



# **Geography curriculum EYFS, KS1 and KS2**



## Geography curriculum EYFS, KS1 and KS2

At Pakeman, we are a one and a half form entry school and therefore we have a Year A / Year B cycle of topics in nursery, KS1 and KS2 (this is not needed in 2-plus or reception). In KS1 and KS2 we use the Oddizzi scheme of work. In EYFS we use Development Matters.

For each Oddizzi Geography unit of work, children should be taught the **key knowledge**, **key skills** and **key vocabulary**. Please ensure that this information is fully covered in the series of lessons that you plan. As children move through the school, they will build on prior knowledge, skills and vocabulary.

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## Geography Topic Map EYFS, KS1 and KS2 (Year A / Year B cycle)

The Oddizzi **units** of work are listed below for KS1 and KS2. In EYFS, we cover geography knowledge, skills and vocabulary through our **topics** and geography **mini-themes**.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>2-Plus</b>	Topic: All About Me Mini-theme 1: Autumn	Topic: Nursery Rhymes	Topic: Favourite Stories Mini-theme 2: Hunts & trails	Topic: Transport	Topic: Down at the Farm Mini-theme 3: Farm sensory	Topic: Under the Sea
<b>Nursery (Year A)</b>	Topic: Marvellous Me Mini-theme 1: Family	Topic: Building & Construction Mini-theme 2: Types of homes and buildings	Topic: Making Music	Topic: Pirates Mini-theme 3: Adventures / Treasure hunts / Maps	Topic: Shopping Mini-theme 4: Visiting the shop	Topic: Pets
<b>Nursery (Year B)</b>	Topic: Marvellous Me Mini-theme 1: Family	Topic: Building & Construction Mini-theme 2: Types of homes and buildings	Topic: Songs & Rhymes	Topic: Dinosaurs Mini-theme 3: Excavation	Topic: People Who Help Us	Topic: On Safari Mini-theme 4: Animal habitats
<b>Reception</b>	Topic: Who Am I? Mini-theme 1: Family	Topic: Bears Mini-theme 2: Habitats / Winter	Topic: What We Eat Mini-theme 3: Where food comes from	Topic: Traditional Tales	Topic: Spring Mini-theme 4: Exploring nature	Topic: Adventures Mini-theme 5: Adventures afar / Local adventures
<b>Year 1 and year 2 (Year A)</b>	History Topic	Unit 1: The UK / Local area	History Topic	Unit 2: Continents and oceans	History Topic	Unit 3: Hot and cold places
<b>Year 1 and year 2 (Year B)</b>	History Topic	Unit 1: Africa / Zambia	History Topic	Unit 2: The globe	History Topic	Unit 3: Coasts
<b>Year 3 and year 4 (Year A)</b>	History Topic	Unit 1: Exploring your local area	History Topic	Unit 2: Mountains	History Topic	Unit 3: Rainforests
<b>Year 3 and year 4 (Year B)</b>	History Topic	Unit 1: Rivers	History Topic	Unit 2: Volcanoes and earthquakes	History Topic	Unit 3: Europe
<b>Year 5 and year 6 (Year A)</b>	History Topic	Unit 1: Climate zones	History Topic	Unit 2: Antarctica	History Topic	Unit 3: World Trade
<b>Year 5 and year 6 (Year B)</b>	History Topic	Unit 1: Map skills	History Topic	Unit 2: Rio de Janeiro / South America	History Topic	Unit 3: Food and farming

**Pakeman Primary School**  
**Geography curriculum – 2 Plus**

	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>All About Me</b>	<b>Nursery Rhymes</b>	<b>Favourite Stories</b>	<b>Transport</b>	<b>Down at the Farm</b>	<b>Under the Sea</b>
<b>Geography-related mini themes</b>	<b>Autumn</b>		<b>Hunts &amp; trails</b>		<b>Farm sensory</b>	
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Explore natural materials, indoors and outside</li> <li>• Explore and respond to different natural phenomena in their setting and on trips</li> </ul>					
<b>Key Knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Know that materials feel different</li> <li>• Begin to comment on the weather</li> </ul>					
<b>Key knowledge (topic specific)</b>	<p>When it is autumn, it starts to get colder outside.</p> <p>When it is autumn, the leaves change colour.</p>		<p>Snow feels cold.</p> <p>Rain and puddles make us wet.</p> <p>The sun makes us feel warm.</p>		<p>Grass feels soft and tickly.</p> <p>Straw feels crunchy and scratchy.</p> <p>Mud is wet, squishy and soft.</p>	
<b>Key vocabulary (topic specific)</b>	autumn cold warm brown orange yellow red change		snow ice rain sun wind puddle cold wet warm hot		grass straw mud soft tickly crunchy scratchy wet squishy soft	

**Pakeman Primary School**  
**Geography curriculum – Nursery**  
**Year A**

<u>Year A</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	<b>Marvellous Me</b>	<b>Building &amp; Construction</b>	<b>Making Music</b>	<b>Pirates</b>	<b>Shopping</b>	<b>Pets</b>
<b>Geography-related mini themes</b>	<b>Family</b>	<b>Types of homes and buildings</b>		<b>Adventures Treasure hunts Maps</b>	<b>Visiting the shop</b>	
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Understand position through words alone. For example, “The bag is under the table,” – with no pointing</li> <li>Describe a familiar route</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind’</li> <li>Use all their senses in hands-on exploration of natural materials</li> </ul>					
<b>Key Knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>					
<b>Key knowledge (topic specific)</b>	People come from different countries.  People speak different languages.  People can move to different countries.  We live in London, England.	Buildings can be made from different materials.  Buildings need to keep people warm and dry.  Buildings in other countries can look different.		We can explore new places using our senses.  We can follow instructions to find places.  Pirates used maps to find places.	Familiar places can help us to know where we are.  We can use words to describe routes.  We can follow maps to help us find our way.	
<b>Key vocabulary (topic specific)</b>	country language travel live move England London	building tower block house cottage caravan hut material brick		explore look listen touch map forwards backwards around	route near across behind next to turn left right	

		wood metal		over under		
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**Pakeman Primary School**  
**Geography curriculum – Nursery**  
**Year B**

<b><u>Year B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Marvellous Me</b>	<b>Building &amp; Construction</b>	<b>Songs &amp; Rhymes</b>	<b>Dinosaurs</b>	<b>People Who Help Us</b>	<b>On Safari</b>
<b>Geography-related mini themes</b>	<b>Family</b>	<b>Types of homes and buildings</b>		<b>Excavation</b>		<b>Animal habitats</b>
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Understand position through words alone. For example, “The bag is under the table,” – with no pointing</li> <li>• Describe a familiar route</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’</li> <li>• Use all their senses in hands-on exploration of natural materials</li> </ul>					
<b>Key Knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>					
<b>Key knowledge (topic specific)</b>	People come from different countries.  People speak different languages.  People can move to different countries.  We live in London, England.	Buildings can be made from different materials.  Buildings need to keep people warm and dry.  Buildings in other countries can look different.		Old things can be found buried in the ground.  Water makes soil softer.  Worms live under the ground.		Some animals live in hot countries.  Some animals live in cold countries.  Some animals live in water.
<b>Key vocabulary (topic specific)</b>	country language travel live move England London	building tower block house cottage caravan hut material		explore look listen touch under soil dig		hot cold dry wet mountain lake forest

		brick wood metal		find bone worm		savannah
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**Pakeman Primary School**  
**Geography curriculum - Reception**

	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Who Am I?</b>	<b>Bears</b>	<b>What We Eat</b>	<b>Traditional Tales</b>	<b>Spring</b>	<b>Adventures</b>
<b>Geography-related mini themes</b>	<b>Family</b>	<b>Habitats Winter</b>	<b>Where food comes from</b>		<b>Exploring nature</b>	<b>Adventures afar Local adventures</b>
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Draw information from a simple map</li> <li>• Explore the natural world around them</li> </ul>					
<b>Key knowledge (overarching)</b>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Recognise and 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</li> <li>• 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</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons</li> </ul>					
<b>Key knowledge (topic specific)</b>	<p>I know which country I am from and which country/s my family are from.</p> <p>I know which language/s I can speak.</p> <p>I can say 'hello' in another language.</p>	<p>Polar bears live in ice cold countries.</p> <p>Panda bears live in a country called China.</p> <p>Brown bears hibernate in winter.</p> <p>In winter it is cold and the weather changes.</p>	<p>Some food grows in England.</p> <p>Some food grows in warmer countries.</p> <p>Countries have traditional dishes.</p>		<p>In spring, the weather starts to get warmer.</p> <p>In spring, plants and flowers start to grow.</p> <p>In spring, lots of animals have babies.</p> <p>Minibeasts live in different habitats.</p> <p>Bees live in countries all over the world.</p>	<p>We can travel to different countries on holiday.</p> <p>We live in London which is a very big city.</p> <p>There are lots of famous landmarks in London.</p> <p>We can find places on a map.</p>
<b>Key vocabulary (topic specific)</b>	country language England English	habitat Arctic China hibernate	grow farm climate traditional		spring weather sunlight rain shower	travel holiday city landmark

	<i>*other country names and languages relevant to cohort</i>	winter snow sleet hail storm	<i>*country names and dishes relevant to cohort</i>		grow minibeast habitat pollination	River Thames Big Ben London Eye Tower Bridge Buckingham Palace
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**Pakeman Primary School**  
**Geography curriculum - Year 1/2**  
Year A

<u>Year A</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	Toys	Heroes	Kings and Queens	Celebrations	Classroom adventures	Minibeasts
<b>Geography unit of work</b>	History unit of work	The UK/Local Area	History unit of work	Continents and Oceans	History unit of work	Hot and Cold Places
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Using maps, atlases, and globes to locate places and features</li> <li>Conducting simple fieldwork and observations of the local area to describe environments</li> </ul> <p><i>These skills lay the foundation for a deeper understanding of geography in later years</i></p>					
<b>Key knowledge (overarching)</b>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Recognising and naming the UK's countries, capital cities, and surrounding seas</li> <li>Understanding simple geographical terms such as near, far, north, south, east, and west</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Comparing the characteristics of the local area with a contrasting location (e.g., rural vs. urban or UK vs. a non-European country)</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Identifying basic human and physical features such as rivers, hills, cities, and landmarks</li> <li>Understanding seasonal and weather patterns in the UK</li> </ul>					
<b>Key knowledge (topic specific)</b>		<p>The United Kingdom is part of the continent of Europe.</p> <p>It is made up of four countries, which all have their own capital city. Each country has its own flag.</p>		<p>The world is made up of many countries.</p> <p>The countries can be grouped into continents.</p> <p>The large amounts of water between each continent are called oceans.</p>		<p>Rainforests are often close to the Equator. They are hot, with lots of rain.</p> <p>Hot deserts are quite near to the Equator. They are very dry.</p> <p>The North and South Poles are the</p>

		<p>The United Kingdom also has a flag, which is sometimes called the Union Jack.</p> <p>The United Kingdom is an island: it is surrounded by water.</p> <p>The UK has human and physical features. Human features are made by people and physical features are made by nature.</p>		<p>Some of the continents are joined by land. Others are separated by oceans.</p> <p>Human features are made by people.</p> <p>Physical features are created by nature.</p>		<p>coldest places on the planet.</p> <p>Antarctica is very cold, with snow and ice covering much of the area.</p> <p>How hot or cold a place is affects what plants or animals can live there.</p> <p>People need to wear and use different things for hot places from those for cold ones.</p>
<b>Key vocabulary (topic specific)</b>		map country world Europe England Scotland Wales Northern Ireland human physical		atlas continent globe human physical ocean north east south west		The Equator North Pole South Pole habitat desert rainforest savanna iceberg adapt Antarctic Circle
<b>Week 1</b>		LO: To recognise and locate the four countries of the UK		LO: To understand where we are in the world		LO: To identify hot and cold places and locate them on a map
<b>Week 2</b>		LO: To identify the four capitals and		LO: To locate the seven continents		LO: To recognise the features of a hot and cold place

		surrounding seas of the UK				
<b>Week 3</b>		LO: To understand the differences between human and physical features		LO: To locate the oceans that link the continents		LO: To explore a hot or cold place
<b>Week 4</b>		LO: To describe the human and physical features of a UK capital city		LO: To understand where different continents are located		LO: To identify animals that live in hot and cold places and identify how they adapt
<b>Week 5</b>		LO: To apply knowledge of human and physical features		LO: To recognise the human and physical features of a continent		LO: To apply knowledge of hot and cold places
<b>Week 6</b>		LO: To review understanding		LO: To share knowledge of a continent		LO: To describe what can be seen in a hot or cold place

**Pakeman Primary School**  
**Geography curriculum - Year 1/2**  
Year B

<u>Year B</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	<b>This is Me!</b>	<b>Animals</b>	<b>Explorers</b>	<b>World Wonders</b>	<b>Inventions</b>	<b>Holidays</b>
<b>Geography unit of work</b>	<b>History unit of work</b>	<b>Africa/Zambia</b>	<b>History unit of work</b>	<b>The Globe</b>	<b>History unit of work</b>	<b>Coasts</b>
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Using maps, atlases, and globes to locate places and features</li> <li>Conducting simple fieldwork and observations of the local area to describe environments</li> </ul> <p><i>These skills lay the foundation for a deeper understanding of geography in later years</i></p>					
<b>Key knowledge (overarching)</b>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Recognising and naming the UK's countries, capital cities, and surrounding seas</li> <li>Understanding simple geographical terms such as near, far, north, south, east, and west</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Comparing the characteristics of the local area with a contrasting location (e.g., rural vs. urban or UK vs. a non-European country)</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Identifying basic human and physical features such as rivers, hills, cities, and landmarks</li> <li>Understanding seasonal and weather patterns in the UK</li> </ul>					
<b>Key knowledge (topic specific)</b>		<p>Zambia is a country in southern Africa.</p> <p>Zambia has a tropical climate, so it's warm for most of the year. There is a dry season and a wet season.</p>		<p>The Earth is made up of land and water, with seven continents and five oceans.</p> <p>A globe is a 3D model of the Earth that shows the continents, oceans, and sometimes countries.</p>		<p>In the UK, there are four different seasons.</p> <p>Each season has different weather types. Winter is cold, wet and windy. It snows in some areas and gets dark early.</p>

		<p>There are many national parks in Zambia where the government protects the land and its special wildlife.</p> <p>Mugurameno is a village in rural Zambia.</p> <p>Mugurameno village is located right next to the River Zambezi and close to the Lower Zambezi National Park.</p> <p>People in Mugurameno use the river for many things: washing, fishing and watering crops. One of the main crops is maize, which is used for making nshima (a sort of porridge).</p>		<p>Papier-mâché is a technique that uses layers of paper and glue to create 3D objects, like globes.</p> <p>Flags are symbols of countries and often include shapes, colours, and designs that represent the country's history and culture.</p> <p>The Earth has different landforms, such as mountains, valleys, and deserts, which can be shown in art through texture and colour.</p>		<p>Spring brings warmer weather. Flowers start to grow and baby lambs are born.</p> <p>In summer, the weather becomes hotter; there is often less rain, but there may be thunderstorms.</p> <p>The weather starts to get colder in autumn. Leaves change colour and fall off the trees.</p>
<p><b>Key vocabulary (topic specific)</b></p>		<p>Africa Zambia River Zambezi crop farm flood market waterfall</p>		<p>Earth globe map papier mâché ocean continent flag landform</p>		<p>rain seasons snow sunshine temperature wind Arctic polar</p>

		wildlife Mugurameno		painting model		
<b>Week 1</b>		LO: To locate Zambia and find out about its human and physical features		LO: To understand the features of the Earth		LO: To order the months of the year and recognise the seasons
<b>Week 2</b>		LO: To locate and ask questions about the village of Mugurameno		LO: To identify and label significant elements of Earth		LO: To understand the differences between seasons
<b>Week 3</b>		LO: To find out how people use the river in Mugurameno		LO: To develop fine motor skills		LO: To use clues to recognise which season we are in
<b>Week 4</b>		LO: To learn about animals in Mugurameno		LO: To make a 3D model of a famous landmark		LO: To identify the type of clothing worn in different weather
<b>Week 5</b>		LO: To understand food in Mugurameno and how it is prepared		LO: To explore how flags represent countries		LO: To identify the types of weather we have in the UK and record the daily weather
<b>Week 6</b>		LO: To compare homes in Mugurameno to homes in the UK		LO: To create a new flag for a new country		LO: To explore how the weather affects different jobs

**Pakeman Primary School**  
**Geography curriculum - Year 3/4**  
**Year A**

<b><u>Year A</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	Stone Age to Iron Age	Journeys	Anglo Saxons	Mountains	Time-travellers	Rainforests
<b>Geography unit of work</b>	History unit of work	Exploring Your Local Area	History unit of work	Mountains	History unit of work	Rainforests
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Using maps, atlases, globes, and digital/computer mapping to locate countries and describe features</li> <li>Using four-figure grid references, symbols, and keys to interpret maps</li> <li>Conducting fieldwork to observe, measure, and record physical and human features, using a range of methods including sketches, plans, and digital technologies</li> </ul> <p><i>These skills build on Key Stage 1 foundations and prepare students for more advanced geographical understanding in later years</i></p>					
<b>Key knowledge (overarching)</b>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locating and naming countries, cities, and geographical regions of the UK, including key topographical features (hills, mountains, coasts, rivers)</li> <li>Identifying countries of Europe, their capital cities, and key physical and human features</li> <li>Understanding latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Comparing geographical similarities and differences between a region of the UK and a region in Europe or beyond</li> <li>Exploring how cultural, environmental, and economic factors influence different places</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describing and understanding key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, and earthquakes)</li> <li>Explaining key aspects of human geography, including types of settlements, land use, trade links, and natural resource distribution (energy, food, water, and minerals)</li> </ul>					

<p><b>Key knowledge (topic specific)</b></p>		<p>Holloway and Islington are areas in North London, located in the borough of Islington, part of the Greater London region in the southeast of England.</p> <p>The local area has a mix of urban and green spaces, such as Highbury Fields and Gillespie Park, which provide examples of how natural spaces are preserved within cities.</p> <p>Islington is known for its historical buildings, residential streets, markets (e.g., Chapel Market), and key landmarks such as the Emirates Stadium and the Union Chapel.</p> <p>The area is well-connected by transport routes, including Holloway Road, one of London's major thoroughfares, and multiple Underground stations like Highbury &amp;</p>		<p>A mountain is a landform that sticks up, high above the surrounding land. It is much taller than a hill (600 metres or above, in the UK) and is often found grouped with others in a mountain range.</p> <p>Mountains are formed when two of the earth's plates collide and land is pushed upwards or folded.</p> <p>Mountains have their own climates.</p> <p>The world's highest mountain is Everest.</p> <p>The world's seven highest summits are: Everest (Asia), Aconcagua (South America), Denali (North America), Kilimanjaro (Africa), Elbrus (Europe), Vinson Massif (Antarctica), Carstensz Pyramid (Oceania)</p>		<p>The world's rainforests: The Amazon (South America), The Congo (Africa), The Gunung Leuser (Asia), St Lucia (North America)</p> <p>Tropical rainforests are found north and south of the Equator between the Tropics of Cancer and Capricorn.</p> <p>Rainforests are home to over half the species of plants and animals in the world and are a fantastic source of foods and medicines.</p> <p>A rainforest has many layers of vegetation (plants) growing within it. All of these plants grow to different heights and create layers within the rainforest.</p>
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		<p>Islington and Holloway Road.</p> <p>Pupils should understand how to read and interpret local maps to locate key features, including streets, schools, parks, and public services, using symbols and a map key.</p> <p>The local area has evolved from its historical roots as a rural village to a densely populated urban area, influenced by industrialisation, migration, and urban development.</p>				
<b>Key vocabulary (topic specific)</b>		aerial map human features physical features key (legend) scale grid reference settlement OS map landmark urban		alpine avalanche landform slope summit valley altitude map index scale bar		biodiversity biome canopy deforestation emergent layer forest floor understory equatorial tropics hemisphere
<b>Week 1</b>		LO: To locate the local area on an aerial image		LO: To locate the “Seven Summits” on a map		LO: To recognise what a rainforest is and locate the world’s rainforests on a map

<b>Week 2</b>		LO: To describe the distinctive human and physical features of the local area		LO: To describe the key features of mountains and how they are formed		LO: To recognise the different layers of a rainforest
<b>Week 3</b>		LO: To use fieldwork to observe, measure and record a range of data		LO: To describe the climate of mountains and explore mountain life		LO: To recognise the features of a rainforest
<b>Week 4</b>		LO: To record the features of the local area using a sketch map		LO: To locate and explore the UK's highest mountains		LO: To describe the key characteristics of the Congo
<b>Week 5</b>		LO: To use maps as primary and secondary evidence		LO: To recognise the importance of the Himalayas for people living in the region		LO: To describe and explain the impact of deforestation on the rainforests
<b>Week 6</b>		LO: To draw on information gathered to write a report		LO: To share knowledge of a famous mountain or mountainous region		LO: To explore the importance of the Amazon Rainforest

**Pakeman Primary School**  
**Geography curriculum - Year 3/4**  
**Year B**

<b><u>Year B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	<b>Ancient Egypt</b>	<b>Energy and power</b>	<b>Romans</b>	<b>Active Planet</b>	<b>Chocolate</b>	<b>Europe</b>
<b>Geography unit of work</b>	<b>History unit of work</b>	<b>Rivers</b>	<b>History unit of work</b>	<b>Volcanoes and earthquakes</b>	<b>History unit of work</b>	<b>Europe</b>
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>• Using maps, atlases, globes, and digital/computer mapping to locate countries and describe features</li> <li>• Using four-figure grid references, symbols, and keys to interpret maps</li> <li>• Conducting fieldwork to observe, measure, and record physical and human features, using a range of methods including sketches, plans, and digital technologies</li> </ul> <p><i>These skills build on Key Stage 1 foundations and prepare students for more advanced geographical understanding in later years</i></p>					
<b>Key knowledge (overarching)</b>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Locating and naming countries, cities, and geographical regions of the UK, including key topographical features (hills, mountains, coasts, rivers)</li> <li>• Identifying countries of Europe, their capital cities, and key physical and human features</li> <li>• Understanding latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Comparing geographical similarities and differences between a region of the UK and a region in Europe or beyond</li> <li>• Exploring how cultural, environmental, and economic factors influence different places</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Describing and understanding key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, and earthquakes)</li> <li>• Explaining key aspects of human geography, including types of settlements, land use, trade links, and natural resource distribution (energy, food, water, and minerals)</li> </ul>					

<p><b>Key knowledge (topic specific)</b></p>		<p>The world's ten longest rivers (the longest three first): Nile (Africa), Amazon (South America), Yangtze (Asia), Mississippi (North America), Yenisei (Asia), Yellow (Asia), Ob-Irtysh (Asia), Paraná (South America), Congo (Africa), Amur (Europe/Asia).</p> <p>The water cycle is the way in which water moves around the Earth. It never stops!</p> <p>Rivers have many uses around the world, including cleaning, cooking, growing crops, transport and creating power.</p> <p>A river has three main stages: upper course, middle course and lower course.</p> <p>Flooding is caused by poor drainage around or close to a river.</p>		<p>The Earth is made up of layers. The top layer, the Earth's crust, consists of large slabs of rocks, called plates.</p> <p>The plates move as the hot mantle flows beneath them. The movement of the plates causes earthquakes and leads to volcanoes erupting.</p> <p>Earthquakes are measured on the Richter scale, They can cause devastating damage to buildings, roads and land.</p> <p>When volcanoes erupt they spew out lava. This is a very hot liquid that destroy anything in its path.</p>		<p>The countries in the European Union are: Austria, Belgium, Bulgaria, , Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden.</p> <p>Modern-day Greece is a country in the European Union. Its capital city, Athens, is rich in sites of human and historical interest.</p> <p>Greece, with its warm climate, varied landscape and location on the Mediterranean Sea, is a popular destination for tourists.</p> <p>It has also become a place that people migrate to from countries such as Syria. There are many</p>
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						reasons that can push and pull people away from their homes to live somewhere else.
<b>Key vocabulary (topic specific)</b>		confluence flood plain meander mouth source tributary altitude estuary course		crater disaster dormant eruption magma tsunami epicentre plate boundary Earth		currency migrant retail service industry tourism vegetation belt Europe Mediterranean Sea Greece Athens
<b>Week 1</b>		LO: To locate the world's longest rivers on a map		LO: To understand the structure of the Earth		LO: To explore significant facts about key European countries
<b>Week 2</b>		LO: To describe how rivers are used around the world		LO: To understand what happens at plate boundaries		LO: To explore tourism in the Mediterranean region
<b>Week 3</b>		LO: To identify the stages and features of a river		LO: To describe and explain the features of a volcano		LO: To understand some of the factors affecting migration
<b>Week 4</b>		LO: To recognise and explain how human activity affects rivers		LO: To identify the locations of famous volcanic eruptions		LO: To investigate the landscape of Greece
<b>Week 5</b>		LO: To recognise and explain how flooding affects communities		LO: To understand key facts about a range of famous volcanoes		LO: To understand some of the main features of Athens
<b>Week 6</b>		LO: To identify the key characteristics of one of the world's longest rivers		LO: To identify the effects of earthquakes on land and people		LO: To compare the life of a child in Athens with that in another place

**Pakeman Primary School**  
**Geography curriculum - Year 5/6**  
**Year A**

<u>Year A</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	Ancient Greece	Weather and Climate	Vikings	Antarctica	Windrush	Citizens of the World
<b>Geography unit of work</b>	History unit of work	Climate Zones	History unit of work	Antarctica	History unit of work	World Trade
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Using maps, atlases, globes, and digital mapping to locate countries, describe features, and analyse data</li> <li>Developing proficiency with six-figure grid references, scale, and map symbols for more detailed map interpretation</li> <li>Planning and conducting fieldwork to observe, measure, and record human and physical features, presenting findings using graphs, charts, and reports</li> </ul> <p><i>These skills provide a solid foundation for secondary geography, emphasising analytical and research abilities alongside global and local geographical understanding</i></p>					
<b>Key knowledge (overarching)</b>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Identifying and locating countries of North and South America, focusing on environmental regions, key physical and human characteristics, major cities, and countries</li> <li>Gaining a deeper understanding of the UK, including cities, regions, key physical features (mountains, coasts, rivers), and how these have changed over time</li> <li>Understanding the significance of latitude, longitude, Equator, the Prime/Greenwich Meridian, and time zones</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Exploring geographical similarities and differences through in-depth studies of regions in the UK, Europe, and the Americas</li> <li>Developing an understanding of how human and physical processes interact to shape places and environments</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describing and understanding key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes, and the water cycle</li> <li>Exploring human geography, including economic activity (trade, industry), land use, settlements, population, and the distribution of natural resources (energy, food, minerals, and water)</li> </ul>					

<p><b>Key knowledge (topic specific)</b></p>		<p>The world's climate zones: Arid (hot and dry), Mediterranean (dry summers and mild, wet winters), Temperate (no extreme weather, with rainfall throughout the year), Tropical (high temperatures all year round, with lots of rain), Polar (a dry climate with very low temperatures).</p> <p>Climate is the average daily and seasonal weather patterns over a long period of time.</p> <p>The Equator is an invisible line that runs around the centre of the Earth.</p> <p>The closer you live to the Equator, the hotter it is.</p> <p>As the Earth is tilted on an axis, the Northern and Southern Hemispheres</p>		<p>Antarctica is Earth's southernmost continent, mostly covered by ice and located within the Antarctic Circle. It contains the South Pole and the world's largest ice sheet.</p> <p>Antarctica has an extreme polar climate with some of the coldest temperatures on Earth, strong winds, and very little precipitation, making it a desert.</p> <p>Antarctica plays a critical role in regulating the Earth's climate and ocean currents, with its ice sheets helping to reflect sunlight and influence sea levels.</p> <p>The wildlife in Antarctica, such as penguins, seals, and krill, is uniquely adapted to survive its harsh conditions and</p>		<p>Different places make different things and sell them to each other.</p> <p>The parts for products like smartphones travel huge distances to the factories where they are put together.</p> <p>Many goods reach us after a long journey on a container ship.</p> <p>The goods we buy come from all over the world.</p> <p>There are many steps in a global supply chain before the goods get to us.</p> <p>Transporting goods to and from the factory involves huge distances and needs careful planning.</p>
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		<p>experience different types of weather at the same time of the year.</p>		<p>forms an essential part of its marine ecosystem.</p> <p>Scientific research, tourism, and climate change are some of the main ways humans interact with Antarctica, raising concerns about its environmental sustainability.</p> <p>The Antarctic Treaty (1959) ensures Antarctica is used only for peaceful purposes, scientific research, and environmental protection, safeguarding it as a natural reserve.</p>		
<p><b>Key vocabulary (topic specific)</b></p>		<p>axis climate orbit precipitation temperature weather station Equator hemisphere pole latitude</p>		<p>Antarctica polar climate ice sheet glacier latitude biodiversity ecosystem climate change research station sustainability</p>		<p>agriculture container economy export Fairtrade import industrial manufactured supply chain trade</p>

<b>Week 1</b>		LO: To identify lines of latitude LO: To understand how latitude is linked to climate		LO: To locate Antarctica on a map and understand its position in relation to the Earth's continents, oceans, and key lines of latitude		LO: To explore reasons for trade in different parts of the world
<b>Week 2</b>		LO: To locate different climate zones and explore the differences between the Northern and Southern Hemispheres		LO: To describe the physical features of Antarctica		LO: To investigate global trade processes and trade routes
<b>Week 3</b>		LO: To compare temperate and tropical climates		LO: To investigate Antarctica's role in Earth's climate system		LO: To plan a simple supply chain for a product
<b>Week 4</b>		LO: To explore weather patterns within a climate zone		LO: To investigate the impact of human activity on Antarctica		LO: To plan a simple supply chain for a product
<b>Week 5</b>		LO: To write a weather forecast for a climate zone  LO: To compare the climates of Seville and Santiago		LO: To analyse climate data		LO: To participate in a debate about global trade
<b>Week 6</b>		LO: To identify the characteristics of each climate zone		LO: To understand what summer is like in Antarctica and how people can adapt to it		N/A

**Pakeman Primary School**  
**Geography curriculum - Year 5/6**  
**Year B**

<b><u>Year B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Topic</b>	World War 2	Marvellous Maps	London	South America	The Sikh Empire	Food and Farming
<b>Geography Unit of Work</b>	History unit of work	Map Skills	History unit of work	Rio de Janeiro/South America	History unit of work	Food and Farming
<b>Key skills (overarching)</b>	<ul style="list-style-type: none"> <li>Using maps, atlases, globes, and digital mapping to locate countries, describe features, and analyse data</li> <li>Developing proficiency with six-figure grid references, scale, and map symbols for more detailed map interpretation</li> <li>Planning and conducting fieldwork to observe, measure, and record human and physical features, presenting findings using graphs, charts, and reports</li> </ul> <p><i>These skills provide a solid foundation for secondary geography, emphasising analytical and research abilities alongside global and local geographical understanding</i></p>					
<b>Key Knowledge (overarching)</b>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Identifying and locating countries of North and South America, focusing on environmental regions, key physical and human characteristics, major cities, and countries</li> <li>Gaining a deeper understanding of the UK, including cities, regions, key physical features (mountains, coasts, rivers), and how these have changed over time</li> <li>Understanding the significance of latitude, longitude, Equator, the Prime/Greenwich Meridian, and time zones</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Exploring geographical similarities and differences through in-depth studies of regions in the UK, Europe, and the Americas</li> <li>Developing an understanding of how human and physical processes interact to shape places and environments</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describing and understanding key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes, and the water cycle</li> </ul> <p>Exploring human geography, including economic activity (trade, industry), land use, settlements, population, and the distribution of natural resources (energy, food, minerals, and water)</p>					

<p><b>Key Knowledge (topic specific)</b></p>		<p>London is the UK's capital in southeast England; Islington is a borough in North London, 4 miles from central London.</p> <p>Islington has urban features like historic buildings, parks (e.g., Highbury Fields), and the Regent's Canal.</p> <p>Children can record land use, traffic patterns, and biodiversity using tally charts, sketches, and photos.</p> <p>OS maps show Islington landmarks like Highbury Stadium and the Regent's Canal with symbols and grid references.</p> <p>North London has shifted from farmland to industry to a modern urban area with gentrification and</p>		<p>The 12 independent countries of South America: Argentina, Brazil, Bolivia, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela.</p> <p>South America's biggest country is Brazil. Here you'll find the Amazon Rainforest, home to a huge number of animals, plants and insects.</p> <p>Brazil is the world's seventh largest economy. It is rich in natural resources such as Iron ore. They are also one of the largest exporters of coffee, beef, sugar and orange juice.</p> <p>In the summer of 2016 Brazil hosted the Olympic Games.</p>		<p>The UK buys and sells food around the world.</p> <p>Not all foodstuffs can be produced in a country with a temperate climate, such as the UK.</p> <p>The Fairtrade mark guarantees a fair price for food production.</p> <p>Our food comes from many different places around the world.</p> <p>There can be many different steps along the journey from farm to fork.</p> <p>The food choices we make affect people and nature in many different places.</p>
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		<p>diverse communities.</p> <p>Islington is known for its arts, culture, Georgian terraces, and creative industries.</p>				
<b>Key vocabulary (topic specific)</b>		<p>Ordnance Survey grid reference scale landmark urban fieldwork observation human features physical features land use</p>		<p>equatorial manufacturing mining population recreation trade culture hemisphere Rio de Janeiro Tropic of Capricorn</p>		<p>agriculture economy export Fairtrade food miles import irrigation plantation production chain trade</p>
<b>Week 1</b>		<p>LO: To describe the key physical and human features of an area</p>		<p>LO: To locate South America on a world map and identify some of its key features</p>		<p>LO: To generate questions about how some common food products are produced</p>
<b>Week 2</b>		<p>LO: To identify the principal features of a region within the UK</p>		<p>LO: To locate South American countries and capitals, in order to compare the time difference between them and the UK</p>		<p>LO: To investigate food producers and the processes involved</p>
<b>Week 3</b>		<p>LO: To consider how a region can meet the needs of its population</p>		<p>LO: To compare key facts about Brazil with the UK</p>		<p>LO: To create an advertisement for 'the perfect lunchbox'</p>

<b>Week 4</b>		LO: To gather evidence through urban fieldwork of how a region is meeting people's needs		LO: To use evidence to understand daily life in Rio de Janeiro		LO: To create an advertisement for 'the perfect lunchbox'
<b>Week 5</b>		LO: To annotate an Ordnance Survey map to accurately locate specific sites		LO: To investigate trade links with South East Brazil		N/A
<b>Week 6</b>		LO: To communicate geographical information about the region		LO: To identify and evaluate the advantages and disadvantages for Brazil of the 2016 Olympic Games		N/A