



National Curriculum Coverage - Geography

KS1

National Curriculum Statement:	Topic(s) that cover this statement:	Year/Term taught:
Pupils should be taught to name and locate the world's 7 continents and 5 oceans.	What is it like to live in Shanghai? Would you prefer to live in a hot place or cold place? Why is our world wonderful? What is it like to live by the coast?	Year one Summer 1 Year 2 Autumn 1 Year 2 Spring 1 Year 2 Summer 1
Pupils should be taught to name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.	What is the weather like in the UK? Why is our world wonderful? What is it like to live by the coast?	Year one Spring 1 Year 2 Spring 1 Year 2 Summer 1
Pupils should be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	What is it like to live in Shanghai? Would you prefer to live in a hot place or cold place?	Year One Summer 1 Year 2 Autumn 1
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.	What is the weather like in the UK? Would you prefer to live in a hot place or cold place?	Year one Spring 1 Year 2 Autumn 1
Pupils should be taught to 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.	What is it like here? Would you prefer to live in a hot place or cold place? Why is our world wonderful? What is it like to live by the coast?	Year one Autumn 1 Year 2 Autumn 1 Year 2 Spring 1 Year 2 Summer 1
Pupils should be taught to use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	What is it like here? What is it like to live in Shanghai?	Year one Autumn 1 Year One Summer 1

Pupils should be taught to 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.	<p>What is it like here?</p> <p>What is the weather like in the UK?</p> <p>What is it like to live in Shanghai?</p> <p>Would you prefer to live in a hot place or cold place?</p> <p>Why is our world wonderful?</p> <p>What is it like to live by the coast?</p>	<p>Year One Autumn 1</p> <p>Year One Spring 1</p> <p>Year One Summer 1</p> <p>Year 2 Autumn 1</p> <p>Year 2 Spring 1</p> <p>Year 2 Summer 1</p>
Pupils should be taught to use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map.	<p>What is it like here?</p> <p>What is the weather like in the UK?</p> <p>What is it like to live in Shanghai?</p> <p>Would you prefer to live in a hot place or cold place?</p> <p>Why is our world wonderful?</p> <p>What is it like to live by the coast?</p>	<p>Year One Autumn 1</p> <p>Year One Spring 1</p> <p>Year One Summer 1</p> <p>Year 2 Autumn 1</p> <p>Year 2 Spring 1</p> <p>Year 2 Summer 1</p>
Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	<p>What is it like here?</p> <p>What is it like to live in Shanghai?</p> <p>Would you prefer to live in a hot place or cold place?</p> <p>Why is our world wonderful?</p> <p>What is it like to live by the coast?</p>	<p>Year One Autumn 1</p> <p>Year One Summer 1</p> <p>Year 2 Autumn 1</p> <p>Year 2 Spring 1</p> <p>Year 2 Summer 1</p>
Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	<p>What is it like here?</p> <p>What is the weather like in the UK?</p> <p>What is it like to live in Shanghai?</p> <p>Would you prefer to live in a hot place or cold place?</p> <p>Why is our world wonderful?</p> <p>What is it like to live by the coast?</p>	<p>Year One Autumn 1</p> <p>Year One Spring 1</p> <p>Year One Summer 1</p> <p>Year 2 Autumn 1</p> <p>Year 2 Spring 1</p> <p>Year 2 Summer 1</p>

KS2

National Curriculum Statement	Topic(s) that cover this statement:	Year/Term taught:
Pupils should be taught to 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.	Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same? Why are rainforests important to us? Where does our food come from? What are rivers and how are they used? What is life like in the Alps? Would you like to live in the desert? Where does energy come from? Why do oceans matter? Why does population change?	Autumn 2 Year 3 Spring 2 Year 3 Summer 2 Year 3 Autumn 2 Year 4 Spring 2 Year 4 Summer 2 Year 4 Autumn 2 Year 5 Summer 2 Year 5 Spring 2 Year 6 Spring 2 Year 5 Autumn 2 Year 6
Pupils should be taught to 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.	Are all settlements the same? What are rivers and how are they used? What is life like in the Alps? Why do oceans matter? Why does population change? Where does energy come from? Can I carry out an independent fieldwork enquiry?	Summer 2 Year 3 Summer 2 Year 4 Autumn 2 Year 5 Spring 2 Year 5 Autumn 2 Year 6 Spring 2 Year 6 Summer 2 Year 6
Pupils should be taught to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Who lives in Antarctica? Why are rainforests important to us? What is life like in the Alps? Would you like to live in the desert? Where does energy come from?	Spring 2 Year 3 Autumn 2 Year 4 Autumn 2 Year 5 Summer 2 Year 5 Spring 2 Year 6
Pupils should be taught to 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 in North or South America.	Why do people live near volcanoes? Are all settlements the same? Where does our food come from? What is life like in the Alps? Would you like to live in the desert? Where does energy come from? Why does population change?	Autumn 2 Year 3 Summer 2 Year 3 Spring 2 Year 4 Autumn 2 Year 5 Summer 2 Year 5 Spring 2 Year 6 Autumn 2 Year 6
Pupils should be taught to describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Why do people live near volcanoes? Who lives in Antarctica? Why are rainforests important to us? Where does our food come from?	Autumn 2 Year 3 Spring 2 Year 3 Autumn 2 Year 4 Spring 2 Year 4

	<p>What are rivers and how are they used?</p> <p>What is life like in the Alps?</p> <p>Would you like to live in the desert?</p> <p>Why do oceans matter?</p>	<p>Summer 2 Year 4</p> <p>Autumn 2 Year 5</p> <p>Summer 2 Year 5</p> <p>Spring 2 Year 5</p>
<p>Pupils should be taught to describe and understand key aspects of:</p> <p>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Why do people live near volcanoes?</p> <p>Who lives in Antarctica?</p> <p>Are all settlements the same?</p> <p>Why are rainforests important to us?</p> <p>Where does our food come from?</p> <p>What are rivers and how are they used?</p> <p>What is life like in the Alps?</p> <p>Would you like to live in the desert?</p> <p>Where does energy come from?</p> <p>Why do oceans matter?</p> <p>Why does population change?</p> <p>Can I carry out an independent fieldwork enquiry?</p>	<p>Autumn 2 Year 3</p> <p>Spring 2 Year 3</p> <p>Summer 2 Year 3</p> <p>Autumn 2 Year 4</p> <p>Spring 2 Year 4</p> <p>Summer 2 Year 4</p> <p>Autumn 2 Year 5</p> <p>Summer 2 Year 5</p> <p>Spring 2 Year 6</p> <p>Spring 2 Year 5</p> <p>Autumn 2 Year 6</p> <p>Summer 2 Year 6</p>
<p>Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Why do people live near volcanoes?</p> <p>Who lives in Antarctica?</p> <p>Are all settlements the same?</p> <p>Why are rainforests important to us?</p> <p>Where does our food come from?</p> <p>What are rivers and how are they used?</p> <p>What is life like in the Alps?</p> <p>Would you like to live in the desert?</p> <p>Where does energy come from?</p> <p>Why do oceans matter?</p> <p>Why does population change?</p> <p>Can I carry out an independent fieldwork enquiry?</p>	<p>Autumn 2 Year 3</p> <p>Spring 2 Year 3</p> <p>Summer 2 Year 3</p> <p>Autumn 2 Year 4</p> <p>Spring 2 Year 4</p> <p>Summer 2 Year 4</p> <p>Autumn 2 Year 5</p> <p>Summer 2 Year 5</p> <p>Spring 2 Year 6</p> <p>Spring 2 Year 5</p> <p>Autumn 2 Year 6</p> <p>Summer 2 Year 6</p>
<p>Pupils should be taught to use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Who lives in Antarctica?</p> <p>Are all settlements the same?</p> <p>What are rivers and how are they used?</p> <p>What is life like in the Alps?</p> <p>Would you like to live in the desert?</p> <p>Where does energy come from?</p> <p>Can I carry out an independent fieldwork enquiry?</p>	<p>Spring 2 Year 3</p> <p>Summer 2 Year 3</p> <p>Summer 2 Year 4</p> <p>Autumn 2 Year 5</p> <p>Summer 2 Year 5</p> <p>Spring 2 Year 6</p> <p>Summer 2 Year 6</p>

<p>Pupils should be taught to use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same? Why are rainforests important to us? Where does our food come from? What are rivers and how are they used? What is life like in the Alps? Where does energy come from? Why do oceans matter? Why does population change? Can I carry out an independent fieldwork enquiry?</p>	<p>Autumn 2 Year 3 Spring 2 Year 3 Summer 2 Year 3 Autumn 2 Year 4 Spring 2 Year 4 Summer 2 Year 4 Autumn 2 Year 5 Spring 2 Year 6 Spring 2 Year 5 Autumn 2 Year 6 Summer 2 Year 6</p>
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