



Geography Overview 2024-2025



Unit	National curriculum objectives	Key Vocabulary
Reception Understanding Of The World	<ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• 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.• Explore the natural world around them, making observations and drawing pictures of animals and plants.• 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 and changing states of matter.	Home, school, community, group, special, welcoming, map, natural, human,



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Year 1 Where Are We In The World?	<ul style="list-style-type: none">• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas• Identify seasonal and daily weather patterns in the United Kingdom• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (school grounds and Easton)• Use world maps, atlases and globes to identify the United Kingdom and its countries• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple 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.	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop
Year 1 Our Local Park Fieldwork Unit	<ul style="list-style-type: none">• 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.• Use plan perspectives to recognise landmarks and basic human and physical features and construct basic symbols in a key.• Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment	aerial view, cardinal points, collection methods, compass, data, direction, facilities, features, fieldwork, human features, investigation, journey, local, maps, observations, physical features, pictogram, position, record, route, symbols, tally chart



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<p>Year 2 Where Would You Prefer To Live, England Or Africa?</p>	<ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London) and of a small area in a contrasting non-European country, Nairobi • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p>Year 2 Weather And Climate</p>	<ul style="list-style-type: none"> • Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. • Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom. • All pupils are competent in the geographical skills needed to interpret a range of sources of geographical information. • Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment 	<p>analyse, atmosphere, axes, bar chart, climate, climate zone, equator, evaluate, forecast, key, meteorologist, mild, okta, pictogram, poles, precipitation, present, rain gauge, reflect, table, temperate, temperature, thermometer, symbol, weather, weathervane</p>



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<p>Year 3 Why Is Easton Such A Cool Place To Live?</p>	<ul style="list-style-type: none">• Locate the world's countries, using maps to focus on Europe• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom• Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<p>Atlas, continent, capital city, region, district, land use, economic activity, Green space, fieldwork, sketch map, Questionnaire, grid reference</p>
<p>Year 3 Conservation Of Bees Fieldwork Unit</p>	<ul style="list-style-type: none">• Describe and understand key aspects of physical geography.• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<p>analyse, bar chart, biodegrade, blueprint, cardinal points, colony, compass, conservation, conserve, domesticated, evaluate, extinct, food chain, heathland, herbicides, insect, line graph, nectar, pesticides, pollen, pollination, pollinator, reproduction, seedlings, species, tally chart, ultraviolet, venom, x-axis, y-axis</p>



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<p>Year 4 The Mediterranean</p>	<ul style="list-style-type: none">• Locate the world's countries, using maps to focus on Europe• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere• 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• Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,• Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links	<p>Equator, northern hemisphere, southern hemisphere, climate, landscape, population, currency, Euro</p>
<p>Year 4 What Are Coasts And How Does Coastal Erosion Affect Them? Geography In Focus</p>	<ul style="list-style-type: none">• Identify physical and human characteristics and key topographical features and understand how some of these aspects have changed over time.	<p>arch, bay, beach, beach nourishment, stabilisation, cave, cliff, coasts, coastline, erosion, deposition, dune nourishment, groynes, headland, island, physical process, revetments, rock armour, sand dunes, sea, seaside, sea walls, sediment, shingle, spit, stack, stump, waterfront</p>



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Year 5 Who Are We And Why Do We Live Here?	<ul style="list-style-type: none">• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time• Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Longitude, latitude, climate, mountain, fens, topological graph, poly tunnel, water irrigation, development, industry, globalisation, migration
Year 5 Biomes	<ul style="list-style-type: none">• Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts	Biome, climate, flora, fauna, climate zone, vegetation
Year 5 Sustainability Fieldwork Unit	<ul style="list-style-type: none">• Describe and understand key aspects of human and physical geography.• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	audit, biodegradable, carbon emissions, database, durability, extracted, formulate, fossil fuel, implemented, incinerated, innovative, microplastics, pelletised, putrid, raw materials, refinery, survey, synthetic



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<p>Year 6 Mountains, Volcanoes and Earthquakes</p>	<ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes • Describe and understand key aspects of: human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>Summit, foothills, altitude, moraine, glacier, crevasse, peak, ridge, continent, O.S map, Tectonic plates, lithosphere, convection currents, anticline, syncline, constructive, destructive, eruption, converge, focus, epicentre, magnitude</p>
<p>Year 6 My Region And The Western United States</p>	<ul style="list-style-type: none"> • Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns • Identify the prime/Greenwich meridian and time zones. • Locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. • Describe and understand key aspects of human geography, including economic activity. • Describe and understand key aspects of physical geography, including the water cycle. • Describe and understand key aspects of physical geography, including rivers. • Describe and understand key aspects of physical geography, including climate zones and biomes. • Describe and understand key aspects of physical geography, including vegetation belts. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America. 	<p>aerial photograph, atlas, beach, biome, characteristics, city, climate, coast, continent, country, desert, earthquake, environment, equator, factory, farm, fieldwork, forest, global, hemisphere, hill, house, human processes, landmark, land use, latitude, locality, location, longitude, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, significance, soil, symbol, time zone, topographical, trade, tropic of Capricorn, tropic of Cancer, variation, vegetation belt, valley, village, volcano, water cycle, weather</p> <p>industry, economy, river, erosion, climate zone, state, tectonics, population, rural, urban</p>