



NORTHSIDE Geography Curriculum Overview

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Thematic Concepts		Identity, settlement, sustainability.		Identity, settlement, sustainability, diversity.		Identity, settlement, sustainability, citizenship.	Identity, settlement, sustainability, culture.
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge							
<p>Three-Year-Old Nursery: Know that there are different countries in the world.</p> <p>Know the differing countries based on the children's backgrounds.</p>	<p>Understand what a simple map is.</p> <p>Know where the UK and their home countries are on a map.</p>	<p>Name the world's seven continents and five oceans.</p> <p>Name the four countries of the UK.</p> <p>Understand that both a map and a globe show the same thing.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>(Link back to previous learning in Rec/ Year 1)</p>	<p>Name and locate counties and major cities of the <u>United Kingdom</u>.</p> <p>(Link back to previous learning in Year 2)</p> <p>Name and locate areas the River Thames flows through.</p> <p>Understand how North Finchley has changed over time. (Link to history.)</p>	<p>Name and locate countries within <u>South America</u>, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Locate India as above.</p> <p>Locate Egypt as above.</p>	<p>Name and locate countries within <u>North America</u>, concentrating on environmental regions, key and human characteristics, countries and major cities.</p> <p>Link to history and use maps & globes to locate Greece (Link to history.)</p> <p>Know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (Link to Year 1 learning), the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Name and locate the world's countries (based on children's origins) (linking back to all locational knowledge of previous year groups) using maps to focus on <u>Europe</u>, concentrating on environmental regions, key physical and human characteristics, countries and major cities. (Links to WW2.)</p>
Skills							
<p>Three-Year-Old Nursery: Use a globe to recognise the world.</p> <p>Talk about the differences they have experienced between countries (or seen in photos).</p> <p>Talk about each other's families and ask questions.</p>	<p>Draw basic information from a simple map.</p> <p>Use basic maps and globes to locate the UK and their home countries.</p>	<p>Use basic maps and globes to label the continents and oceans.</p> <p>Use maps to label the 4 countries of the UK.</p>	<p>Use basic maps to identify and label the 4 countries, capital cities and surrounding seas. Identify characteristics of the four countries.</p> <p>Express own views about a place, people and environment.</p>	<p>Use basic maps and build on prior knowledge of the UK to locate counties incl. counties bordering London.</p> <p>Create maps to describe where the River Thames starts and ends.</p> <p>Describe how the locality of the school has changed over time (linked to Victorians).</p>	<p>Use more detailed maps, atlases, globes to locate countries and describe features studied.</p> <p>Ask geographical questions about key physical & human features in the differing localities of India and UK/ South America and UK. Locate major cities.</p> <p>Write comparatively to show the differences.</p>	<p>Use more detailed maps, atlases, globes and digital/computer mapping to locate countries in North America concentrating on environmental regions. Locate major cities in North America.</p> <p>Explain how globes are divided into lines of latitude and meridian of longitude and that a time</p>	<p>Locate major cities in Europe.</p> <p>Use more detailed maps, atlases, globes and digital/computer mapping to locate countries in Europe concentrating on environmental regions.</p> <p>Use a range of resources to describe and identify a location's key physical and human resources.</p>

Locational Knowledge

RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE

					<p>Answer geographical questions about the changes within the local area.</p> <p>Write comparatively to show the differences. Express own views about a place, people and environment.</p>	<p>Express own views about a place, people and environment using evidence to support views.</p>	<p>zone is identified using longitude. Understand term GMT. Name and locate the Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Describe the impact in relation to the seasons in the Northern and Southern Hemisphere.</p> <p>Ask searching geographical questions about human and physical features in a location. Express own views about effects of human activity on physical landscapes. Express own views about a place, people and environment. Use evidence to support views.</p>	<p>Ask geographical questions about the differing localities.</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations. Write comparatively to show the differences. Express own views about a place, people and environment. Understand how some of these aspects have changed over time.</p>
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RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	Knowledge							
	<p>Three-Year-Old Nursery: Understand their familiar world such as the place where they live or the natural world. Know where they live. Know their way to school. Know their local park and playground.</p> <p>Sustainability</p>	<p>Understand that some places are special to members of their community. Know about their places of worship and where they are.</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Know and be able to speak about their home country.</p> <p>Sustainability</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of local area and a small area in an African country. Know about the location of Ghana and its capital city. Know the surrounding countries around Ghana. Know what the coastline is and compare to North Finchley and London. Compare Accra to London.</p> <p>Sustainability</p>	<p>Understand the geographical similarities and differences through studying the human and physical geography of the local area and a contrasting non-European country. Know human and physical features in North Finchley, including the High Rd. (Link back to Year 1 work on the local area.) Know human and physical features of the Middle East and compare with local area.</p> <p>Sustainability</p>	<p>Understand the geographical similarities and differences between UK regions. Compare Lancashire and the Scottish Highlands. (Link back to learning in Year 2 about different countries of the UK.) Know about the docks in Liverpool (Lancashire). Know about the mountains and lochs of the highlands.</p> <p>Know key vocabulary including – physical geography: rivers, coasts, mountains. Human geography: settlements and land use.</p> <p>Sustainability</p>	<p>Understand the geographical similarities and differences between UK and a region in <u>South America</u>. Know about the physical and human features of the Andes mountains in South America. (Link back to learning in Year 3 about the Scottish Highlands and previous learning about London.) Compare with biomes and settlement in the UK. (Link back to learning in Year 3 about biomes.) Know the different parts of a volcano. Locate and know about the Cotopaxi volcano in Ecuador. Know key vocabulary including – physical geography: rivers, mountains, coasts, volcanoes & earthquakes, biomes & vegetation belts. Human geography: types of settlement, land use, distribution of natural resources including energy, food, minerals and water</p> <p>Sustainability</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region within <u>North America</u>. Know the different biomes and climate zones of North America. (Link back to learning about biomes in Year 3 and Year 4.) Know the major rivers, mountains, coasts and lakes. Know about recent tornadoes. Know where people settle in North America and why – trade and resources. Compare and contrast human and physical features of London and New York. (Link back to previous learning about the River Thames in Year 3 and learning about London in Years 1 and 2.)</p> <p>Know key vocabulary including – physical geography: rivers, mountains, coasts, volcanoes & earthquakes, biomes, climate zones, water cycle & vegetation belts. Human geography: types of settlement, land use, distribution of natural resources including energy, food, minerals and water. Economic activity including trade links.</p> <p>Sustainability</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in <u>Europe</u>. Compare Northamptonshire and Sicily, Italy focusing on natural resources, tourism and trade. (Link back to learning about other rural areas, in Year 3 and 4 – Scottish Highlands and the Lake District.)</p> <p>Know the key vocabulary including – physical geography: rivers, mountains, coasts, volcanoes & earthquakes, biomes, climate zones, water cycle & vegetation belts. Human geography: types of settlement, land use, distribution of natural resources including energy, food, minerals and water. Economic activity including trade links.</p> <p>Sustainability</p>
	Skills							
<p>Three-Year-Old Nursery: Talk about where they live and comment on</p>	<p>Describe different places using appropriate vocabulary.</p>	<p>Answer geographical questions about the differing localities.</p>	<p>Answer geographical questions about the differing localities through observing and describing</p>	<p>Describe the geographical similarities and differences between <u>UK</u> regions.</p>	<p>Describe and give reasons for the geographical similarities and differences between</p>	<p>Describe the reasons for the geographical similarities and differences between the</p>	<p>Analyse and give views on the effectiveness of different representations of a location (such as</p>	

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	<p>some of the things they have observed.</p> <p>Talk about local locations such as local shops, bus stations and train stations.</p> <p>Sustainability</p>	<p>Make comments on differences between where they live and other places in the world.</p>		<p>the similarities and differences using a range of simple resources.</p>	<p>Explain own views about locations and give reasons using key geographical vocabulary.</p>	<p>UK and a region in <u>South America</u>/ UK and India.</p> <p>Compare and contrast places where people live (in these areas) and give reasons for differences using key geographical vocabulary.</p>	<p>UK and a region in <u>North America</u>.</p> <p>Describe how countries and geographical regions are diverse and yet interconnected and interdependent using key geographical vocabulary.</p>	<p>aerial images compared with maps and topological maps) using key geographical vocabulary.</p>
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RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human & Physical Geography	Knowledge							
	<p>Two-Year-Old Nursery: Explore natural materials, indoors and outside.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Sustainability</p> <p>Three-Year-Old Nursery: Understand that some places are built by us and some places are natural. Be able to identify bricks, wood and straw. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Sustainability</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand the similarities and differences in relation to places that are built by us and natural places. Know what a farm, forest and city is and distinguish the difference.</p> <p>Sustainability</p>	<p>Identify daily weather patterns in the UK. Locate cold areas of the world in relation to the North and South Poles. Identify physical features - beach, cliff, coast, forest, hills, sea, river, season: weather.</p> <p>Identify key human features, including: city, town, village, factory, farm, house and shop.</p> <p>Sustainability</p> <p>Know about the Arctic and the Antarctic.</p>	<p>Locate hot places in relation to the Equator. Identify physical features – oceans, rivers mountain, vegetation, soil and valley. <i>(Link back to learning in Year 1 about cold places.)</i></p> <p>Identify key human features, including: office, port, harbour and shopping complex.</p> <p>Sustainability</p> <p>Know about the Middle East. <i>(Link back to learning about Ghana in Year 1.)</i></p>	<p>Identify physical features Focus on <u>biomes and vegetation belts</u>.</p> <p>Understand tundra, desert, grassland, savannah, taiga, temperate forest and rain forest (main focus on rainforest). Know about the Amazon rainforest.</p> <p>Identify human features - types of settlement and land use. Know types of settlement and land use in Liverpool and the Highlands. <i>(Link back to types of settlement in hot and cold places in Years 1 and 2.)</i></p> <p>Sustainability</p>	<p>Identify physical features - focus on <u>mountains and volcanoes</u> in South America/ India.</p> <p>Locate places in the world where volcanoes occur. Locate volcanoes in South America. Locate major mountain ranges of the world.</p> <p>Understand – magma, dormant, extinct, eruption, lava, crater, ash.</p> <p>Understand the differences between Mumbai and London. <i>(Link back to previous learning in Year 1 about Compare rural India to rural UK – physical and human - types of settlement and land use. (Link back to learning in Year 3 about the types of settlement in the Highlands and Liverpool.)</i></p> <p>Know about the Cotopaxi volcano, the Andes and the Himalayas.</p> <p>Sustainability</p>	<p>Identify physical features - focus on <u>rivers</u> and the <u>water cycle</u> including transpiration.</p> <p>Locate major rivers of the world and in North America</p> <p>Identify human features - types of settlement and land use along rivers, economic activity including trade links.</p> <p>Know about settlement and land use along the River Severn.</p> <p><i>(Link back to Year 3 learning about the Thames.)</i></p> <p>Sustainability</p>	<p>Identify physical features - focus on <u>climate zones</u> and natural disasters (<u>incl earthquakes</u>).</p> <p>Know climate zones of Northamptonshire and Sicily. Know about Pompeii. Know about flooding and wildfires (current affairs/global warming). Identify human features - 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><i>(Link back to Year 1 and 2 learning about hot and cold places, Year 3 learning about biomes and Year 5 learning about biomes/ climate zones in North America.)</i></p> <p>Sustainability</p>
	Skills							
	<p>Two-Year-Old Nursery: Play with materials inside and out.</p> <p>Bring natural materials into the setting.</p> <p>Three-Year-Old Nursery: Make collections of natural materials. Talk about what they see, using a wide vocabulary. Care for living things in the setting.</p>	<p>Express opinions on natural and built environments and listen to different points of view about the environments.</p> <p>Draw pictures of the natural world.</p> <p>Name and comment on some plants and animals whilst outside.</p> <p>Explain how we care for the natural world around us.</p>	<p>Ask questions about the weather and seasons. Recognise weather symbols & record local weather.</p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Identify the equator and locate the places on the Equator which are the hottest.</p> <p>Make predictions about where the hottest places in the world are.</p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p>	<p>Describe biomes and vegetation belts around the world. Place these places on world maps.</p> <p>Describe a place in terms of how economically developed it is, including distribution of natural resources.</p> <p>Use key physical and human terminology when describing the local area studied in fieldwork.</p>	<p>Communicate in different ways the causes of volcanoes and the process that occurs before a volcano erupts.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</p> <p>Ask and answer questions about the effects of volcanoes. Discuss how volcanoes affect human</p>	<p>Explain and present the process of rivers. Compare how river use has changed over time and research the impact on trade in history.</p> <p>Research and discuss how water affects the environment, settlement, environmental change and sustainability.</p> <p>Explain how people can improve an environment or destroy it.</p>	<p>Describe and explain the processes that cause natural disasters.</p> <p>Use a range of geographical sources including photographs, maps, and globes to draw conclusions about the impact of natural disasters.</p> <p>Collect and analyse statistics and other information to draw conclusions about the</p>

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<p>Comment on built places they have visited and natural places they have visited e.g. town, beach, park, shops.</p>	<p>Listen to non-fiction texts about contrasting environments.</p> <p>Name some basic features of the world, both natural and made by people.</p> <p>Note and record the weather.</p> <p>Make simple observations about how the natural world changes in the different seasons.</p>	<p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Be able to verbalise about similarities and differences between the features of two localities. Identify North and South Pole.</p>	<p>vegetation, season and weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p>		<p>life e.g. settlements and spatial variation.</p> <p>Use key physical terminology to describe mountains.</p> <p>Use key physical and human terminology when describing the local area studied in fieldwork.</p>	<p>Use key physical and human terminology when describing the local area studied in fieldwork. Explain how some of these have changed over time.</p>	<p>impact of natural disasters.</p> <p>Discuss, debate and make decisions considering ethical, moral and cultural viewpoints in relation to natural disasters.</p> <p>Use key physical and human terminology when describing the local area studied in fieldwork. Explain how some of these have changed over time.</p>
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills	Knowledge							
	<p>Three-Year-Old Nursery: Understand features of the environment in the EYFS setting and immediate local area.</p> <p>Sustainability</p>	<p>Understand that maps represent a particular place in the world.</p> <p>Understand that the globe represents the world.</p> <p>Sustainability</p>	<p>Know and locate the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Understand simple directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>Know and locate the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Understand 4 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>	<p>Know the location of countries studied and describe their features.</p> <p>Understand the eight points of a compass (N NE E SE S SW W NW) to build their knowledge of the United Kingdom.</p>	<p>Know the location of countries studied and describe their features.</p> <p>Use four 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>Know the location of the countries studied and describe their features.</p> <p>Use 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>	<p>Know the location of the countries studied and describe their features.</p> <p>Use 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>
	Skills							
	<p>Three-Year-Old Nursery: Use vocabulary to talk about their immediate environment.</p> <p>Use small world play maps.</p> <p>Sustainability</p>	<p>Extract information from a simple map.</p> <p>Comment on the immediate environment.</p> <p>Notice features on aerial views of the school setting.</p> <p>Draw very simple maps of their immediate environment or maps from imaginary story settings.</p> <p>Sustainability</p>	<p>Use simple atlases and globes to locate countries studied including the UK.</p> <p>Use simple maps to find information and add own pictures to map. Follow a simple plan/map.</p> <p>Study aerial photographs of the school and label it with key features e.g. playground, classroom, car park. Create an aerial map of the school and grounds.</p> <p>Use simple directional language when describing the features and routes on a map.</p>	<p>Use simple atlases and globes to locate countries studied including the UK.</p> <p>Use a simple map of the local area and identify the places they know. Create own simple map with symbols.</p> <p>Study aerial photographs and plans of the local area and label with key features e.g: shops, park, roads</p> <p>Look at maps, plans, globes. Refer to street maps and follow simple routes using</p>	<p>Use Junior atlases, globes, aerial photographs, world maps to locate countries studied.</p> <p>Use digital photographs of the school and local area to plot them on a map. Use simple coordinates to show where these key features are.</p> <p>Use the eight points of a compass (N NE E SE S SW W NW) to build their knowledge of the United Kingdom and to create own maps.</p>	<p>Use more detailed atlases, globes, aerial photographs, world maps to locate countries studied.</p> <p>Use 4 grid references, symbols and keys to build knowledge of the the wider world. Use ordnance survey maps to build knowledge of the UK.</p> <p>Create maps using 4 grid references, symbols and keys.</p> <p>Use the eight points of a compass (N NE E SE S SW W NW) to build their knowledge of the world.</p>	<p>Use more detailed atlases, globes, aerial photographs, world maps to locate countries studied.</p> <p>Use 8 compass points. Begin to use 6 figure co-ordinates to locate features on a map.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find USA, OS map to find local town.)</p>	<p>Use more detailed atlases, globes, aerial photographs, world maps to locate countries studied.</p> <p>Use 8 compass points confidently and accurately; Use 6 figure co-ordinates confidently to locate features on a map. Use latitude and longitude on atlas maps.</p> <p>Draw a variety of thematic maps based on their own data. Begin to draw maps of increasing complexity.</p> <p>Compare scales of maps.</p>

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			simple directions and 4 compass points.	Make a map route using standard symbols and a simple key.		Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Use standard OS symbols and identify on small scale OS map.
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Knowledge

Fieldwork	<p>Three-Year-Old Nursery: Understand the geography of the different areas of the EYFS.</p> <p>Sustainability</p>	<p>Know the geography of the EYFS areas of the school.</p> <p>Sustainability</p>	<p>Know the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Go on a local walk to Woodside Park station, a local park and brook.</p> <p>Sustainability</p>	<p>Know the geography of an area in Barnet and the key human and physical features of its immediate surrounding environment.</p> <p>Orienteering at Golders Hill Park.</p> <p>Sustainability</p>	<p>Know the geography of the wider local area and the key human and physical features in the environment. Linked to Victorians history topic.</p> <p>Survey of local buildings and shops in North Finchley.</p> <p>(Link back to Year 1 and Year 2 learning about the local area.)</p> <p>Sustainability</p>	<p>Know the use of local leisure amenities within the local community – study of Friary Park.</p> <p>(Link back to previous learning about the local area in Years 1,2 and 3.)</p> <p>Sustainability</p>	<p>Know the key human and physical features of Dollis Brook (linked to rivers).</p> <p>(Link back to previous visit to the brook in Year 1.)</p> <p>Sustainability</p>	<p>Know the human and physical features of urban and rural localities.</p> <p>Rural walk on School Journey.</p> <p>Compare Northamptonshire with Barnet. (Link back to previous work in all year groups about the local area.)</p> <p>Sustainability</p>
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Skills

<p>Three-Year-Old Nursery: Use small-world play maps and talk about different areas.</p>	<p>Create a basic map of the EYFS area.</p>	<p>Use simple fieldwork skills and make observations about where things are located e.g. signs within school and around the school grounds. Make basic maps.</p>	<p>Look at a simple map of the local area and identify the things they know and have seen. Observe and record the features around the school. Use a basic key on maps.</p>	<p>Investigate the human and physical features of the surrounding environment – create sketch maps and plans.</p> <p>Use locational language to describe the location of points on a map of the school/local area.</p>	<p>Investigate the human and physical features in the local area by observing, measuring and recording (e.g. sketch maps, plans and graphs)</p> <p>Use locational language to describe the location of points on a map of the school/local area.</p>	<p>Create own investigations involving observing, measuring, recording and presenting data using digital technologies.</p> <p>Create own plans and graphs of results. Interpret the results of investigations.</p>	<p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Make comparisons between rural and urban localities.</p>
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