



GEOGRAPHY CURRICULUM OVERVIEW



‘The study of Geography is about more than memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.’ - **Barack Obama**

VISION At Moorsway Federation we are conscientious citizens, global explorers and eco warriors. Our Geography curriculum helps pupils to make sense of the world around them by making links between the past, present and future. Geography is rooted in developing pupils’ investigation and problem-solving skills and promotes a wide spiritual, moral, social and cultural understanding. Through engaging discussion children are equipped with the knowledge, understanding and skills to overcome challenges. By using our inclusive indoor and outdoor learning environments to impart geographical knowledge and skills, we teach children to be independent learners who are resilient, mindful and have a growth mindset and flourish in their learning.

Settlement Climate Everyone’s world Maps Change

EYFS	EYFS	Draw information from a simple map. UW Recognise some similarities and differences between life in this country and life in other countries. UW Explore the natural world around them. UW Recognise some environments that are different to the one in which they live. UW					
	ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UW 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. UW 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. UW Understand some important processes and changes in the natural world around them, including the seasons. UW					
		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y1/2	Unit Overview	Let’s go on safari: Where can I go on safari and what will I see? This topic focuses on the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. They will look at how the climate is different to ours.	Around our locality Children will develop their understanding of their local environment and map skills, looking at key features of a map such as symbols and a compass rose. They will explore compass points and use directional language as well as look at aerial views. They will develop fieldwork enquiry skills as they plan and conduct a suitable enquiry to find out more	Continents and Oceans This Continents and Oceans unit will enable children to develop their locational knowledge of the world’s seven continents and five oceans. Using a range of world maps, atlases and globes, they will use simple compass directions and locational language to locate the world’s continents and oceans. They will use basic geographic vocabulary to describe some of the human and physical features of the	The United Kingdom In this United Kingdom unit, children will learn all about the United Kingdom and its four countries, developing their understanding from their local environment to the UK in general. Children will begin by exploring the location of the UK in relation to the world, its four countries, capital cities and surrounding seas. They will then explore each country and capital city further, identifying human and physical features and comparing the country’s	Brazil Children will find out what life is like in Rio De Janeiro, comparing life in a Mid Devon with a bustling city in Brazil, South America. Children will find out more about the carnivals of South America. OAK ACADEMY	Seasides Children will learn about seas and oceans, and locate seaside towns in the UK. They will identify human and physical features of seaside locations, and compare seaside locations. They will plan and carry out a fieldwork enquiry about litter in seaside towns. TWINKL GEO WONDERERS

		PLANBEE	about their local area. Finally, they are asked to present their findings and reflect on changes they would like to see. TWINKL (Geo/new)	continents and consider the location of each continent in relation to the equator and North and South Poles and how this affects the temperature of the continents. TWINKL GEO WONDERERS	characteristics and features. The unit rounds off with the question: what are the countries of the UK like? TWINKL GEO WONDERERS		
	Key Vocab	<i>Kenya, Africa, Climate, Weather, Compass, Equator, Culture, Landscape</i>	<i>aerial view analyse compass map data direction fieldwork North South East West</i>	<i>Continent; ocean; map; climate; compass points; equator; human and physical features; landmark</i>	<i>United Kingdom (UK) Country Capital city Island Map England Scotland Wales Northern Ireland Physical feature Human feature Local area</i>	<i>Compare; Brazil City; village; town; UK; South America; Europe; weather; beach; sea; rainforest; humid; capital; continent</i>	<i>beach; cliff; sea; coast; fieldwork; island; ocean; location; compare; litter; human and physical features</i>
	Small Steps	- Where is Kenya? - What is the climate and weather like in Kenya? - Which animals live in Kenya? - How do compass points help me navigate a map? - What is the landscape of Kenya like? - What is the culture of Kenya? - What's the same and what's different?	- What Is Our Classroom Like? - What Is Our School Like? - How Can We Create a Map of Our School? - Fieldwork Enquiry: What Can We Find out about Our Local Environment? - Fieldwork Enquiry: What Information Can We Collect in Our Local Environment? - Fieldwork Enquiry: What Changes Would We Make to Our Area?	- What are the continents and where are they? - What are the continents like? - Are some continents hot and others cold? - What are the oceans and where are they? - What lives in our continents and oceans? - Which continent would you travel to?	- Where Do We Live? - What Are the Countries and Capital Cities of the UK? - Which Seas Are Around the UK? - What Are the Human and Physical Features of the UK? - What Are the Similarities and Differences between the Countries of the UK? - What Are the Countries of the UK Like?	- Where is Brazil? - Why do people visit Brazil? - What are the features of cities in Brazil? - How do experiences within Rio de Janeiro differ? - What's the weather like in Brazil? - How is the weather in Brazil different to the UK?	- Why does the UK have so many seaside towns? - What do we see by the sea? - Are all seashores the same? - Fieldwork enquiry: What can we find out about litter? - Fieldwork enquiry: What information can we collect about litter? - Fieldwork enquiry: How can we draw a map to show what we found out?
	Key Enquiries		Key Enquiry: What Changes Would We Make to Our Area?				Key Enquiry: What is it like in a seaside resort? Visit a seaside town and litter pick.
	Key Knowledge	Identify the 7 continents of the world Explain that countries near the equator are hotter Describe the climate in Kenya Identify some animals that live in Kenya Name 4 compass points Describe the physical geography of Kenya Identify features, such as mountains, valleys, cities etc Describe different lifestyles and cultures in Kenya	Name the seven continents and locate at least three continents on a world map. Name the five oceans and locate at least two oceans on a world map. Name and locate the four countries of the UK and their capital cities. Name and locate the UK. Understand the difference between physical and human features. Describe some physical and human features in their locality. Use basic geographical vocabulary to refer to key physical features in their locality and beyond: this could include: beach, forest, mountain, sea, river, season: weather. Use basic geographical vocabulary to refer to key human features in their locality and beyond: this could include: city, town, village, factory, farm, house, port, harbour and shop. Know that symbols on maps mean something.	Understand what the weather is like in our country Understand different seasons Describe how the weather affects us Understand what a forecast is Identify dangers with the weather	Understand what the weather is like in our country Understand different seasons Describe how the weather affects us Understand what a forecast is Identify dangers with the weather	Identify and describe the major physical and human features of Brazil including major cities. Describe similarities and differences between Rio and cities in the UK Explain how within cities people have very different lives and experiences Describe what life is like for richer and poorer people in Rio Understand the seasonal weather patterns in Brazil and compare these to the UK	Name and locate the five oceans. Name and locate the four countries of the UK, their capital cities and surrounding seas. Understand that seas are part of oceans. Describe the human and physical features of a coastal locality. Use basic geographical vocabulary to refer to key physical features in their locality and beyond. This could include: beach, forest, mountain, sea, river, season, weather.

			Name some key similarities and differences between their local area and other parts of the United Kingdom. Begin to name and describe some similarities and differences between their local area and areas in other countries around the world.				Use basic geographical vocabulary to refer to key human features in their locality and beyond. This could include: city, town, village, factory, farm, house, port, harbour and shop. Know that symbols on maps mean something. Name some key similarities and differences between their local area and other parts of the United Kingdom. Describe some key similarities and differences between their local area and areas in a contrasting non-European country.
	Key Skills	Locate Kenya on a world map Use directional language Use 4 compass points to locate Make comparisons between Kenya and the UK	Use observation skills in the local area Use simple fieldwork skills in the local area Describe where things are on a map Explain ways in which we could change the area	Use key words to describe the weather Compare hot and cold countries Use map skills to locate hot and cold countries	Use key words to describe the weather Compare hot and cold countries Use map skills to locate hot and cold countries	Locate South America on a world map. Locate Brazil on a map of South America. Make comparisons between Brazil and the UK Use a range of sources to draw conclusions Use geographical vocabulary to refer to human and physical features	Collect and record simple data to answer enquiry questions Use maps and compass directions Describe some key similarities and differences between seaside locations Recognise local landmarks and human/physical features
		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y3/4	Unit Overview	Climate Zones and Biomes Pupils learn about the world's climate zones, biomes and vegetation belts, exploring how climate influences environments and ways of life. They investigate the Amazon rainforest and the state of Amazonas in Brazil, comparing its human and physical geography with their own region and considering the impact of deforestation and climate change.	Our European Neighbours Pupils will learn about the 7 continents of the world, before looking more closely at Europe. They will locate European countries and cities, and will compare their human and physical features. PLAN BEE	Coastal Erosion In this unit, children will review their knowledge about the seas and oceans that surround the UK, understanding that the UK is made up of a range of islands with an expansive coastline. Children will learn about coasts, how they can vary, and why. They will learn to identify different features of coasts and how they are formed. Children will learn about the physical processes that cause a	Land use: How is land used in South Devon? In this unit, children will learn about the places around them and begin looking for land use patterns. Using a case study of a fictional town to provide context, children will investigate their local area, focusing on its facilities and transport links and how they might be changing. Children will learn different ways of presenting, analysing and evaluating the data collected about their locality.	Extreme Earth: What effect do natural disasters have? This topic teaches children about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.	My region and Campania In this unit, children will learn about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe as well as recapping the countries and cities of the UK. Children will specifically focus on Italy and will learn the key human and physical features of the country before focusing on the region of Campania. Children will learn about plate tectonics, earthquakes and volcanoes and will complete two Campania case studies. Children will then use their knowledge to compare their own region in England with Campania and establish

		TWINKL GEO WONDERERS		coastline to change over time. Children will look at case studies of the UK's coastlines. Children will learn about coastal protection strategies. GRAMMARSaurus	GRAMMARSaurus	TWINKL	similarities and differences between the two. GRAMMARSaurus
	Key Vocab	<i>biome; climate; climate zone; equator; deforestation; climate change; indigenous people; vegetation</i>	<i>Continent; country; city; human and physical features; landmark; Europe</i>	<i>Globe, latitude, longitude, Europe, capital city, physical feature, human feature, plate tectonics, earthquake, volcano, settlement, economic activity</i>	<i>Agriculture, rural, urban, recreation, retail, symbol, arable, aerial, cartographer, sketch map</i>	<i>Cumulonimbus cloud, erupt, fossils, magma, tectonic plates; earthquake, tsunami, volcano, tornado</i>	<i>County, Prime Meridian, immigration, UK, Great Britain, Wales, Northern Ireland, Scotland, capital, London,</i>
	Small Steps	1. What are the different climate zones? 2. What are the different biomes and vegetation belts? 3. What are different forest biomes like? 4. How does the Amazonas State of Brazil compare with our region? 5. How is deforestation and climate change impacting Brazil? 6. Do all people live in the same way in the Amazonas State of Brazil?	1. Where is Europe? 2. What countries are located in Europe? 3. Can I identify European countries from their features? 4. What are the major capital cities of Europe, and where are they? 5. Can I compare and contrast two different European cities? 6. What can I find out about the human and physical features of a European country?	1. What are coasts? 2. How are coasts changing? 3. What can be done to protect coasts? 4. How does coastal erosion affect people?	1. What are the types of land use? 2. What are the important features of a settlement, and why do settlers choose specific places? 3. How can I record the facilities that are available in my local area? 4. How can I present and analyse information about local facilities?	1. Under the Earth's surface 2. How volcanoes are formed 3. How volcanoes affect people's lives 4. What causes earthquakes? 5. What causes tsunamis? 6. What causes tornadoes?	1. How is the world represented on maps and globes? 2. What are the key features of the UK and my region? 3. What are Europe's human and physical features, including countries and capital cities? 4. What are the key geographical features of Italy? 5. What are the key physical features of Campania, Italy? 6. What are the key settlements in Campania, Italy? 7. How is the land used in Campania, Italy? 8. What are the similarities and differences between my region and Campania, Italy?
	Key Enquiries	Key Enquiry: How do climate zones and biomes affect the way people live?		Key Enquiry: How is our local coastline changing, and how does this affect people? Visit the coast.	Key Enquiry: Why would anyone live in Ivybridge/ Cornwood? Evaluate the local area (physical and		

					human features, services in the local area, survey jobs and travel).		
	Key Knowledge	“Understand the difference between climate zones, vegetation belts and biomes. “Locate the world’s different climate zones (polar, temperate, arid, tropical, mediterranean, continental, mountain). “Describe the characteristics of the world’s different climate zones (polar, temperate, arid, tropical, mediterranean, mountain). “Describe the characteristics of the world’s different biomes (aquatic, desert, forest, grassland, tundra). “Explain how climate and access to water affects how people live. “Describe and explain the differences and similarities between regions in different countries. “Explain how the physical and human features of an area affect the way people live and explain how this might affect settlements.	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 the countries in Europe. Name and locate key European cities. Compare and contrast countries based on their human and physical features.	Name and locate the physical characteristics and key topographical features of coasts. Understand why some of these aspects have changed over time. Begin to understand erosion, deposition and weathering and their effects on coasts. Begin to discuss how human activity can affect coasts. Children will relate this knowledge to case studies of UK coasts.	Know the different types of land use, including residential, commercial, industrial, agricultural, and recreational. Understand the key features of a settlement, such as housing, transport, services, and employment. Know the reasons why people choose specific places to settle, both in the past and in the present Know what facilities are available in the local area and understand how they support the needs of the community. Understand that places can change over time, including changes in land use and facilities. Know how to recognise land use patterns and understand how transport links connect different places. Understand different ways of presenting, analysing, and evaluating geographical information.	I can describe the properties of the Earth’s layers I can explain how a volcano is formed I can describe what happens when a volcano erupts I can describe some risks and benefits of living near a volcano I can explain why earthquakes occur I can explain how tsunamis occur I can explain how to keep safe in a tsunami	Know the location and significance of the Equator, Northern and Southern Hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, and the Prime/Greenwich Meridian. Know the countries and capital cities of Europe, including key physical and human characteristics. Know the key geographical features of the UK and their own region, including major cities and physical landmarks. Know the key physical and human features of Italy, with a focus on the region of Campania. Know how volcanoes and earthquakes are formed and where they are most likely to occur. Know the different types of settlement and land use, and how these are influenced by physical geography. Know similarities and differences between their own region and the region of Campania, Italy, in terms of human and physical geography.
	Key Skills	Use a wide range of maps and mapping tools to research geographical information. Use the eight compass points to describe the location of countries and cities in Europe. Use maps and atlases of a variety of scales to locate places studied. Use maps to locate places studied in the wider world and relate location to key locational knowledge (equator, climate zones, tropics, etc.). More confidently use a variety of mapping tools (including atlases, OS maps, digital mapping, satellite images and globes). Draw simple sketch maps using more known symbols.	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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use a range of sources to locate physical features of coasts. Describe and understand key aspects of physical geography in the context of coastal features. Use a wide range of maps and mapping tools to research geographical information. Use fieldwork to observe, record, and describe features and facilities in the local area.] Ask and answer geographical questions about the local area using collected data.	Use fieldwork to observe, record, and describe features and facilities in the local area. Present geographical data using simple charts, maps, and written descriptions. Identify patterns in land use and draw basic conclusions from evidence. Use simple maps, grid references, and keys to describe and compare locations. Ask and answer geographical questions about the local area using collected data.	Use maps, atlases and globes to locate volcanic regions Analyse the risks associated with extreme weather and natural disasters	Use maps, atlases, globes, and digital tools to locate countries, cities, and physical features. Use compass directions and grid references to describe locations. Record and present human and physical features using fieldwork techniques such as sketch maps and graphs. Interpret different types of maps and geographical data. Make comparisons between regions using geographical language. Draw conclusions from fieldwork and map-based evidence.

		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y5/6	Unit Overview	What's it like in North America? Children will voyage across the Atlantic with your class as they discover the continent of North America and all its amazing countries, cities and landscapes. They will identify the 23 countries of North America, from the vast lands of the USA and Canada down through Central America and on to the Caribbean islands. On the way they will explore the various geographical features of different areas of North America and compare them with their own locality. PLANBEE	Climate Change: What can we do? Children will learn about Climate Change in this informative and positive mini-topic. They will understand key terms and explore how climate change is affecting people, plants and animals around the world. They will find out how people are taking action and consider what actions they can take themselves. HAMILTON	Raging Rivers: Why are rivers so important? Children will name and locate their geographical region, identifying physical characteristics and key topographical features, including rivers. Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies. Children will use maps and digital/computer mapping to describe the features studied. GRAMMARSaurus and TWINKL	Our changing world: How has our world changed and what does the future hold? Children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Children have the chance to predict the future and look at which might change again in their lifetimes. TWINKL	The Caribbean In this unit, children have the opportunity to explore the Caribbean. From the physical geography across its many islands to how history has shaped its people and culture. Children will learn about how it is impacted by hurricanes and learn about how tourism impacts the Caribbean, gathering different viewpoints to draw their own conclusion on the positives and negatives that tourism brings. PLANBEE	The economic activity of the UK In this unit, children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each impacts the UK's economy. Children will learn about different economic activities in the United Kingdom and their sustainability. GRAMMARSaurus
	Key Vocabulary	<i>Biomes, climate, continent, country, equator, flora, fauna, latitude, longitude, temperate, tropical, polar, dry</i>	<i>Conserve, consume, climate change, greenhouse gas, food miles, non-renewable/renewable energy, produced, solar energy, wind turbine</i>	<i>Source, mouth, channel, river basin, tributary, confluence, meander, oxbow lake, erosion, silt, floodplain, valley, upper course, middle course, lower course</i>	<i>Physical, chemical, biological, weathering, erosion, dissolve, deposition, acidic, border, boundary</i>	<i>Caribbean, archipelago, island, volcano, tectonic plates, tropical, hurricane, climate, colony, slavery, culture, tourism</i>	<i>Economy Sector Sustainability Agriculture Energy Resources Renewable Non-renewable Rare Earth Elements Automation Pollution Waste Management</i>
	Small Steps	- Which countries are in North America? - What are the climates of countries in North America? - Can I name some key geographical features? - What are the capital cities like? - How do time zones differ? - Can I make comparisons?	- What is the greenhouse effect? - What are the causes of climate change? - What are the impacts of climate change? - Children's rights - How are people taking action? - How can we take action in school?	- What are rivers and where are they formed? (G) - Can you locate the key rivers of the world? (Twinkl) - What are the features of a river? (Twinkl) - How do we use rivers? (Twinkl) - How can I collect data about a river? (G)	- How can weathering and erosion change a landscape? - What coastal features are found around the UK and how are they formed? - How can water and weather change coastlines? - Why have the borders of the UK and other	- Where is the Caribbean and what islands make it up? - What is the physical geography of the Caribbean like? - What is the climate of the Caribbean and why is it like that? - How has history shaped the people and culture of the Caribbean?	- What are the sectors of the UK economy? - How sustainable is agriculture in the UK? - How sustainable is energy generation in the UK? - How sustainable is water use in the UK? - How sustainable is the use of rare earth elements?

				6. How can I analyse and present data about a river? (G)	European countries changed over time? 5. How and why have landscapes changed over time? 6. How might physical and human factors change landscapes in the future?	5. Why is the Caribbean a popular tourist destination and what impact does tourism have?	6. How does automation affect the economic activity of the UK? 7. How sustainable is waste management in the UK?
	Key enquiries			Key Enquiry: Is flooding a big problem? Visit local areas at risk of flooding. Investigate what causes flooding and ways to limit flood damage.	Our changing world: How has our world changed and what does the future hold?		Key Enquiry: How far has my lunch travelled? Investigate where our food comes from. Visit a supermarket and local farm shop. Interview local food businesses. Does it matter to people how far their food has travelled?
	Key Knowledge	Name some countries and capital cities located in the Americas. Use geographical terminology to describe the location and characteristics of a range of places Describe the climates and biomes of different regions Know the physical and human geographical features of my local area. Name famous features of North America (both natural and human-made) Identify why different parts of the world have different time zones	Deepen understanding of the interaction between physical and human processes. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. Describe and understand key aspects of human geography including land use, economic activity and the distribution of natural resources.	List main events in the water cycle List features of a river (upper, middle and lower course) Describe how water erodes a riverbank Describe how deposition changes the shape of a river Name the advantages/benefits and disadvantages/risks of building dams	Explain how water and weather can change the landscape Understand how coastal features are formed Identify coastal features explain how the make-up of the United Kingdom has changed over time Explain how European borders have changed over time Explain how landscapes change	The location of the Caribbean and its position relative to the equator, North and South America. That the Caribbean consists of many islands, grouped into the Greater and Lesser Antilles. That the Caribbean's physical geography includes mountains, volcanoes, beaches, coral reefs, and rainforests. That the Caribbean lies on a tectonic plate boundary, leading to volcanic activity. The difference between weather and climate, and the features of a tropical climate. That the Caribbean experiences hurricanes and why these occur. That European colonisation shaped the human geography of the Caribbean.	explain the UK's trade links with other countries Explain the importance of fair trade Explain the global supply chain Identify how trading has changed through history

						How the legacy of slavery and trade has influenced Caribbean culture, language, and land use. That tourism is a key part of the Caribbean economy. The advantages and disadvantages of tourism for the environment and local people.	
	Key Skills	Use maps, atlases, globes and digital/ computer mapping to: •locate countries and capitals within the Americas. •Identify regions based on their environments Compare how the weather and climate is affected by a geographical location	Use digital maps Compare physical and human geography in different countries	Compare the features of rivers at different points along its course Observe and identify the impact of flooding on a location Investigate what causes flooding using a range of sources Explore ways to limit flooding damage	Predict how physical factors might change the landscape in the future Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America	Use atlases, maps, and globes to locate the Caribbean and its islands. Identify and label key geographical features on a map. Interpret and compare climate graphs and data. Conduct research using digital and non-digital sources. Describe and explain geographical patterns and relationships (e.g., physical vs. human geography). Present findings using geographical vocabulary and evidence. Use compass directions, latitude, and longitude to describe locations. Explain how natural features affect human activity and settlement. Communicate geographical understanding through written, spoken, and visual forms. Evaluate contrasting perspectives (e.g., benefits and drawbacks of tourism).	Use maps to show trade links Compare 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