



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
<b>Nursery</b> (EYFS: Understanding the World: The World)	<p>Geography is developed as children explore and play within our indoor and outdoor environment, navigating the space, noticing and making observations and comparisons, creating their own worlds, noting similarities and differences in their environment. As children engage in play using the areas of provision for example small world and construction, they create places and explore these considering features, organisation and the placing of resources. Children share their personal experiences of the places they have visited in the local area and beyond and sustained shared thinking provides opportunities to explore, clarify and develop ideas. Songs, books and rhymes are also used to develop a sense of place. Throughout their time in nursery, children will be supported and encouraged to:</p> <ul style="list-style-type: none"><li>• Notices detailed features of objects in their environment</li><li>• Enjoys playing with small world reconstructions, where possible building on first-hand experiences, e.g. visiting farms, garages, train tracks but also including imaginary scenarios eg habitats for creatures.</li><li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li><li>• Begin to understand the effect their behaviour can have on the environment</li></ul>					



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	Autumn 1 <i>Links to literacy:</i>  <i>Hello Friend:</i> Starting school- new environments	Autumn 2	Spring 1 <i>Links to literacy</i>  <i>Blue Penguin:</i> Different environments, introducing maps and globes	Spring 2	Summer 1 <i>Links to literacy:</i>  <i>Errol's Garden:</i> Exploring our garden	Summer 2 <i>Links to literacy</i>  <i>The Naughty bus:</i> Journeys  Humanist day: Caring for the world  Hyde Hall visit
	<i>Children develop a sense of place as they operate independently in a rich indoor environment. Outside offers a large area with various features for them to explore and become familiar with. Children also develop their geographical knowledge through small world provision where they create and explore both real life and imaginary scenarios inside and out.</i>					
<b>Reception</b> (EYFS: Understanding the World: The World)	Shows care and concern for the environment  Begin to understand the effect their behaviour can have on the environment  Engage in small world play creating scenarios		Explore map and globes understanding that they show places.  Knows about similarities and differences in relation to places.		Talks about the features of their own immediate environment and how environments might vary from one another  Shows care and concern for living things and the environment	



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Year 1	<p><b>Bird's eye view of the farm</b></p> <p><b>My Journey to School – strip maps</b></p> <p><b>(3 weeks)</b></p> <p><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></p> <p>use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>Cold Climates (3 weeks)</b></p> <p>use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><b>What is a city? Differences between city and countryside.</b></p> <p><b>London landmarks</b></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 human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p> <p><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></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><b>The 4 Countries in UK compared to the continent of Africa.</b></p> <p><b>Comparison UK to Kenya</b></p> <p><b>Google Maps/Digi-Maps</b></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</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 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></p> <p><i>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far;</i></p>	



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					<i>left and right], to describe the location of features and routes on a map</i>	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2		<p><b>Create routes, keys, symbols for own maps based on local area</b></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><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><b>Maps &amp; Routes – school grounds, local area including around school walk</b></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</i></p>	<p><b>The United Kingdom – 4 countries of UK, human &amp; physical features – capital cities</b></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><b>Name and locate the seven continents and the five oceans</b></p> <p><i>Name and locate the seven continents and the five oceans</i></p>	<p><b>Arctic &amp; Antarctic – comparing climates with UK</b></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</i></p> <p><i>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><b>Australia – human &amp; physical features – capital cities – climate – seas &amp; ocean, animals &amp; The Great Barrier Reef</b></p> <p><b>Comparison with UK &amp; Arctic, Antarctic</b></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</i></p> <p><i>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>



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		<i>human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i>				
<b>Continuous through the year</b>  <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 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>  <i>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i>						



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Mini World - Stone Age settlement, creating grid references based on the mini world.</b></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><b>Earthquakes/volcanoes</b></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><b>Map making and fieldwork - Beach Trip</b></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><b>Continuous through the year</b></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>					



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	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
<b>Year 4</b>			<p><b>Locational Geography Europe &amp; Britain</b></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><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><b>Mountains</b></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 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><b>Shoebury East Beach</b></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><b>Friars Park Visit</b></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>





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		Autumn 1 & 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<b>Ancient Egypt study</b>		<b>Climate Zones and Biomes</b>		<b>Thriftwood</b>	<b>Trade</b>
	<p><b>Rivers</b> <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><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><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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><b>Continuous through the year</b> <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>				



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	Autumn 1 & 2		Spring 1	Spring 2	Summer 1 & 2
Year 6		Trade and Economic Study	Map Work and Climates		<b>Isle of Wight</b> <b>Southend Week</b> <b>Transition Visits to School</b>  <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>  <b>Map work</b>  <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>  <b>Climate</b>  <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>