

## What does the coverage of Geography look like at Stanwick from EYFS to Year 6?

**2023-2024**

At Stanwick Primary we use Curriculum Maestro (Cornerstones) as a tool to aid our teaching. We use this to enable progressive and sequenced learning from EYFS to Year 6. This tool allows us to clearly see the progression of the four main strands of geography (locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork) over time and how they look different in different years. The repetition of objectives over the years not only allows for the fundamental retrieval of knowledge but also allows the child to build on prior learning and extend this. Below you can see the geography topics over the terms followed by the EYFS and National Curriculum coverage mapped out term by term.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b>  Yellow = first 3 weeks  Blue = next 3 weeks	Me and my community  Let's explore	Marvellous Machines  Starry night	Long Ago  Once upon a time	Dangerous Dinosaurs  Ready Steady grow	Big wide world  Animal Safari	Sunshine and Sunflowers  On the beach
<b>Year 1</b>		Our Wonderful World	Bright Lights, Big City		Revision and retrieval	
<b>Year 2</b>		Let's Explore the World	Coastline		Revision and retrieval	
<b>Year 3</b>		Our Planet, Our World	Rocks, Relics and Rumbles		Revision and retrieval	
<b>Year 4</b>	Interconnected World (1 objective)	Interconnected World	Misty Mountain, Winding River		Revision and retrieval	
<b>Year 5</b>	Investigating our World (final two weeks of term)	Investigating our World	Sow, Grow and Farm		Revision and retrieval	
<b>Year 6</b>		Our Changing World	Frozen Kingdoms		Revision and retrieval	

N.B outdoor learning and welly walks feed into all areas of the geography curriculum in EYFS and is a weekly occurrence and at the heart of their curriculum offer. From years 1-6 we use outdoor learning as a tool to increase the retention of knowledge and experience of learning for the children.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b> <b>Yellow</b> <b>=</b> <b>first</b> <b>3</b> <b>weeks</b> <b>Blue =</b> <b>next</b> <b>3</b> <b>weeks</b>  <b>Bold =</b> <b>ELGs</b>  <b>UTW</b> <b>→</b> <b>PCC</b> <b>and</b> <b>TNW</b>	<b>Me and my community</b> <b>Let's explore</b>  <u>Locational Knowledge</u> To know where they live in their locality.  <u>Geographical Skills and Fieldwork</u> To be able to gain information from a simple map.	<b>Marvellous Machines</b> <b>Starry night</b>  <u>Geographical Skills and Fieldwork</u> To use basic directional language.  <u>Human and Physical Geography</u> To explore the natural world and begin to observe seasonal changes.  <u>Human and Physical Geography</u> <u>Place Knowledge</u> To explore different habitats.	<b>Long Ago</b> <b>Once upon a time</b>  <u>Human and Physical Geography</u> <u>Locational Knowledge</u> To be able to talk about their local environment and identify features.  <u>Place Knowledge</u> <b>To know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class. (TNW)</b>  <u>Geographical Skills and Fieldwork</u> To be able to gain information from a simple map.	<b>Dangerous Dinosaurs</b> <b>Ready Steady grow</b>  <u>Human and Physical Geography</u> <u>Locational Knowledge</u> <u>Place Knowledge</u> <u>Geographical Skills and Fieldwork</u> To look closely at similarities, differences, patterns and change.  <u>Human and Physical Geography</u> <u>Place Knowledge</u> To understand and be able to talk about some different habitats.	<b>Big wide world</b> <b>Animal Safari</b>  <u>Place Knowledge</u> To understand how people used transport to travel the world.  <u>Place Knowledge</u> To know that there are different countries in the world and talk about differences they have experienced.  <u>Place Knowledge</u> Understanding where some wild animals come from.	<b>Sunshine and Sunflowers</b> <b>On the beach</b>  <u>Place Knowledge</u> <b>To explain some similarities and differences between life in this country and life in other countries. (PCC)</b>  <u>Human and Physical Geography</u> <u>Locational Knowledge</u> <b>To explore the natural world around them making observations and drawing pictures of animals and plants. (TNW)</b>  <u>Locational Knowledge</u> <u>Geographical Skills and Fieldwork</u> <b>To describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps. (PCC)</b>



Green = New objective not covered in the previous year groups.

	Term 1	Term 2	Term 3/4	Term 5/6
Year 1		<p><b>Our Wonderful World</b></p> <p><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p><u>Human and Physical Geography</u></p> <p>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> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>Geographical Skills and Fieldwork</u></p>	<p><b>Bright Lights, Big City</b></p> <p><u>Locational Knowledge</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p><u>Human and Physical Geography</u></p> <p>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> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>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.</p>	Revision and retrieval

		<p>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.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <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>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>	
--	--	---	--	--

	Term 1	Term 2	Term 3/4	Term 5/6
Year 2		<p><b>Let's Explore the World</b></p> <p><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p><u>Human and Physical Geography</u></p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>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.</p>	<p><b>Coastline</b></p> <p><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p><u>Human and Physical Geography</u></p> <p>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> <p>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.</p>	Revision and retrieval

		<p><b><u>Geographical Skills and Fieldwork</u></b></p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>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.</p> <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><u>Geographical Skills and Fieldwork</u></b></p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>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.</p> <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>	
--	--	--	--	--

	Term 1	Term 2	Term 3/4	Term 5/6
Year 3		<p><b>Our Planet, Our World</b></p> <p><u>Locational Knowledge</u></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>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 countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, <b>key topographical features</b> (including hills, mountains, coasts and rivers), and <b>land-use patterns; and understand how some of these aspects have changed over time.</b></p> <p><u>Place Knowledge</u></p> <p>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>Rocks, Relics and Rumbles</b></p> <p><u>Locational Knowledge</u></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>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><u>Place Knowledge</u></p> <p>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><u>Human and Physical Geography</u></p> <p>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>Understand the processes that give rise to key physical and human geographical features of the world.</p>	Revision and retrieval



		<p><b>Human and Physical Geography</b></p> <p>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>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> <p><b>Geographical Skills and Fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <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>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.</p>	<p>how these are interdependent and how they bring about spatial variation and change over time.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>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.</p>	
--	--	---	---	--

	Term 1	Term 2	Term 3/4	Term 5/6
Year 4	Interconnected World (1 objective)	<p>Interconnected World</p> <p><u>Locational Knowledge</u></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>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 countries 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><u>Human and Physical Geography</u></p> <p>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>Misty Mountain, Winding River</p> <p><u>Locational Knowledge</u></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 countries 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><u>Place Knowledge</u></p> <p>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><u>Human and Physical Geography</u></p> <p>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>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.</p>	Revision and retrieval

### **Geographical Skills and Fieldwork**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

### **Geographical Skills and Fieldwork**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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.

	Term 1	Term 2	Term 3/4	Term 5/6
Year 5	Investigating our World (final two weeks of term)	Investigating our World  <u>Locational Knowledge</u>  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).  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.  Name and locate countries 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.  <u>Place Knowledge</u>  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.	Sow, Grow and Farm  <u>Locational Knowledge</u>  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.  <u>Human and Physical Geography</u>  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  <u>Geographical Skills and Fieldwork</u>  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.	Revision and retrieval

### **Human and Physical Geography**

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

### **Geographical Skills and Fieldwork**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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.

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.

	Term 1	Term 2	Term 3/4	Term 5/6
Year 6		<p><b>Our Changing World</b></p> <p><u>Locational Knowledge</u></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>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.</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 countries 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>Frozen Kingdoms</b></p> <p><u>Locational Knowledge</u></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><u>Place Knowledge</u></p> <p>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><u>Human and Physical Geography</u></p> <p>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>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.</p> <p><u>Geographical Skills and Fieldwork</u></p> <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>	Revision and retrieval

		<p><b><u>Human and Physical Geography</u></b></p> <p>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><b><u>Geographical Skills and Fieldwork</u></b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <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>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.</p>		
--	--	--	--	--