Geography

Quote: *"The Earth is what we all have in common."* **– Wendell Berry**

Intent: At Cannington Primary School, we believe geography helps children understand the world around them and their place within it. Rooted in our Christian values and village community, our curriculum inspires curiosity about people, places and environments, both locally and globally.

Through studying the natural and human world, children develop an appreciation of the diversity of cultures, communities and landscapes, alongside a sense of responsibility for caring for God's creation. Through fieldwork, map work and enquiry-based learning, they learn to ask questions, investigate issues and make meaningful connections between places and people.

We want every child to leave Cannington with a strong understanding of the world, respect for others, and the confidence to become responsible and informed global citizens.

Curriculum Overview						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Ash	Autumn trail and Welly walks Harvest and farming Season – Autumn focus	Natural work and seasonal changes	Welly walk and seasonal changes	Maps Land marks Welly walk	Changes over time Recycle, Reduce and Reuse Seasonal change Welly walk	
Oak		How well do I know my school?		Why are some places hot and other places cold?		What is the weather like in different places in the UK?
Pine		Where would I take a tourist in my area?		Where are the world's oceans?		How does living in a different place compare to where I live?
Hazel/Beech/Willow Cycle A		How can I map my local area?		Where in the world are mountains, volcanoes and earthquakes?		Will our natural resources run out?
Hazel/Beech/Willow Cycle B		What would it be like to relocate to a region in a European country?		Why is the water cycle essential for life on Earth?		How does a country in North America compare to the UK?

Hazel/Beech/Willow Cycle C		What impact would ___ have on our local area?		Why are rivers important?		Are the worlds biomes under threat?
Hazel/Beech/Willow Cycle D		Why are rainforests so important to our planet?		What would it be like to live in a different county in the UK?		How does a country in South America compare to the UK?

Cycles Explained

Children in Years 3, 4, 5 and 6 follow a four-year rolling programme. This approach ensures that all required knowledge and content from the National Curriculum is taught and revisited, enabling every pupil to experience the full curriculum by the end of Key Stage 2.

While the curriculum content is organised within the rolling programme, skills and learning objectives are carefully planned and delivered according to each year group's expectations. This ensures that lessons provide appropriate challenge and progression, meeting the needs of all learners and supporting children in developing age-related knowledge, understanding and skills.

Geography Skills Progression Grid

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Identify the UK on maps, atlases and globes.	Locate continents, oceans, UK countries and capitals.	Locate oceans and local area features.	Locate countries and regions using maps and atlases.	Locate mountains, volcanoes, earthquakes and natural resources globally.	Locate countries using latitude, longitude, hemispheres and time zones.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Map Skills	Use simple maps. Follow directions using left/right and near/far.	Use maps, atlases and globes confidently.	Use four compass points and simple keys. Create simple maps.	Use the 8 points of a compass, symbols, keys and 4-figure grid references.	Use OS maps, digital maps and fieldwork mapping accurately.	Use 6-figure grid references, OS maps, digital mapping and detailed fieldwork presentations.
Fieldwork & Observation	Observe and record features of the school environment.	Observe weather and geographical features.	Observe local human and physical features.	Record and sketch local features using fieldwork techniques.	Measure, record and present fieldwork data using maps and graphs.	Collect, analyse and present geographical data using a range of methods and technologies.
Human & Physical Geography	Recognise landmarks and local features.	Identify weather patterns and hot/cold places.	Identify and classify human and physical features.	Describe physical processes including mountains, volcanoes and earthquakes.	Understand natural resources and sustainability.	Analyse climate zones, biomes, rivers, rainforests and environmental issues.
Geographical Enquiry	Ask simple questions about places and features.	Compare weather and locations.	Compare local area with another place.	Ask questions and investigate local geography.	Explore global environmental issues and resource management.	Investigate complex geographical issues and evaluate solutions.
Comparison Skills	Identify similarities and differences between places.	Compare climates and weather.	Compare the UK with a contrasting non-European location.	Compare local and regional geography.	Compare regions within Europe and the UK.	Compare countries and regions across continents using multiple geographical factors.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Environmental Awareness	Recognise changes in the local environment.	Understand seasonal changes and weather patterns.	Understand the importance of oceans and local environments.	Understand natural hazards and environmental processes.	Explore sustainability and resource use.	Evaluate environmental challenges including deforestation, climate change and biome threats.
Data Handling	Record simple observations.	Record and compare weather information.	Gather information through observation.	Use simple surveys and maps.	Present geographical information using maps and graphs.	Collect, analyse and present data through surveys, graphs, maps and digital technology.
Geographical Vocabulary	Use simple positional and map vocabulary.	Use vocabulary linked to weather, continents and oceans.	Use human and physical geography terminology accurately.	Apply mapping and geographical process vocabulary.	Use technical geographical vocabulary linked to physical geography.	Use advanced geographical terminology confidently in explanations and investigations.
Decision Making & Evaluation	Describe what they see.	Make simple comparisons.	Explain similarities and differences between places.	Draw conclusions from geographical observations.	Consider sustainability and environmental impact.	Evaluate geographical issues, suggest solutions and justify opinions using evidence.

National Curriculum Geography Expectations Progression

Strand	KS1 (Years 1-2)	KS2 (Years 3-6)
Locational Knowledge	Name and locate the world's seven continents and five oceans. Name, locate and identify the four countries and capital cities of the UK and surrounding seas.	Locate countries of the world, focusing on Europe, North and South America. Name counties, cities, regions and key physical features of the UK. Understand latitude, longitude, hemispheres, tropics, polar circles and time zones.
Place Knowledge	Study geographical similarities and differences between a small area of the UK and a contrasting non-European location.	Compare regions of the UK, Europe and North or South America, exploring both human and physical geography.
Human Geography	Identify key human features including city, town, village, factory, farm, house, office, port, harbour and shop.	Understand settlements, land use, economic activity, trade links and distribution of natural resources.
Physical Geography	Identify seasonal and daily weather patterns in the UK. Understand hot and cold areas in relation to the Equator and Poles. Identify key physical features such as coast, forest, hill, mountain, river and valley.	Describe and understand climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.
Map Skills	Use world maps, atlases and globes to locate places studied. Use simple compass directions and locational language. Create simple maps using symbols and keys.	Use maps, atlases, globes and digital mapping. Use 8-point compass directions, 4 and 6-figure grid references, symbols and keys including Ordnance Survey maps.
Fieldwork	Use simple observational and fieldwork skills to study the school and local environment	Observe, measure, record and present human and physical features using sketch maps, plans, graphs and digital technologies.
Data & Enquiry	Gather information through observation and simple investigations. Ask and answer geographical questions.	Collect, analyse and communicate geographical data gathered through fieldwork. Interpret maps, diagrams, aerial photographs and GIS.

Strand	KS1 (Years 1-2)	KS2 (Years 3-6)
Geographical Vocabulary	Begin using basic geographical vocabulary linked to human and physical geography.	Apply increasingly precise geographical terminology to explain processes, patterns and locations.

End of Key Stage Expectations

Key Stage 1

Pupils should be able to:

- Name and locate the seven continents and five oceans.
- Name the four countries of the UK, their capital cities and surrounding seas.
- Identify seasonal and daily weather patterns.
- Recognise hot and cold areas of the world.
- Identify simple human and physical features.
- Use maps, atlases, globes, aerial photographs and simple fieldwork techniques.
- Use simple compass directions and map symbols.

Key Stage 2

Pupils should be able to:

- Locate countries and regions of the world with increasing accuracy.
- Understand latitude, longitude, hemispheres, tropics, polar circles and time zones.
- Compare regions in the UK, Europe and the Americas.

- Explain key physical processes including rivers, mountains, volcanoes, earthquakes and the water cycle.
- Understand settlements, land use, trade and natural resources.
- Use OS maps, compass points, grid references and digital mapping confidently.
- Conduct fieldwork and present findings using maps, graphs and digital technology.
- Analyse geographical information from a range of sources and communicate conclusions effectively.