



Friars Primary School and Nursery

Geography National Curriculum Coverage by Year Group

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 POR = Power of Reading F = Focused Teaching CP = Continuous Provision	This is Me POR Books 1: Grace & Family 2: Argh there's a skeleton inside you	Polar Regions POR Books 1: Lost & Found 2: Poles Apart	London POR Books 1: A Walk in London 2: The Great Fire of London	Spring POR Books 1: A Tiny Seed 2: What the Ladybird Heard	Africa POR Books 1: Lila & the Secret of Rain 2: Handa's Surprise	The Seaside POR Books 1: What the Ladybird Heard at the Seaside
	Walk around school – walking maps My Journey to school – strip maps <i>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.</i> use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Using POR book Poles apart name and locate the world's seven continents and five oceans 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 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 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 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	Using 'Walk in London' map create London big build with large construction Make own map with photos of own buildings <i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> <i>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i> <i>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</i> <i>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</i>	<i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> .	Kenya <i>name and locate the world's seven continents and five oceans</i> <i>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</i> <i>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</i> <i>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</i> <i>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</i>	Southend-on-Sea – our town <i>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</i> <i>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i> <i>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</i>



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	Traditional Tales	Ancient Greeks	Author Study	Titanic	Explorers	Australia
Year 2	<p>Create map – Gingerbread Man</p> <p><i>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</i></p> <p>Create routes, keys, symbols for own maps based on gingerbread man</p> <p><i>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</i></p>	<p>Greece – compare Greece to UK, weather, Capital City, locating Greece on a map – name and locate continents and oceans</p> <p><i>name and locate the world's seven continents and five oceans</i></p>	<p>Maps & Routes –school grounds, local area including around school walk</p> <p><i>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 Human and physical geography</i></p> <p><i>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</i></p> <p><i>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p><i>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</i></p> <p><i>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</i></p>	<p>The United Kingdom – 4 countries of UK, human & physical features – capital cities</p> <p><i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i></p> <p><i>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</i></p> <p><i>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>	<p>Arctic & Antarctic – comparing climates with UK</p> <p><i>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 Human and physical geography</i></p> <p><i>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</i></p> <p><i>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</i></p>	<p>Australia – human & physical features – capita cities – climate – seas& ocean, animals & The Great Barrier Reef</p> <p>Comparison with UK & Arctic, Antarctic</p> <p><i>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 Human and physical geography</i></p> <p><i>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</i></p>
	<p>Continuous through the year - 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 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 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>					



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Year 3	The Iron Man	Healthy Me	Shake, Rattle and Roll	Romans	How to Train your Dragon	Plant Life
	<p>Mini World - Stone Age settlement, creating grid references based on the mini world.</p> <p><i>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</i></p> <p><i>This will be done in outdoor learning.</i></p>	<p>UK countries/capitals Compare and contrast UK to European city</p> <p><i>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),</i></p>	<p>Earthquakes/volcanoes</p> <p><i>describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes,</i></p> <p><i>Re-create tectonic plates using oreo biscuits</i> <i>Locating mountains and volcanoes on maps – digimaps</i></p>	<p>History focus - Romans</p>	<p>History focus - Romans</p>	<p>Ma making and fieldwork - Beach Trip</p> <p><i>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</i></p>
	<p>Continuous through the year - <i>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</i></p>					
Year 4	Anglo Saxons	British Artists & Values	Ancient Greek Mythology	Mountains	WW2	Our Environment
	<p>Locational Geography Europe & Britain</p> <p><i>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</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>	<p>Walk around school and local area</p> <p><i>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</i></p>		<p>KS1 Hill</p> <p><i>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</i></p> <p><i>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical</i></p>		<p>Shoebury East Beach Friars Park Visit</p> <p><i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p>



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	<p><i>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</i></p>			<p><i>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</i></p> <p><i>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</i></p>		<p><i>resources including energy, food, minerals and water</i></p>
Year 5	Ancient Egypt	Space	The Environment – Global Warming	The Plague	The Tudors 1485-1603	William Shakespeare 1564-1616
	<p>Ancient Egypt study</p> <p><i>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</i></p> <p><i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>		<p>Climate Zones and Biomes</p> <p><i>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)</i></p> <p><i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p>	<p>The spread of the Plague</p> <p><i>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</i></p> <p><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>	<p>Thriftwood & East Beach Study</p> <p><i>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</i></p> <p><i>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</i></p>	<p>London in Shakespearean times</p> <p><i>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</i></p> <p><i>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</i></p> <p><i>describe and understand key aspects of human geography, including: types of settlement and land use, economic</i></p>



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			<p><i>including energy, food, minerals and water</i></p> <p><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>		<p><i>activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p>
Year 6	The Victorians	Extreme Weather	Mayans	France	Transition
	<p>The British Empire</p> <p><i>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</i></p> <p><i>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)</i></p> <p><i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p>	<p>Climate</p> <p><i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p>	<p>Mayans</p> <p><i>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</i></p> <p><i>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</i></p>	<p>France Study</p> <p><i>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</i></p> <p><i>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</i></p> <p><i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>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</i></p>	<p>Isle of Wight Southend Week Transition Visits to School</p> <p><i>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</i></p>



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	<i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>			<i>resources including energy, food, minerals and water</i> <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>using a range of methods, including sketch maps, plans and graphs, and digital technologies</i>	
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