

Amble Links Primary School – Geography Curriculum Overview

Geographical Knowledge = What we know about the world

Disciplinary Knowledge = How we investigate and use geographical knowledge

Disciplinary Concepts = The ideas we use to understand the world

Our Geography curriculum, supported by the Grammarsaurus framework, aims to develop pupils’ geographical knowledge alongside the skills and concepts needed to investigate, interpret and explain the world.

Pupils develop knowledge of globally significant places and locations, including their physical and human characteristics. They learn about geographical processes and how these shape places and environments, while developing an understanding of how people interact with and influence the world around them.

Through carefully sequenced learning and regular opportunities for geographical enquiry and fieldwork, pupils develop the ability to use maps and other geographical sources, collect and analyse data, identify patterns, make comparisons and communicate geographical information. The curriculum develops the disciplinary concepts of Place, Space, Scale, Interdependence, Physical and Human Processes, Environmental Impact, Sustainable Development, and Cultural Awareness and Diversity.

Our Geography curriculum is:

Aspirational: Providing all pupils with opportunities to develop a rich and lasting body of geographical knowledge alongside increasingly confident and accurate geographical skills.

Broad and balanced: Providing pupils with opportunities to study a wide range of places, environments and geographical processes, covering both human and physical geography in line with the National Curriculum.

Progressively sequenced: Building geographical knowledge and understanding over time, allowing pupils to revisit and develop key concepts, vocabulary and skills as they move through the school.

Progressively challenging: Developing pupils' geographical knowledge, skills and understanding through increasingly complex enquiries, requiring them to interpret information, identify patterns, make connections and explain geographical processes.

Enquiry-led: Encouraging pupils to ask and answer geographical questions, investigate their surroundings and use evidence and data to develop their understanding of the world.

Fieldwork-focused: Providing meaningful opportunities for pupils to undertake fieldwork, collect and analyse geographical data and apply their classroom learning to real places and environments.

Relevant: Helping pupils understand the world around them, from their local area to the wider world, and developing an understanding of how people, places and environments are connected.

Developing geographical thinkers: Encouraging pupils to use geographical knowledge and disciplinary concepts to explain patterns, processes and relationships and to understand how places and environments change over time.

Inclusive: Ensuring that Geography is accessible to all pupils, with appropriate support, adaptations and challenges so that every child can participate in and make progress through the same ambitious curriculum.

Connected: Building on children's early experiences of the world in the EYFS, developing their understanding of people, places and environments into increasingly detailed geographical knowledge and enquiry throughout Key Stages 1 and 2.

EYFS	Understanding the World: The Natural World - 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.				
KS1	Year 1			Year 2	
Enquiry	Where in the world do I live?	What is at our local park? How do people get there?	Do our school grounds support plant life?	What are the similarities and differences between my town and Tulum, Mexico?	How can we record and measure weather phenomena?
Disciplinary knowledge: Place Knowledge	Disciplinary Concepts Place	Disciplinary Concepts Place	Disciplinary Concepts Place	Disciplinary Concepts Place	Disciplinary Concepts
	I can understand that places can have meaning to people.	I can understand that places can have meaning to people.	I can understand that places can have meaning to people.	I can understand that places can have meaning to people.	

<u>Disciplinary knowledge:</u> Locational Knowledge	Disciplinary Concepts Space Scale	Disciplinary Concepts Space Scale	Disciplinary Concepts Space Scale	Disciplinary Concepts Space Scale	Disciplinary Concepts
	I can understand that the world has seven continents. I can understand that the UK is split into countries and surrounding seas. I can understand how my local area fits within the United Kingdom. I can understand how my classroom fits within the school. I can understand how my school fits on the street.	I can identify some key human and physical features of my local area. I can understand how my local park fits within my local area.	I can identify some key human and physical features of my local area. I can understand how my school fits within my local area.	I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries and surrounding seas. I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. I understand that Mexico is a North American country.	
<u>Disciplinary knowledge:</u> Physical and Human Geography	Disciplinary Concepts Physical and Human Processes	Disciplinary Concepts Physical and Human Processes	Disciplinary Concepts Physical and Human Processes	Disciplinary Concepts Physical and Human Processes Cultural Awareness and Diversity	Disciplinary Concepts Physical and Human Processes
	I can identify seasonal and daily weather patterns in the UK. I can identify how the weather varies around the world. I can identify human and physical features.	I can understand human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area.	I can understand human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area.	I can understand that the poles and equator impact the climate on Earth. I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary. I can understand the similarities and differences between my country and other countries.	I can understand the differences between weather and climate. I can understand that the poles and equator impact the climate on the Earth. I can identify hot and cold areas of the world in relation to the poles and the equator.
<u>Disciplinary knowledge:</u> Geographical Skills and Fieldwork		I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions. I can devise a simple, messy map. I can collect and record simple data. I can present simple data in a chart.	I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions. I can devise a simple, messy map. I can collect and record simple data. I can present simple data in a chart.	I can use atlases and globes to discover the continents and oceans of the world. I can use compass directions and locational and directional language to describe the location of features on a map. I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps. I can use a key. I can use simple fieldwork and observational skills to study the school’s geography.	I can carry out a geographical enquiry using simple fieldwork and observational skills. I can collect weather data using the equipment. I can record weather data. I can present my data. I can analyse data.
Key Vocabulary	Where in the world do I live? ● Capital – the main city of a country, where the government is usually based. ● City – a large place where lots of people live and work. ● Country – an area of land with its own government and borders. ● Continent – one of the large areas of land on Earth. ● Settlement – a place where people live. ● Village – a small settlement. ● Town – a settlement that is larger than a village. ● Local area – the area around where we live. Our School Grounds / Local Park ● Fieldwork – finding out about a place by investigating it. ● Observation – carefully looking at something to find out about it. ● Data – information that we collect. ● Map – a drawing that shows where places and features are. ● Key – explains what the symbols on a map mean. ● Symbol – a picture or sign used to represent something on a map. ● Route – the way we travel from one place to another. ● Plant life – the plants that grow in a particular place. ● Tally chart – a simple way of counting and recording information. ● Directions – telling someone which way to go. ● Investigation – finding out about something by asking questions and collecting information.			Year 2 My Local Area and Tulum ● Landmark – an important or easily recognised feature of a place. ● Location – where something is. ● Human feature – something made or changed by people. ● Physical feature – something natural, such as a river or mountain. ● Landscape – the features that can be seen in an area. ● Climate – the usual weather of a place over a long period. ● Vegetation – plants growing in an area. ● Coast – the land next to the sea. ● Characteristics – the features that make a place what it is. Weather ● Weather – what the atmosphere is like at a particular time and place. ● Season – one of the four parts of the year: spring, summer, autumn or winter. ● Temperature – how hot or cold something is. ● Equator – an imaginary line around the middle of the Earth. ● North Pole – the most northern point on Earth. ● South Pole – the most southern point on Earth.	

KS2	Year 3			Year 4		
Enquiry	What are the key geographical features of the UK, and my region?	How can we make our school environment more bee friendly?	What facilities are in my local area, and how do people travel there?	What are the similarities and differences between my region and Campania, Italy?	What are coasts and how does erosion affect them?	How can we record and measure weather phenomena?
<u>Disciplinary knowledge:</u> Place Knowledge	Disciplinary Concepts Place	Disciplinary Concepts Place	Disciplinary Concepts Place	Disciplinary Concepts Place	Disciplinary Concepts Place	Disciplinary Concepts
	I can understand that places can have meaning to people. I can understand that people can choose to use land differently, and I can give some examples.	I can understand that people can choose to use land differently, and I can give some examples.	I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples	I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography. I can understand the similarities and differences between my region and Campania/South Aegean and give some examples.		
<u>Disciplinary knowledge:</u> Locational Knowledge	Disciplinary Concepts Space Scale	Disciplinary Concepts	Disciplinary Concepts Space Scale	Disciplinary Concepts Space Scale	Disciplinary Concepts Scale	Disciplinary Concepts Space
	I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that counties contain settlements. I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I can understand how my region is an area within England. I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.		I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial. I understand that hamlets, villages, towns and cities are settlements of different sizes.	I can identify the continents of the world. I can use maps to identify some of the countries of Europe and their capital cities. I can identify some key physical features and settlements in Campania/South Aegean. I can identify the location of my region in England and the key human and physical features. I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian. I can understand how my region is an area within England with different-sized settlements. I can understand that Campania/South Aegean is a region within Italy/Greece, with settlements of different sizes. I can understand that England and Italy/Greece are countries within the continent of Europe.	I can name and locate the physical characteristics and key features of coasts. I can locate and describe examples of UK coasts.	I can identify climate zones worldwide and their relation to the equator and poles.
<u>Disciplinary knowledge:</u> Physical and Human Geography	Disciplinary Concepts Physical and Human Processes Cultural Awareness and Diversity	Disciplinary Concepts Physical and Human Processes Environmental Impact Sustainable Development	Disciplinary Concepts Physical and Human Processes Interdependence	Disciplinary Concepts Physical and Human Processes Cultural Awareness and Diversity	Disciplinary Concepts Physical and Human Processes	Disciplinary Concepts Physical and Human Processes
	I can understand that land has height. I can identify mountains, hills and rivers on maps. I understand human processes in the UK, including settlements and land use. I understand that land use patterns change over time. I can identify some key human and physical features of the UK and my region. I can understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live.	I can understand how bees are involved in physical processes. I can understand how land use impacts the survival of bees. I can understand how personal choices on how to use land impact the environment. I can suggest how to make the school locality more environmentally friendly.	I understand human processes in the UK, including settlements and land use. I understand that UK settlements rely on different areas of land use to thrive.	I can understand that physical processes are the natural forces that change Earth's physical features. I understand how tectonic movement has shaped the Earth's surface. I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy/South Aegean, Greece. I understand human processes in my region and Campania/South Aegean, including settlements and economic activity. I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	I can describe and understand physical features of coasts. I can explain how erosion, deposition and weathering affect coasts. I can explain why some coastal features have changed over time. I can explain how human activity can affect coasts. I can identify ways in which people can protect coasts.	I can understand the differences between weather and climate and give examples. I can explain how the equator, poles, circles and tropics affect climate. I can give reasons for the climate and weather in the United Kingdom. I can identify climate zones worldwide and their relation to the equator and poles.

<u>Disciplinary knowledge:</u> Geographical Skills and Fieldwork	I can use compass points, four-figure grid references, symbols, and keys. I can devise a sketch map of my local area. I can identify physical features on a map. I can locate settlements on a map. I can use maps and atlases to discover the United Kingdom.	I can carry out a geographical enquiry using fieldwork and observational skills. I can record data. I can analyse data and evaluate fieldwork. I can devise a simple map using information learnt from a geographical enquiry.	I can plan a geographical enquiry using fieldwork and observational skills. I can use digital mapping to collect data. I can record data using tables and questionnaires. I can present collected data using bars and charts. I can analyse data and explain what I have learnt.	I can use atlases, maps and globes to locate places and describe features studied.	I can observe and identify different physical features of a coast. I can collect information about a coastal environment.	I can plan a geographical enquiry using fieldwork and observational skills. I can collect weather data using a range of equipment. I can record weather data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.
Key Vocabulary	The UK and My Region ● County – an area of the UK that is used for administration and local government. ● Region – an area that has particular features in common. ● Elevation – the height of a place above sea level. ● Topography – the shape and height of the land in an area. ● Moorland – open, wild land often covered with grasses, heather and shrubs. ● Mountain range – a group or chain of mountains. ● Population – the number of people living in a place. ● Rural – an area in the countryside. ● Urban – an area that is mainly a town or city. Land Use ● Land use – how people use an area of land. ● Settlement – a place where people live. ● Suburb – an area on the edge of a town or city. ● Facilities – places or services provided for people to use. Conservation of bees: ● Conservation – protecting and looking after the natural world. ● Conserve – to protect something and prevent it from being wasted or damaged. ● Pollination – when pollen is moved from one flower to another so that plants can produce seeds. ● Species – a group of similar living things. ● Food chain – a sequence showing how living things get energy by eating other living things. ● Habitat – the natural home of a plant or animal. ● Insect – a small animal with six legs and usually a body divided into three parts. ● Extinct – when there are no living members of a species left. ● Heathland – an open area of land where plants such as heather grow. ● Herbicides – chemicals used to kill unwanted plants. ● Domesticated – animals that have been bred or kept by people over many generations. ● Biodegrade – to break down naturally over time.			My Region and Campania ● Latitude – imaginary lines that show how far north or south a place is from the Equator. ● Longitude – imaginary lines that show how far east or west a place is from the Prime Meridian. ● Hemisphere – half of the Earth. ● Tectonic plates – huge pieces of Earth's crust that move slowly. ● Earthquake – shaking of the ground caused by movement beneath Earth's surface. ● Volcano – an opening in Earth's surface where magma, ash and gases can escape. ● Magma – hot, melted rock beneath Earth's surface. ● Lava – magma that reaches Earth's surface. ● Eruption – when a volcano releases lava, ash and gases. ● Tourism – travelling to places for holidays or to visit attractions. Weather and Climate ● Forecast – a prediction of what the weather will be like. ● Precipitation – water that falls from the sky, such as rain, snow or hail. ● Atmosphere – the layer of gases surrounding Earth. ● Climate zone – an area with a particular type of climate. Locality: ● Atlas – a book or collection of maps. ● Aerial photograph – a photograph taken from above. ● Compass – a tool used to find directions. ● Direction – the way something is pointing or moving. ● Compare – to look at things to see how they are similar and different. ● Scale – shows how distances on a map compare with distances in real life.		

UKS2	Year 5			Year 6		
Enquiry	What are the similarities and differences between my region and the Western United States?	What are the features of my local river?	What trees, plants and animals are in our local ecosystems?	What is the economic activity of the UK, and how sustainable is it?	How can our school reduce its plastic waste?	
<u>Disciplinary knowledge:</u> Place Knowledge	Disciplinary Concepts Place	Disciplinary Concepts Place	Disciplinary Concepts Place	Disciplinary Concepts Place	Disciplinary Concepts Place	Disciplinary Concepts
	I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.	I can understand that physical features are significant within the local area in which they are located.	I can understand that physical features are significant within the local area in which they are located.	I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.	

<u>Disciplinary knowledge:</u> Locational Knowledge	Disciplinary Concepts Space Scale	Disciplinary Concepts Space	Disciplinary Concepts Space Scale	Disciplinary Concepts Space Scale	Disciplinary Concepts Space Scale	Disciplinary Concepts Space
	I can identify the location of my region in England and the key human and physical features. I can identify some of the countries of North America and their capital cities. I can identify some key settlements in the Western USA. I can give examples of how the landscape in the Western USA/Northern Brazil varies massively, e.g. climate zones, vegetation belts and biomes. I can identify how physical geography and climate can affect the type and location of settlements in my region and the Western USA. I can identify the Prime/Greenwich Meridian and time zones, including day and night. I can understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand that England is a country within the continent of Europe. I can understand that the USA is a country within the North American continent. I can understand that Western USA is a region within the USA. I understand that there are states, cities, and towns within the West Region of the USA. I can make comparisons between my country and the USA in terms of the size of the land and the population.	I can identify the names and locations of the five longest rivers in England. I can identify the location of a river in my region. I can identify the location of the River Trent.	I can name biomes and vegetation belts that are found across the world. I can name the biomes and ecosystems found in the UK. I can identify the location of the New Forest. I can understand that you can find different ecosystems, vegetation belts and biomes within countries.	I can identify the location of my region within England. I can use clues to identify my region's key human and physical geographical features and landmarks. I can understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.		
<u>Disciplinary knowledge:</u> Physical and Human Geography	Disciplinary Concepts Physical and Human Processes Cultural Awareness and Diversity	Disciplinary Concepts Physical and Human Processes	Disciplinary Concepts Physical and Human Processes	Disciplinary Concepts Physical and Human Processes Cultural Awareness and Diversity Interdependence Environmental impact Sustainable development	Disciplinary Concepts Physical and Human Processes Cultural Awareness and Diversity Interdependence Environmental impact Sustainable development	Disciplinary Concepts Physical and Human Processes
	I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA I can understand how tectonic movement has shaped the Earth's surface. I understand human processes in my region and Western USA, including settlements and economic activity. I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	I can identify key features of the River Trent basin, including the source and the mouth. I can understand what rivers are and how they are formed. I can name and explain the different features of rivers.	I can understand how the climate impacts the landscape through biomes and vegetation belts. I can understand what animals, plants and habitats can be found in a woodland ecosystem in the UK.	I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. I can explain how economic activity in the United Kingdom has changed over time I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products. I can understand that events in other places can impact the UK. I can outline the environmental impact caused by different economic activities in the UK. I can use facts and evidence to judge the sustainability of economic activity in the UK.	I can understand that human actions can disrupt the natural physical processes on Earth. I can understand that what happens in the United Kingdom can impact other places. I can understand that events in other places can impact the UK. I can understand that the actions of individuals can have a large-scale impact. I can explain the impact that plastic waste has on the environment. I can make suggestions on how the school can reduce the impact it is having on the environment.	
<u>Disciplinary knowledge:</u> Geographical Skills and Fieldwork	I can use atlases, maps and globes to locate places and describe features studied.	I can plan a geographical enquiry using fieldwork and observational skills. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.	I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.		I can plan a geographical enquiry using fieldwork and observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.	

			I can use compass points and six-figure grid references to build my knowledge of the world.			
Key Vocabulary	Western United States / North Region of Brazil ● Biome – a large area with a particular climate, plants and animals. ● Ecosystem – living things and their environment interacting together. ● Climate zone – a large area with a similar climate. ● Population density – the number of people living in a particular area. ● Economic activity – work or activities that produce goods, services or money. ● Industry – businesses and activities involved in producing goods. ● Manufacturing – making products, usually in factories. ● Raw materials – natural materials used to make products. ● Erosion – the wearing away of rock or soil by water, wind or ice. ● Plate tectonics – the movement of Earth's large tectonic plates. ● Plateau – a large area of high, mostly flat land. ● Summit – the highest point of a mountain. Biomes and Ecosystems ● Habitat – the natural home of a plant or animal. ● Species – a group of similar living things that can reproduce. ● Vegetation belt – a large area where particular types of plants grow. ● Biodiverse – containing many different types of plants and animals. Rivers ● Source – where a river begins. ● Tributary – a smaller river or stream that flows into a larger river. ● Channel – the path that a river flows along. ● Meander – a bend or curve in a river. ● Confluence – the place where two rivers meet. ● Floodplain – flat land beside a river that can flood. ● Estuary – the wide part of a river where it meets the sea. ● Delta – land formed from material carried by a river as it reaches a sea or lake. ● Mouth – where a river flows into the sea, a lake or another river. ● Erosion – the wearing away of rock and soil.			Economic Activity of the UK ● Renewable energy – energy from sources that can naturally be replaced, such as wind or sunlight. ● Fossil fuel – a fuel formed from ancient plants and animals, such as coal, oil and gas. ● Import – something bought from another country. ● Export – something sold to another country. ● Sustainable – using resources in a way that does not use them up or cause unnecessary harm to the future. ● Consumption – the use of goods, energy or resources. ● Raw materials – natural materials used to make products. ● Industry – businesses involved in producing goods or services. ● Population – the number of people living in an area. Reducing Plastic Waste ● Biodegradable – able to break down naturally. ● Microplastics – very small pieces of plastic. ● Recycle – to process used materials so they can be used again. ● Reuse – to use something again rather than throwing it away. ● Waste – things that are no longer wanted or needed. ● Carbon emissions – gases released into the atmosphere that contribute to climate change.		