around the world and identify similarities and differences Babies, toddlers and young children will be learning to explore and respond to different natural phenomena in their setting and on trips. <p>Examples of how to support this</p> <ul style="list-style-type: none"> Encourage toddlers and young children to enjoy and explore the natural world. Suggestions include: standing in the rain with wellies and umbrellas walking through tall grass splashing in puddles seeing the spring daffodils and cherry blossom looking for worms and minibeasts visiting the beach and exploring the sand, pebbles and paddling in the sea
Reception	<p>Where is Newcastle in the world? Place, location & scale</p> <ul style="list-style-type: none"> draw information from a simple map understand that some places are special to members of their community recognise that people have different beliefs and celebrate special times in different ways recognise some similarities and differences between life in this country and life in other countries 	<p>Land and oceans Place, location & scale Human impact & effect</p> <ul style="list-style-type: none"> explore the natural world around them describe what they see, hear and feel whilst outside recognise some environments that are different from the one in which they live 	<p>Looking after our planet Sustainability Interdependence Human impact and effect</p> <ul style="list-style-type: none"> begin to understand the need to respect and care for the natural environment and all living things 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>Year 1</p>	<p>Let's be Geographers! <i>Place location and scale</i> <i>Cultural awareness and diversity</i></p> <ul style="list-style-type: none"> 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 Name and locate the world's 7 continents and 5 oceans. 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 	<p>Frozen Planet <i>Interdependence</i> <i>Place location and scale</i> <i>Human impact and effect</i></p> <ul style="list-style-type: none"> 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 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>Littering – impact on our Earth <i>Human impact and effect</i> <i>Sustainability</i></p> <ul style="list-style-type: none"> 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 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>Year 2</p>	<p>Weather & Climate <i>Interdependence</i> <i>Human impact and effect</i></p> <ul style="list-style-type: none"> 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 ♣ 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 	<p>My local area and Tulum (Mexico) <i>Place location and scale</i> <i>Cultural awareness and diversity</i></p> <ul style="list-style-type: none"> 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 in North or South America 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 *Geographical skills and fieldwork 	<p>Maps <i>Place location and scale</i> <i>Interdependence</i></p> <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans 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 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 *Geographical skills and fieldwork
<p>Year 3</p>	<p>Extraordinary Earth <i>Interdependence</i> <i>Place location and scale</i> <i>Human impact and effect</i></p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>Rainforests <i>Place location and scale</i> <i>Human impact and effect</i> <i>Cultural awareness and diversity</i></p> <ul style="list-style-type: none"> 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>Conserving bees in our local area <i>Sustainability</i> <i>Interdependence</i></p> <ul style="list-style-type: none"> 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 *Geographical Skills and Fieldwork



Geography National Curriculum Overview 2024-2025



<p>Year 4</p>	<p>My region and Campagna (Italy) <i>Place location and scale</i> <i>Cultural awareness and diversity</i></p> <ul style="list-style-type: none"> 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>Water in our world <i>Place location and scale</i> <i>Interdependence</i> <i>Sustainability</i></p> <p>Human and physical geography</p> <ul style="list-style-type: none"> 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>Land Use <i>Interdependence</i> <i>Human impact and effect</i> <i>Place location and scale</i> <i>Sustainability</i> <i>Cultural awareness and diversity</i></p> <ul style="list-style-type: none"> 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 *Geographical Skills and Fieldwork
<p>Year 5</p>	<p>My region and the Northern Region of Brazil <i>Place location and scale</i> <i>Cultural awareness and diversity</i></p> <ul style="list-style-type: none"> 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>Rivers – Learning all about our Tyne <i>Interdependence</i> <i>Human impact and effect</i> <i>Sustainability</i></p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Comparison to the River Nile which children learned about in Year 3 	<p>Biomes and ecosystems <i>Interdependence</i> <i>Sustainability</i> <i>Human impact and effect</i> <i>Place location and scale</i></p> <ul style="list-style-type: none"> 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 a geographical context for understanding the actions of processes 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>Year 6</p>		<p>The economic activity of the UK <i>Interdependence</i> <i>Place location and scale</i> <i>Human impact and effect</i> <i>Sustainability</i> <i>Cultural awareness and diversity</i></p> <p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.</p>	<p>Local study of the Ouseburn – physical and human features – compared to inner city Fieldwork project <i>Place location and scale</i> <i>Interdependence</i> <i>Cultural awareness and diversity</i> <i>Human impact and effect</i> <i>Sustainability</i></p> <ul style="list-style-type: none"> 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.

Locational knowledge

· 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

· use the 8 points of a compass, 4- and 6-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