Geography Subject Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	**All About me/Once upon a time** **Our Local Area – Chorley** *Draw information from a simple map.* *Explore the natural world around them.* *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.* *Understand some important processes and*	**Bright Lights, Dark Nights** **Diwali – India** *Recognise some similarities and differences between life in this country and life in other countries.* *Recognise some environments that are different to the one in which they live* *Explain some similarities and differences between life in this country and life in other countries,*	**Around the World** **Chinese New Year – China** *Recognise some similarities and differences between life in this country and life in other countries.* *Recognise some environments that are different to the one in which they live* *Explain some similarities and differences between life in this country and life in other countries,*	**How Does My Garden Grow?** **Our local area** *Explore the natural world around them (in particular school grounds).* *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.* *Understand some important processes and changes in the*	***Minibeasts*** *London, Capital City of England* *Holiday. travels, adventure – Compare London to Chorley.* *What the deference between a huge city and a market town?* *Look at physical and human features in a big city.* *Draw information*	**Under the sea** *Life in the past – how the environment changed from life in Chorley now!* *Recognise some environments that are different to the one in which they live* *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.*

	changes in the natural world around them, including the seasons. (Summer)	*drawing on knowledge from stories, non-fiction texts and (when appropriate) maps* *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.* *Understand some important processes and changes in the natural world around them, including the seasons.*	*drawing on knowledge from stories, non-fiction texts and (when appropriate) maps* *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.*	*natural world around them, including the seasons.* *Understand some important processes and changes in the natural world around them, including the seasons. (Spring)*	*from a simple map.* *Recognise some similarities and differences between life in this country and life in other countries (class walk into the local are I.e. Duxbury).* *Recognise some environments that are different to the one in which they live* *Explain some similarities and differences between life in this country and life in other countries,*	*Understand some important processes and changes in the natural world around them, including the seasons. (Summer)*

					drawing on knowledge from stories, non-fiction texts and (when appropriate) maps *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.*	
Class 3 (Yr1)	**Chorley (Our local area and hometown of Henry Tate)**		**London (Capital City of England)**		**Around the World in Seven Weeks.**	

Class 4 (Yr1/2)	**Topic – Continents and Oceans** *How many continents are on planet Earth?* *How many oceans are there?* *Where is Europe?* *How are North and South America different?* *What is it like in Africa?* *How are Australian and Asian animals different?* **Topic - Hot and cold areas of the World**				**Topic: Countries and capitals of the UK** *What countries make up the UK?* *What are some famous landmarks in England?* *How is Scotland different to England?* *What is the landscape like in Wales?* *What is Ireland famous for?* *What are traditional foods of the UK?* *What countries make up the UK and what can I*	**Topic: UK Vs India (non European country)** *What do I know about India?* *Where is India?* *What is it like to live in India?*

	How are hot and cold countries different?				*remember about them?*	
Class 5 (Yr2)	**UK focus – Blackpool/Lytham** *Can I identify the different countries that make up the UK?* *How can I distinguish between human and physical features?* *Can I use directional language to describe the location of features on maps?*			**Looking After Our World** *Where on Earth is it hot and where is it cold?* *What is the climate like at the Equator?* What is special about a rainforest and why are humans threatening these environments? *How do I add detail to a map?*		**Non-European Country – Kenya** *Where is Kenya in the world?* *What are the human and physical features in Kenya?* *What is life like for people living in a Maasai village in Kenya?* *How would my life be different if I lived in a Maasai village in Kenya?* *What does a tourist go to Africa for?*

				How do I create a map of the grounds?		
Class 6 (Yr3)				*Can I follow the journey of rivers using maps and atlases?What are the key features of rivers?* *Can I observe and draw a sketch of the river Yarrow using my knowledge of river vocabulary? (Visit the River Yarrow in Duxbury Woods)* *Can I explain the water cycle?* *Can I name and locate the main rivers and seas of the UK?*	**Countries, counties and cities in Europe and the UK** *Which countries are in Europe and where are they located?* *Where is the United Kingdom in the world?* *Can I name the geographical features of the United Kingdom?* *Can I locate and identify counties and cities in the NW of England?*	**Settlements (linked to Romans History topic)** *What do early settlers need?* *What were the main Roman settlements and how were they connected?* *How does a map help us to find out what a place is like?* *How can we use a map to find out how long it will take to get somewhere?* *How did the Romans live in Britain?*

				Why are estuaries important?	*Is the landscape in Lancashire the same everywhere?* *Can I identify the similarities and differences in the human and physical geography between Chorley and Formby?*	
Class 7 (Yr3/4)	**Counties and Cities in the UK (inc human and physical characteristics)** *Can I name and locate the countries and cities of the UK?* *Can I name and locate some*	**Settlement and Land Use – trade links** *Am I able to explain what early settlers needed?* *Can I explain why settlements develop in different locations?*		**Rivers and mountains** **(Cuerden Valley, Snowdon)** *What are the key features of rivers?* *Why are rivers important?* *What causes river pollution and what effect does this*	**Europe and Major Cities** **Similarities and differences between UK (Scotland - geology) and a region of a European country (linked to Eurovision winning country)** *Can I locate Europe on a*	

	counties around the UK? *Can I locate and identify towns and cities in the UK?* *Can I find out about the coasts and seas of the UK?* *Can I name and locate areas of high ground in the UK?*	*Am I able to use maps to identify settlements?* *Can I compare land use in different settlements?* *How are settlements linked?* *Can I create a map of a settlement?*		*have on the environment?* *What is the landscape of a mountain like?* *Can I locate the highest peaks in each continent using a map?* *How are mountains formed?*	*world map and find out its features?* *Can I locate and identify countries in Europe?* *Am I able to identify European countries according to their features?* *Can I identify the major capital cities of Europe?* *Can I compare two European capital cities?* *Can I find out about the human and physical features of a*	

					European country?	
Class 8 (Yr4)	**Land of Hope and Glory (Great Britain)** *What is the United Kingdom?* *What are the names of the capital cities of the countries in the UK?* *What are the key Geographical features of the UK?* *What food does the UK produce?* *What are different cities in the UK famous for?*			**North America (Las Vegas)** *Do I know the continents in the world and the countries which make up North America?* *Am I able to locate and ask questions about Las Vegas?* *Can I show my understanding of the need to save water in Las Vegas?* *Do I understand the physical differences between Chorley and Las Vegas?*		**The Water Cycle** *Can I explain water in the three states of matter?* *Can I explain that evaporation happens when liquid water turns into water vapour gas?* *Can I explain that condensation happens when water turns from a liquid into water vapour gas?* *Can I explain how clouds and rain are formed?* *Can I explain where condensation and*

	Where would you live -Birmingham or Blackpool?			*Do I understand where things come from and how money is shared out?*		*evaporation happen in the water cycle?* *Can I explain how water changes during the water cycle?* *Can I explain how and why drinking water is cleaned?* *Can I explain the causes and effects of flooding?* *Do I understand the causes and effects of water pollution?*
Class 9+10 (Yr5)	**Industrial Revolution** *Can I name and locate cities and countries in the United Kingdom?* *Can I use symbols and keys to build my knowledge of*				**Volcanoes and Earthquakes** *What is the Earth made of?* *What is a volcano and*	**South America (Brazil)** *Where is South America located in the world?* *Which countries and capital cities make up South America?*

	the United Kingdom? *Can I describe and understand key aspects of physical and human geography?* *Can I use a 4 figure grid reference to build my knowledge of the United Kingdom?* *Can I develop my views and attitudes to critically evaluate responses to local geographical issues?*				*where can they be found?* *How are volcanoes formed?* *What are the features of a volcanic eruption?* *What are earthquakes and how are they formed?* *Can I locate the world's biggest earthquakes using latitude and longitude?*	*What is the climate and weather like in South America and why might it differ between countries?* *What are the physical features of countries in South America?* *What are the major tourist attractions in Brazil?* *What are the main similarities and differences between South America and the UK?*
Class 11+12 (Yr6)			**Catalonia Region – Barcelona** *Do I understand the features of the world?*			***Local Fieldwork Study.***

			Why do countries in the same continent have a different time? *Can I use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied?* *How is the climate different in Catalonia to other places I have studied?* *How is the geography of Catalonia different to other areas I have studied?* *What information can I find out from a key?* *How can I precisely locate a feature on a map?* *Can I use 6 figure grid references to show the different forms of land use in Catalonia?* *Can I present information electronically?*		*Have local land change uses been positive or negative?* *Where is the local area positioned in the NW of England?* *Can I use OS maps to lead a walk around Rivington?* *What geographical observations can I make about changing land use in the local area?* *Can I create a sketch map of Rivington?*

					Can I identify several types of land use in the local area, and how these have changed? *Can I explain the positives and negatives of local land use?*

	EYFS	Class 3 (Yr1)	Class 4 (Yr1/2)	Class 5 (Yr2)	Class 6 (Yr3)	Class 7 (Yr3/4)	Class 8 (Yr4)	Class 9+10 (Yr5)	Class 11+12 (Yr6)
			Ongoing unit: **Human and Physical Geography** Identify seasonal and daily weather patterns in						

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			the United Kingdom						
Autumn 1	Substantive Concept Land use **Topic** Marvelllous Me/ Farms **Development Matters and ELG** Draw information from a simple map. Explore the natural world around them. Describe their immediate environment using knowledge from observation,	Substantive Concept Land use **Topic** Chorley **Question** What is my local area like? **NC** **Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area	Substantive Concept Weather **Topic** Continents and Oceans **Question** Where in the world is…? **NC** **Locational Knowledge:** Name and locate the world's seven continents and five oceans **Geographical skills and fieldwork:**	Substantive Concept Landmarks **Topic** UK -Blackpool or Lytham **Question** Why isn't there a beach in Chorley? **NC** **Locational Knowledge:** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and		Substantive Concept Landmarks **Topic** Counties and cities in the UK **Question** What makes the United Kingdom? **NC** **Locational knowledge** Name and locate counties and cities of the United Kingdom, and geographical regions identifying human and	Substantive Concept Landmarks **Topic** Land of Hope and Glory (GB) **Question** What makes Britain great? **NC** **Locational knowledge:** Name and locate counties and cities of the United Kingdom, geographical regions identifying	Substantive Concept Land use **Topic** Industrial Revolution **Question** What was so revolutionary about The Industrial Revolution? **NC** **Locational knowledge:** Name and locate counties and cities of the United Kingdom and geographical regions identifying	

	discussion, stories, non-fiction texts and maps. Understand some important processes and changes in the natural world around them, including the seasons. (Summer) **<u>Key Vocabulary</u>** fields, rivers, fence, roundabout, canal	of the United Kingdom . **Geographical skills and Fieldwork:** Use simple fieldwork and observational skills to study the geography of their school and its grounds. **Geographical skills and Fieldwork:** Use simple fieldwork and observational skills to study the geography of their school and its grounds. Use aerial photographs	Use world maps, atlases and globes to identify continents and oceans studied at this key stage. **<u>Key Vocabulary</u>** **Continent,** Europe, North America, South America, Asia, Africa, Antarctica, Australia, **Oceans** - Pacific, Indian, Arctic, Atlantic, Southern	its surrounding seas. **Human and physical Geography:** Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,		physical characteristics, key topographical features (including hills, mountains, coasts and rivers) **Geographical skills and fieldwork** Use the eight points of a compass and 4 figure grid references to build their knowledge of the United Kingdom and the wider world. **<u>Key Vocabulary</u>**	human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers. **Human and physical Geography:** Describe and understand key aspects of human geography, including: economic activity including trade. **Geographical skills and fieldwork:**	land-use patterns **Geographical skills and Fieldwork:** Use four 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. **<u>Key Vocabulary</u>** UK land use patterns	

		and plan perspectives to recognise landmarks and basic human and physical features. **<u>Key Vocabulary</u>** school, home, address, compass, directions, position, NESW, A6, Yarrow river, near, far, travel, journey, routes, features, attractive, buildings, offices, church, shop, houses, flats, garage,		valley, vegetation, season and weather **Geographical skills and fieldwork:** Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use simple fieldwork and observational skills to identify the key human and physical features of the		UK counties and cities **Directional language:** 8 point compass directions **Four figure grid references** within the UK	Use maps, atlases, globes and digital/computer mapping to locate countries. Use four figure grid references, symbols and key to build their knowledge of the United Kingdom. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including	Four figure grid references within the UK and wider world	

		factory, leisure, playground, park, human, physical		surrounding environment of their school and its grounds. **<u>Key Vocabulary</u>** **UK countries (and capital cities)** England (London), Scotland (Edinburgh), Ireland (Dublin), Wales (Cardiff) **Surrounding Seas -** English Channel, Irish Sea, North Sea, Celtic Sea Use **locational and**			sketch maps and plans. **<u>Key Vocabulary</u>** **Economic activity inc trade links** crops, customer, employment, export, factory, fair trade, growth, import, jobs, organic, shop, tourism, trade, wages **Directional language:** Four figure grid references within the UK		

				directional language [for example, near and far; left and right], to describe the location of features and routes on a map **Key human features,** including: **city, town, village, factory, farm, house, office, port, harbour and shop**			and wider world		
Autumn 2	Substantive Concept Weather **Topic**		Substantive Concept Weather **Topic**			Substantive Concept Land use **Topic**			

	Bright Lights, Dark Nights **Development Matters and ELG** Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live Explain some similarities and differences between life		Hot and cold areas of the world **Question** Would you prefer to live on snow or sand? **NC** **Human and Physical Geography:** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Human and physical Geography:**			Settlements **Question** Why are settlements different? **NC** **Human and physical geography** Describe and understand key aspects of: Human geography, including: types of settlement and land use and economic activity including trade links **Key Vocabulary**			

	in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps 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.		Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather **Geographical skills and fieldwork:** 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			**Economic activity inc trade links** crops, customer, employment, factory, jobs, trade			

	Understand some important processes and changes in the natural world around them, including the seasons. Understand some important processes and changes in the natural world around them, including the seasons. (Winter) **<u>Key Vocabulary</u>** Astley Hall, Taj Mahal, sand, hot, season, weather		location of features and routes on a map. **<u>Key Vocabulary</u>** **Key physical features, including:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather **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						
Spring 1	**Topic** Space/Chinese New Year **Development Matters and ELG** Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments	Substantive Concept Landmarks **Topic** London (Capital City of England) **Question** Why is London the capital city of England? **NC** **Locational Knowledge:** Name, locate and identify							Substantive Concept Weather, Land use **Topic** Catalonia region - Barcelona **Question** Should Catalonia have independence from Spain? **NC** **Locational knowledge:**

	that are different to the one in which they live 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 Know some similarities and differences between the natural world around them	characteristics of the 4 countries and capital cities of the UK. **Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom **Human and Physical Geography:** Use basic geographical vocabulary to refer to: Key physical features,							Using latitude and longitude, identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) Locate the world's countries, using maps (including the location of Russia) concentrating on their environmental regions **Place knowledge:** Understand geographical similarities and

	and contrasting environments, drawing on their experiences and what has been read in class. **<u>Key Vocabulary</u>** town, roof, house, land,	including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. **Geographical skills and Fieldwork**: Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise								differences through the study of human and physical geography of a region in a European country (including Russia) **Geographical skills and fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use six-figure grid references, symbols and

		landmarks and basic human and physical features. **<u>Key Vocabulary</u>** **Physical features** - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather **Seasonal, daily weather patterns** - Spring, Summer, Autumn, Winter, cloud, cold, dry, frost, hot, ice, rain, puddle, snow, sunshine,							key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world **<u>Key Vocabulary</u>** **Catalonia, environmental regions** Tundra zone, Taiga or forest zone, the steppe or plains zone, arid zone and the mountain zone European countries, International Date Line, Prime

		temperature, UK, wet, wind **Positional directions:** Up, down, left, right, under, around. **Compass directions:** North, South, East West							meridian, Greenwich meridian, time zones,
Spring 2	Substantive Concept Weather **Topic** It's a Bug Life! **Development Matters and ELG**			Substantive Concept Mother Nature's destruction **Topic** Looking after our world **Question**	Substantive Concept Mother Nature's destruction **Topic** Rivers **Question** How is water from millions	Substantive Concept Weather **Topic** Rivers and mountains **Question** Where does a river come from?	Substantive Concept Land use **Topic** Land of the free (America) **Question**		

	Explore the natural world around them. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand some important processes and changes in the natural world around them, including the seasons. Understand some important			Should we look after our world? **NC** **Human and Physical Geography** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **Geographical skills and fieldwork:** Use aerial photographs and plan perspectives to devise a simple map; and use and	of years ago still being used today? **NC** **Human and physical geography** Describe and understand key aspects of: Physical geography, including the water cycle, rivers and mountains. **Geographical skills and fieldwork** Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch	**NC** **Locational knowledge:** Identify the position and significance of the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn including latitude, longitude. **Human and physical Geography:** Describe and understand key aspects of: Physical geography, including:	What is the land of the free? **NC** **Locational knowledge:** Locate the world's countries and (some major cities), using maps to focus on North America (Las Vegas). **Place knowledge:** Understand geographical similarities and differences through the study of human and physical geography of		

	processes and changes in the natural world around them, including the seasons. (Spring) **<u>Key Vocabulary</u>** Spring, rain, storm, sunny, cloud			construct basic symbols in a key. **<u>Key Vocabulary</u>** **Hot and cold areas** Equator. North Pole. South Pole **Locational and directional language:** Near, far, left, right	maps and plans. **<u>Key Vocabulary</u>** **Rivers** bed, bank, channel, current, erosion, flood, meander, mouth, source, tributary, valley,	rivers and mountains. **Geographical skills and fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries. 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.	a region in a European country, and a region within North America **Human and physical Geography:** Describe and understand key aspects of human geography, including: economic activity including trade links. **Geographical skills and fieldwork:** Use maps, atlases, globes and digital/computer mapping		

						Key Vocabulary World countries and major cities Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Latitude, Longitude **Rivers/mountains** bed, bank, channel, current, erosion, flood, meander, mouth, source, tributary, valley,	to locate countries. **Key Vocabulary** World countries and major cities North America - human and physical characteristics, land use patterns Economic activity inc trade links crops, customer, employment, export, factory, fair trade, growth, import, jobs, organic, shop,		

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							tourism, trade, wages		
Summer 1	Substantive Concept Landmarks **Topic** Paddington's Travels **Development Matters and ELG** Draw information from a simple map. Recognise some similarities and differences between life in this	Substantive Concept Land use **Topic** Around the World in Seven Weeks. **Question** What would I see on my journey around the world? **NC** **Locational Knowledge**: Name and locate the	Substantive Concept Landmarks **Topic** Countries and capitals of the UK **Question** Why don't the English wear kilts? **NC** **Locational Knowledge:** Name, locate and identify characteristics of the four		Substantive Concept Land use **Topic** Countries, counties and cities in Europe and the UK **Question** **NC** **Locational Knowledge:** Locate the world's countries, using maps to focus on Europe.	Substantive Concept Landmarks, Weather **Topic** Europe and Major Cities Similarities and differences between UK and a region of a European country **Question** How is the UK unique if we're part of Europe? **NC**		Substantive Concept Mother Nature's destruction **Topic** Volcanoes and Earthquakes **Question** Why are there no volcanoes in England? **NC** **Locational knowledge:** Identify the significance	

	country and life in other countries. Recognise some environments that are different to the one in which they live 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	world's seven continents and five oceans **Geographical skills and Fieldwork**: Use world maps to identify the United Kingdom and its countries Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. **<u>Key Vocabulary</u>** **Continent** - Europe, Asia,	countries and capital cities of the United Kingdom and its surrounding seas. **Geographical skills and Fieldwork**: Use world maps, atlases and globes to identify the United Kingdom and its countries, Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left		Name and locate counties and cities of the United Kingdom Identify the position and significance of the Equator, Arctic and Antarctic Circle. **Place Knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United	**Locational knowledge** Locate the world's countries, using maps to focus on Europe and major cities. Identify the position and significance of the Equator, Arctic and Antarctic Circle. Identify the position and significance of the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer, and Capricorn.		of latitude and longitude. **Human and physical Geography:** Describe and understand key aspects of: Physical geography, including volcanoes and earthquakes Describe and understand key aspects of: Human geography, including: the distribution of food, minerals, and water **Geographical skills and fieldwork:**	

	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. **<u>Key Vocabulary</u>** map, jungle, Big Ben, Tower of London, Tower Bridge, Buckingham Palace	North America, South America, Africa, Antarctica, Australia **Oceans** - Pacific, India n, Arctic, Atlantic, Southern.	and right], to describe the location of features and routes on a map 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. **<u>Key Vocabulary</u>** **UK countries (and capital cities)**		Kingdom (Lancashire) **Geographical skills and fieldwork:** Use maps and globes to locate countries. **<u>Key Vocabulary</u>** UK counties and cities (NW) European countries Equator, Arctic Circle, Antarctic Circle **Directional language:** **8 point compass directions -**	**Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. **Geographical skills and fieldwork** Use maps, globes, atlases digital/compu ter mapping to locate countries Use a wider range of maps		Use maps, atlases, globes and digital/compu ter mapping to locate countries and describe features studied **<u>Key Vocabulary</u>** Latitude, Longitude **Volcanoes and earthquakes:** core, crust, earthquake, lava, magma, mountain, pressure, Richter scale, tectonic plates, tremors,	

			England (London), Scotland (Edinburgh), Ireland (Dublin), Wales (Cardiff) **Surrounding Seas - English** Channel, Irish Sea, North Sea, Celtic Sea **Physical features** – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, **Compass directions:** North, South, East West		North, North East, North West, East, West, South, South East, South West	(including digital), atlases and globes to locate countries. **Key Vocabulary** Equator, Arctic Circle, Antarctic Circle, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn			

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			Locational and directional language: Near, far, left, right						
Summer2	Substantive Concept Land use **Topic** In the Beginning **Development Matters and ELG** Recognise some environments that are different to the one in		Substantive Concept Mother Nature's destruction **Topic** India **Question** Would you rather have a house in Chorley or Chembakoli? **NC**	Substantive Concept Mother Nature's destruction **Topic** Kenya **Question** How would my life be different if I lived in Kenya? **NC**	Substantive Concept Land use **Topic** Settlements **Question** How can I spot Roman settlements on my travels? **NC** **Locational knowledge:**		Substantive Concept Weather **Topic** The Water Cycle **Question** How does water get into my tap? **NC** **Human and Physical Geography**	Substantive Concept Weather Landmarks **Topic** South America (Brazil) **Question** How is life different in Brazil? **NC**	Substantive Concept Land use **Topic** Local Fieldwork Study **Question** Have local land change uses been positive or negative? **NC** **Locational knowledge:**

	which they live 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. Understand some important processes and changes in the natural world around them, including the		**Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (India) **Human and physical geography:** Use basic geographical vocabulary to refer to: Key human features, including city,	**Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (Kenya) **Geographical skills and fieldwork:** Use world maps, atlases, and globes to identify the countries, continents and oceans	Locate the world's countries, using maps to focus on Europe. **Human and physical Geography:** Describe and understand key aspects of: Human geography, including types of settlement and land use. **Key Vocabulary** **Land use and settlements** deforestation, hamlet, industrial, land-use,		Describe and understand key aspects of: **Physical geography,** including the **water cycle** **Geographical skills and fieldwork:** Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps. **Key Vocabulary** Atmosphere, condensation, evaporation, precipitation, surface run	**Locational knowledge:** Locate the world's countries using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Place knowledge:** Understand geographical similarities and differences through the study of	Name and locate Geographical regions of the UK including Human and Physical Characteristics and land use patterns. **Human and physical Geography:** Describe and understand key aspects of: Human geography, including types of land use, economic activity, including trade links and the distribution of natural resources including

	seasons. (Summer) **<u>Key Vocabulary</u>** Volcano, fossil, leaves, rocks, caves		town, village, factory, farm, house, office, port, harbour and shop 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 **Geographical skills and fieldwork:** Use aerial photographs and plan	studied at this key stage. **<u>Key Vocabulary</u>** **Contrasting areas** (Agriculture, business, detached, house, flats, high street, port, rainfall, semi-detached, terraced, urban) (Desert, rainfall, soil, climate, cloud, dry/drier, frost, ice, rain, puddle, snow, sunshine, temperature, UK,	national, population, rural, settlement		off, water-cycle	human and physical geography of a region within South America. **Human and physical geography:** Describe the key aspects of physical geography including climate zones, biomes, and vegetation belts. **Geographical skills and fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate	energy, food, minerals and water **Geographical skills and fieldwork.** Use the 6 figure grid references, symbols and key including the use of paper, and digital OS maps to build their knowledge of the UK. Use fieldwork to observe, measure and record the human physical features of the local area using a range of measures

			perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key. **<u>Key Vocabulary</u>** **Key physical features,** including **beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather**	wet/wetter, wind)				countries and describe features studied. Use six figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world. **<u>Key Vocabulary</u>** South America- human and physical characteristics, Climate, environmental region,	including sketch maps. Consolidate knowledge of 8 points of a compass. **<u>Key Vocabulary</u>** OS maps. Grid references, OS maps, footpath, railways station, canal/river, reservoir, scale

			Key human features, including **city, town, village, factory, farm, house, office, port, harbour, and shop**					fertile, tropical vegetation belt Six figure grid references	
End of Year Expectations									
	Locational and Place knowledge		**Human and Physical Geography**	**Geographical Skills:** **Enquiry and Investigation**		**Geographical Skills:** **Fieldwork**	**Geographical Skills:** **Interpret a Range of Sources of Geographical Information**		**Geographical Skills:** **Communicate Geographical Information**

Geography Curriculum Overview 2024-2025

Year 1	Name and locate some places in their locality, the UK and wider world.	Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school	Use a range of sources such as simple maps, globes, atlases, and images. Know that symbols mean something on maps	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they see where.
Year 2	Name and locate significant places in their locality, the UK and wider world.	Describe places and features using simple geographical vocabulary. Make observations about features that give places their character	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other	Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.	Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.

			places and environments.			
Year 3	Name and locate a wider range of places in their locality, the UK and wider world.	Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time.	Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.	Observe, record, and name geographical features in their local environments.	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT.
Year 4	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features	Use geographical language to identify and explain some aspects of human and physical features and patterns. Describe how features and places	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when	Observe, record, and explain physical and human features of the environment.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods

		change and the links between people and environments.	investigating different places, environments and people		Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	including digital maps, plans, graphs and presentations.
Year 5	Name and locate an increasing range of places in the world including globally and topically significant features and events	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information
Year 6	Name and locate an extensive range of	Recognise patterns in human and	Ask and respond to questions that are	Use a range of numerical and	Interpret a wider range of	Develop their views and attitudes to

	places in the world including globally and topically significant features and events.	physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments.	more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues.	quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.	geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.	critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.

KLIPs to show progression of Geography skills				
Mapping	**EYFS** Development Matters • Messy maps. • Jigsaw globes. • Own drawings to represent familiar places. • Junk modelling of landmarks. • Treasure maps to show that maps have a purpose. • Map of the classroom	**KEY STAGE 1** ▪ Use a range of maps and globes (including picture maps) at different scales. ▪ Use vocabulary such as bigger/smaller, near/far. ▪ Know that maps give information about places in the world (where/what?). ▪ Locate land and sea on maps. ▪ Use large scale maps and aerial photos of the school and local area. ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Follow a route on a map starting with a picture map of the school. ▪ Recognise that maps need titles. ▪ Recognise landmarks and basic human features on aerial photos. ▪ Know which direction is North on an OS map. ▪ Draw a simple map e.g. of a garden, route map, place in a story. ▪ Use and construct basic symbols in a map key. ▪ Know that symbols mean something on maps. ▪ Find a given OS symbol on a map with support ▪ Begin to realise why maps need a key. ▪ Look down on objects and make a plan e.g. of the classroom or playground.	**YEARS 3 AND 4** ▪ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ▪ Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. ▪ Use maps at more than one scale. ▪ Recognise that larger scale maps cover less area. ▪ Make and use simple route maps. ▪ Recognise patterns on maps and begin to explain what they show. ▪ Use the index and contents page of atlases. ▪ Label maps with titles to show their purpose ▪ Recognise that contours show height and slope. ▪ Use 4 figure coordinates to locate features on maps. ▪ Create maps of small areas with features in the correct place. ▪ Use plan views. ▪ Recognise some standard OS symbols. ▪ Link features on maps to photos and aerial views. ▪ Make a simple scaled drawing e.g. of the classroom. ▪ Use a scale bar to calculate some distances	**YEARS 5 AND 6** ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas.

	(drawings, loose parts). • BeeBots.		Relate measurement on large scale maps to measurements outside.	▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. Draw measured plans.
Fieldwork	Development Matters • Visit to local area. • Walk around the school grounds. • Follow directional language I.e. up, down, through.	▪ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. ▪ Use simple compass directions (NSEW). ▪ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. ▪ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.	▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos.	▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. ▪ Interpret data collected and present the information in a variety of ways including charts and graphs.

	• Pictures on iPads.			
Enquiry and investigation	Development Matters • Collect natural objects. • Discuss what they can see, hear, feel. • Bugs in the classroom.	Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ▪ Investigate through observation and description. Recognise differences between their own and others' lives.	▪ Ask more searching questions including, 'how?' and, 'why? as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences.	▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? ▪ Make predictions and test simple hypotheses about people and places.
Communication	Development Matters • Draw/make pictures of what they've seen. • Give their friends instructions when	▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Notice and describe patterns. ▪ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ▪ Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) ▪ Give and follow simple instructions to get from one place to another using positional and	▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.	▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.

	using the BeeBots. • Talk about places they live near.	directional language such as near, far, left and right. ▪ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.		▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm.
Use of ICT technology	Development Matters • BeeBots. • Adult support on Google Maps. • Purple Mash videos about different countries, farms etc. • IPads.	▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ Use a postcode to find a place on a digital map. ▪ Add simple labels to a digital map. ▪ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ▪ Use programmable toys or sprites to move around a course/screen following simple directional instructions. ▪ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.	▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. ▪ Make use of geography in the news – online reports & websites.	▪ Use appropriate search facilities when locating places on digital/online maps and websites. ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys.

		▪ Describe and label electronic images produced.		▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. ▪ Investigate electronic links with schools/children in other places e.g. email/video communication.

How has the Geography curriculum taken into account the needs of our children?	The Geography curriculum at St George's has been designed in consultation and discussion with the Governing Body, Lancashire Consultants from the Professional Development Service, teaching staff and pupils through a pupil voice. Our aim at St George's is to inspire a curiosity and fascination about the world in which we live and its people, through high quality teaching which will equip our children with knowledge, understanding and skills that will remain with them for the rest of their lives. We aim for all our children to be determined and confident in all that they do. In Geography, our children are entitled to a curriculum which enables them to develop an awareness of other cultures and in doing so, achieves respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural country; embedding fundamental British and Christian Values. Fieldwork is integral to good Geography teaching and we are lucky at St George's to have access to woodland areas on site to provide children with many opportunities to involve them with practical Geography, research and enquiry in school, and beyond into our local area and further afield. <u>How the Geography curriculum is designed for our pupils.</u> When the Geography curriculum was designed, St George's had 296 pupils on roll with 281 pupils of White-British ethnicity and the school's Employment Deprivation Index was C. We therefore designed a curriculum which gives children a wealth of experiences of other countries, cultures and geographical location and place knowledge alongside job opportunities. These include: ● Classes 1 & 2 – learn about the geographical and physical features of volcanoes, the importance of different environments/habitats for both humans and animals. ● Class 3 - learn about the continents and weather around the world. ● Class 4 - learn about a small village called Chembakolli in India and changing UK weather patterns and geographical features over the year.

	• Classes 4 & 5 - learn about the importance of fish in our rivers. (Linked to Science) Jobs - fish farmer, trout men, fishermen, marine conservationist/biologist. • Class 5 - compare Kenya to the UK. (including job opportunities) • Classes 6 & 7 - learn about countries in Europe and compare to a region in the UK (Lancashire and Scotland) including jobs in the urban and rural areas. • Class 8 - learn about deserts (Las Vegas) and the water cycle. • Classes 9 & 10 - learn about Brazil, areas with volcanoes and those at risk from earthquakes, including the work of Geophysicists. • Classes 11 & 12 - learn about Barcelona and the Catalonia region, including job opportunities. This learning is enhanced through the use of a plethora of wide ranging resources including aerial photographs, online mapping tools (Digimaps, Google Earth, Google Maps), virtual visits, visitors coming into school and school trips. <u>Trips, Visitors and Themed Days</u> St George's aims to give all children skills and knowledge through meaningful real life experiences including trips and visits from people. This gives our Geography teaching purpose and inspires children to be determined and confident in using their Geography related knowledge and skills outside of school. These experiences include: • Classes 1 & 2 – Diwali and Chinese New Year Day. Go and conduct some fieldwork when learning about houses/homes. Explore the school grounds. Farm visit. • Class 3 - Walk into Chorley to identify human and physical features of the town. • Classes 4 & 5 - Rivers Trust visit to install trout and tank (linked to Science) and then a walk to the local river to release them.

	• Class 5 - Trip to Lytham beach and a walk to Duxbury. • Class 6 -, Trip to Ribchester (also linked to History). • Class 7 - A field trip to a mountain, the children experience a 'Eurovision Day' linked to the winning country of the Eurovision Song Contest (linked to Literacy). • Class 8 - United Utilities workshop in school and a walk to a local river. • Classes 9 & 10 - Virtual visit to a volcano. • Class 11 & 12 - Themed Spanish day linked to their unit. In January 2023, the school held a Great Explorers themed week in which the children had exposure to a variety of experiences including a hot air balloon visit, Dantastic (Antarctic explorer), Oceanographers from Liverpool University, Wonderdome (space explorers) and a visit from a real life explorer who had recently returned from Africa. The Subject Leader will also look into acknowledging annual events in school including Earth Day and World Oceans Day in order to further enhance the children's knowledge and understanding of our impact on the world and its environment. <u>Pupil Voice</u> The pupils' views have also inspired the way our Geography curriculum has been designed. In pupil voice questionnaires, children across school recognise the importance of learning Geography because "We need to keep the world healthy and look after it." (Class 4), "If you want to go somewhere, you can learn about it and other countries." (Class 5) and children in KS2 say, "You learn how to use maps and co-ordinates to locate places." (Class 9). All children across school agreed on enjoying Geography lessons which was reinforced when they were asked to describe Geography in 3 words. The most popular choices were "exciting, interesting, fun,

	engaging." This is also indicative of the question based inquisitive curriculum we have designed for our children in which they link their learning in the classroom to the world around them. The pupil voice impacts the Geography curriculum at St George's. Children have stated that they like fieldwork and applying what they have learned within the classroom to real life. As mentioned earlier in this document, we are extremely lucky to have such fantastic grounds where children in all year groups can develop their observational and fieldwork skills. Cross curricular trips also provide opportunities for children to revisit and apply their fieldwork skills and teachers are encouraged to promote this whilst planning and on trips. When asked about what they had previously learned in Geography, children in Years 5 & 6 were able to recollect learning about continents, weather, countries and their capital cities, rivers and volcanoes. Children in Years 3 & 4 clearly remember learning about continents, the weather and a song about different places in the world. Children in Year 2 were able to remember learning about Antarctica and cold places alongside other places in the world and the differences between them. This underpins our aim of equipping children with knowledge and understanding through high quality teaching. <u>Progression</u> We follow the National Curriculum objectives for Geography for both Key Stage 1 and Key Stage 2 in terms of knowledge, understanding processes and skills. We also ensure that the curriculum for EYFS covers the Early Learning Goals set out in the EYFS Framework: Understanding the World but are also steered by the children's interests. 'All About Me' booklets completed by parents before children start school allow us to design a curriculum that meets the needs and interests of the children. Early Years staff continually discusses ideas with the children and change planning accordingly. The curriculum is designed to be taught using group work, individual work and through carefully designed continuous provision that encourages children to revisit and remember previously taught skills. The units in Geography have been planned so that learning is progressive and builds upon prior knowledge and understanding and supports children in producing outcomes of the highest quality. Units begin with informal methods of assessment to understand where the children are in their learning and what they already know. St George's is an inclusive school and recognise that our

	children will be of different geographical abilities.We ensure that there are learning opportunities for children of all abilities that match the challenge of the task to develop their skills, knowledge and understanding in each unit, and we also build progression into the whole school Geography curriculum so that the children are increasingly challenged as they move up through school. This includes: • Setting common tasks which are open ended and can have a variety of responses. • Setting tasks of increasing difficulty • Grouping children and setting different tasks to peer support and challenge. • Providing resources of different complexity according to the ability of the child to support their learning. • Using Teaching Assistants to support the work of individual and groups of children. We also use the Lancashire Key Learning Document as a supplement to the National Curriculum to ensure that objectives are taken from specific year group content and that geographical knowledge, skills and understanding are being advanced and built upon. The teaching of Geography is also linked to other curriculum areas. An overarching topic eg Earthquakes, will link to a class novel/book/non-fiction text or 'hook' to engage the children with their learning. In terms of mixed age classes, the Geography curriculum has been designed so that every child will access their year group objectives from the National Curriculum. In some cases, this means combining two linked topics from different year groups, in others it means teaching two inputs or setting up a different 'learning area'/project. Where topics overlap, the Geography curriculum has been designed so that different skills are taught within a unit so that if a child is in two consecutive mixed age classes, teaching of knowledge may overlap but the progression of skills is still evident.