# 2025 Geography Curriculum Overview

<table>
<tr><th></th><th colspan="2">Autumn</th><th colspan="2">Spring</th><th colspan="2">Summer</th></tr>
<tr><td>EYFS</td><td colspan="6">In the Early Years Foundation Stage, Geography falls within the Understanding of the World area of learning. Children take part in a play-based curriculum with a mixture of adult led, adult initiated and child-initiated activities. Through topic planning, Geography themes are planned for as outlined below with many spontaneous learning opportunities throughout the year based on children’s interests, experiences and what is happening around us/observed.</td></tr>
<tr><td></td><td>Superheroes</td><td>Celebrations</td><td>My World</td><td>Once Upon a Nursery Rhyme</td><td>Animal Boogie</td><td>A Wonderful World</td></tr>
<tr><td></td><td>Where we live and people who help us</td><td>Environmental changes and people who help us</td><td>Where we live, places we have visited and different countries</td><td>Environmental changes</td><td>Comparing different locations</td><td>Environmental changes and the impact we have on our world</td></tr>
<tr><td rowspan="4">Key Stage 1<br>Year 1</td><td colspan="2">The Geography of the School</td><td colspan="2">Contrasting Oxford to London</td><td colspan="2">UK Weather</td></tr>
<tr><td colspan="2">Big Question: How do you find your way around the school?</td><td colspan="2">Big Question: How are Oxford and London the same and different?</td><td colspan="2">Big Question: How is the weather different around the UK?</td></tr>
<tr><td colspan="2">Enquiry Project: Map for visitors to use.</td><td colspan="2">Enquiry Project: Design a home that could be in London and one for Oxford.</td><td colspan="2">Enquiry Project: Group weather report, students create and present their own.</td></tr>
<tr><td colspan="2">Skills<br>- Follow a route on a map.<br>- Use language to describe the location of features and routes on maps. (directional language e.g. near, far, left, right)<br>- Use a plan view.<br>- Look down on objects to make a plan view map.<br>- Use teacher-drawn base maps.<br>Knowledge<br>Physical Geography in the school: the playing field, the forest, the meadow<br>Human Geography in the school: location of classrooms and offices; the car park; the dining hall; the playground; the field<br>-location of Botley on a map of Oxford<br>-location of Oxford on a map of the UK</td><td colspan="2">Skills<br>- Draw a map of a real or imaginary place (eg add detail to a sketch map from aerial photographs).<br>- Use non-fiction books, stories, maps, pictures, aerial photographs, plan perspectives and internet as sources of information.<br>- Learn names of some places within/around the UK e.g. home town, cities, countries (eg Wales or France) and locate them on a map.<br>Knowledge<br>-Physical geography of London: The Thames; the location of the city on the river<br>-Human Geography of London: places where people live, places where people work, places where people play</td><td colspan="2">Skills<br>- Begin to spatially match places (e.g. recognize UK on a small scale and larger scale map).<br>- Find land/sea on a globe.<br>- Use an infant atlas.<br>- Identify seasonal and daily weather patterns in their local area and the United Kingdom.<br>- Teacher led enquiries, to ask and respond to simple, closed questions<br>Knowledge<br>Physical geography of the UK: beach, cliff, coast, forest, hill, mountain, sea ocean, river, valley, soil, vegetation<br>Types and locations of key physical features of contrasting areas of the UK<br>-Links between different features of contrasting areas of the UK<br>-Common weather patterns and climate of the UK at different times of the year</td></tr>
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| | | -Understanding similarities and differences between Oxford and London | |
| **Key Stage 1 Year 2** | **Extreme Weather in the UK** | **We are Britain** | **Contrasting England to another country (teacher to pick based on class background)** |
| | **Big Question:** Why is it important to know about extreme weather? | **Big Question:** What makes Botley different to other parts of the UK? | **Big Question:** How are England and _____ similar and different? |
| | **Enquiry Project:** Create a non-chronological report explaining extreme weather and how to stay safe. | **Enquiry Project:** Create a poster to advertise their local area to tourists. | **Enquiry Project:** Presentation in groups / pairs about a country of their choice and England? |
| | **Skills**<br>- Use world maps, atlases and globes to identify the United Kingdom and its countries<br>- Use language to describe the location of features and routes on maps. (compass points / directional language e.g. near, far, left, right)<br>- Use geographical vocabulary to compare and describe different weather types (hot/cold, wet/dry, windy/still).<br>- Record and present weather observations using charts, pictograms or weather diaries.<br>- Use teacher-drawn maps to mark where extreme weather has occurred.<br>**Knowledge**<br>Physical Geography in the school: weather and seasons, types of extreme weather (storms, floods, snow, heatwaves), how weather affects the physical environment (flooded rivers, frozen ground, dry soil.)<br>Human Geography in the school impact on people's lives, how to prepare for / respond to, human settlements affected by weather. | **Skills**<br>- Locate and name on a United Kingdom map the major features e.g. the four countries, capital cities, River Thames, hometown, surrounding seas.<br>- Investigate their surroundings.<br>- Make observations and describe the human and physical geography about where things are e.g. within the school grounds or local area.<br>**Knowledge**<br>Physical Geography in the local area: The Thames, Wytham Woods, Harcourt Hill, agriculture in Botley<br>Human Geography in the local area: local retail outlets and shops; local services (The school, Botley Medical Centre, Dentist Surgery), transport hubs (A34)<br>-Understand similarities and differences of specific local environment and national example | **Skills**<br>- Name and locate the world's seven continents and five oceans.<br>- Find land/sea on a globe.<br>- Use teacher-drawn base maps.<br>- Use large scale OS maps.<br>- Use an infant atlas.<br>- Know the location of hotter and colder areas of the world in relation to the Equator and North and South poles.<br>- Make appropriate observations about why things happen.<br>**Knowledge**<br>Physical Geography: which continent the countries are in, as well as which oceans they are near. Where the countries are in relation to the north and south pole, as well as the equator.<br>Human Geography: What cities are in the country, how these cities are similar and different e.g. buildings, size |
| **Lower Key Stage 2 Year 3** | **Extreme Environments** | **Rivers (Thames Focus)** | **Africa** |
| | **Big Question:** What can survive in an extreme environment? | **Big Question:** How does flooding affect our lives? | **Big Question:** How does _____ compare to _____? |
| | **Enquiry Project:** Design their own extreme environment. | **Enquiry Project:** Create a poster informing people what they can do during a flood. | **Enquiry Project:** Presentation comparing two locations one in Africa and one in Europe. |
| | **Skills** | **Skills** | **Skills**<br>- Use junior atlases. |

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| | - Analyse evidence and begin to draw conclusions, eg. make comparisons in human and physical geography between two locations (for example two countries or two geographical regions) using photographs/pictures, temperatures in different locations.<br>- Use globes.<br>- Locate places on large scale maps (e.g. find UK or India on a globe).<br>- Begin to identify significant places and environments.<br>**Knowledge**<br>-Names and features of types of environments: desert, rainforest, polar regions<br>-Plants and animals living in specific environments (desert, rainforest, polar)<br>-Sahara Desert – who lives here? How have they adapted to their environment?<br>-Arctic – who lives here? How have they adapted to their environment?<br>-The rainforests of Africa – who lives here? How have they adapted to their environment?<br>-Location of different hot and cold areas of the world<br>-Understand similarities and differences of extreme environments around the world | - Use letter/number coordinates to locate features on a map carefully.<br>- Know why a key is needed.<br>- Begin to recognize symbols on an OS map.<br>- Use large and medium scale OS maps.<br>- Draw a sketch map from a high viewpoint.<br>- Use map sites on the internet.<br>**Knowledge**<br>-River features: source mouth, tributary, bank, bed<br>-flow from mountains to the sea/lake<br>-reasons rivers start in upland areas and flow to lowland areas<br>-Human river use: settlement, tourism, agriculture<br>-Human damage and pollution of rivers<br>-impacts of flooding on humans<br>-human causes of flooding<br>-locate local river – source to mouth<br>-location of selected rivers and mountain ranges<br>-Understand the relationship between rivers and people<br>-Understand the link between mountain ranges and the source of rivers<br>-Locate selected mountain ranges and rivers across the globe<br>-locate local (using OS maps) national, international rivers | - Use map sites on the internet.<br>- Use non-fiction books, stories, atlases, pictures, aerial photographs, photographs, plan perspectives and internet as sources of information.<br>- Ask and respond to questions and offer their own ideas.<br>- Locate places on large scale maps (e.g. find UK or India on a globe).<br>- Begin to identify significant places and environments.<br>**Knowledge**<br>-Physical geography of Africa: Sahara Desert, Congo basin, atlas mountains, great rift valley, River Nile, Lake Victoria, Savana, table mountain<br>-Human geography of Africa: Developing cities and countries, famine and poverty, poaching, deforestation, major exports<br>-Compare physical and human geographical differences between Europe and Africa |
| **Lower Key Stage 2 Year 4** | **Climate Zones and Latitudes** | **Somewhere to settle** | **Geography Skills (Focus on Botley)** |
| | **Big Question:** What differences are there between forests around the world? | **Big Question:** How did we as humans decide where to build our cities? | **Big Question:** What are key features of the Botley areas that helps you get around? |
| | **Enquiry Project:** Create and present what they have found out between two different rainforests. | **Enquiry Project:** Design a new settlement that includes all the features needed to live. | **Enquiry Project:** Make a map of Botley area with a key and compass points. |
| | **Skills**<br>- Use 4 compass points well:<br>- Begin to use 8 compass points;<br>- Use letter/number coordinates to locate features on a map carefully. | **Skills**<br>- Follow a route on a map with some accuracy (eg whilst orienteering).<br>- Try to make a simple scale drawing.<br>- Collect and record evidence with some aid. | **Skills**<br>- Use 4 compass points well:<br>- Begin to use 8 compass points;<br>- Identify features on aerial/oblique photographs.<br>- Use junior atlases.<br>- Extend use of sources to satellite images. |

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| | - Investigate places and themes at more than one scale.<br>- Collect and record evidence with some aid.<br>- Locate places on large scale maps (e.g. find UK or India on a globe).<br>- Use large and medium scale OS maps.<br>- Use junior atlases.<br>- Use map sites on the internet<br><br>**Knowledge**<br>-Location and characteristics of world biomes: climate, vegetation and animals<br>-location of local scale deciduous woodland<br>-location of different biomes around the world<br>-Understand similarities and differences between different biomes<br>-understand how people use forests and the impact on this type of environment<br>-location of biomes on a world map; named types of forest on country maps; local scale deciduous woodland on UK map; Identify deciduous woodland on OS map<br>-Compare temperature of different forest biomes<br>-Compare rainfall of different forest biomes | - Analyse evidence and draw conclusions e.g. make comparisons in human and physical geography between locations (for example between countries or geographical regions) using photographs/ pictures/ maps.<br>- Locate places on larger scale maps e.g. map of Europe.<br>- Investigate places and themes at more than one scale.<br>- Begin to match boundaries (e.g. find same boundary of a county on different scale maps).<br>- Make a simple scale drawing.<br><br>**Knowledge**<br>Settlement needs: water supply, space, protection/shelter, resources, trade opportunities and the idea that technology can overcome these<br>Location of different settlements: hamlet, village, town, city, metropolis<br>-Locate settlements on local map/ UK map/ world map<br>-Physical features of cities: climate, river, coast, mountain, valley<br>-Human features of cities: house, offices, factories, roads, trains, transport networks, industry<br>Understand similarities and differences between settlement size and type<br>-Location of international fast developing city in the world (continent, country and city)<br>Understand similarities and differences between UK city and international fast-developing city<br>-Understand that cities grow differently | - Make a map of a short route experienced, with features in correct order.<br>- Analyse evidence and draw conclusions eg make comparisons in human and physical geography between locations (for example between countries or geographical regions) using photographs/ pictures/ maps.<br>- Collect and record evidence with some aid.<br>- Ask and respond to questions and offer their own ideas.<br>- Follow a route on a large-scale map.<br>**Knowledge**<br>-The physical and human geography of Botley: understand the land use of the school and the local area<br>-The impact of commercial development in Botley<br>-The locations and geographical features (Human and Physical) of different counties around the UK<br>-The locations and geographical features (Some human, some physical) of a selection of countries around the world. |
| **Upper Key Stage 2 Year 5** | **Local Area Study (Oxford)** | **Brazil and The Amazon** | **Trade and Economics** |
| | **Big Question:** How has Oxfords geography chanced over the years? | **Big Question:** What does the Amazon matter? | **Big Question:** Should we only source our food locally? |
| | **Enquiry Project:** Create a poster comparing current Oxford to past Oxford using OS Maps. | **Enquiry Project:** Present reasoning as to why the Amazon is important. | **Enquiry Project:** How can we show the importance of Fair Trade |

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| | **Skills**<br>- Locate places on a world map.<br>- Use atlases to find out about other features of places (eg mountain regions, weather patterns).<br>- Identify significant places and environments.<br>- Select a map for a specific purpose (eg digital maps to look at recent changes, OS map to find local village).<br>- Use/recognise OS map symbols;<br>**Knowledge**<br>-Physical geography of Oxford and Oxfordshire: The Thames and its tributaries; local climate and rainfall; The Chiltern Hills; The Cotswolds<br>-Human Geography of Oxford and Oxfordshire: agriculture in the county and how it has changed over time; The University and its impact on the city; Major industries in the city; housing growth in the city over time; transport and links to the wider country and the world | **Skills**<br>- Draw a plan view map with some accuracy.<br>- Compare maps with aerial photographs.<br>- Collect and record evidence unaided.<br>- Analyse evidence and draw conclusions eg compare historical maps of varying scales (for example temperature of various locations – influence of people/ everyday life).<br>**Knowledge**<br>-Physical characteristics of Brazil<br>-Climate of Brazil and variations of climate across Brazil's regions<br>-Human characteristics of Brazil: agriculture, economic activity, natural resources, population distribution,<br>-Differences between urban and rural areas of Brazil<br>-Deforestation: causes and consequences<br>-location of Brazil in the world<br>-Understand how the climate and physical characteristics of Brazil influences where and how people live<br>-Map the amazon rainforest on a map of South America | **Skills**<br>- Draw a variety of thematic maps based on their own data.<br>- Begin to draw plans of increasing complexity.<br>- Use a scale to measure distances.<br>- Draw/use maps and plans at a range of scales.<br>- Confidently identify significant places and environments.<br>- Use atlases to find out about other features of places (eg mountain regions, weather patterns).<br>**Knowledge**<br>-Climate allows the UK to produce certain products. Other climates allow other foods<br>-Types of agriculture<br>-Transport systems<br>-Study of people in international farming<br>-Names and locations of local food growers, producers, farmers, and manufacturers<br>-Names and locations of relevant food producing countries<br>-Name and location of case study country<br>-Understand how climate influences food production<br>-Interpret climate maps |
| **Upper Key Stage 2 Year 6** | **Dynamic Earth** | **China** | **Fieldwork** |
| | **Big Question:** How have humans changed the world? | **Big Question:** (Students to create their own enquiry question) | **Big Question:** What's the best way to travel around Botley? |
| | **Enquiry Project:** Create a talk for another year group about who we impact the world. | **Enquiry Project:** Presentation about how China and England are similar and different. | **Enquiry Project:** Create a leaflet about the best way to travel to school. |
| | **Skills**<br>- Suggest questions for investigating.<br>- Use primary and secondary sources (including sketch maps, plans, graphs, digital technologies) in their investigations.<br>- Analyse evidence and draw conclusions eg from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. | **Skills**<br>- Begin to suggest questions for investigating.<br>- Begin to use primary and secondary sources of evidence (including sketch maps, plans, graphs, digital technologies) in their investigations.<br>- Investigate places with more emphasis on the larger scale; contrasting and distant places.<br>- Collect and record evidence unaided.<br>- Begin to use 6 figure grid references; use latitude and longitude on atlas maps. | **Skills:**<br>- Collect, analyse and draw conclusions from data collected.<br>- Draw/ use maps and plans at a range of scales.<br>- Draw a plan view map accurately<br>- Display data in different ways<br>- To collect and record data unaided.<br>- Use OS map symbols.<br>- To use fieldwork to observe, measure, record and present the human features in a local area. |

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| | - Use 8 compass points confidently and accurately;<br>- Use a scale to measure distances.<br>- Draw/use maps and plans at a range of scales.<br>- Draw a plan view map accurately.<br>**Knowledge**<br>-Plate tectonics as the cause of: mountains, volcanoes, earthquakes and tsunamis.<br>-Non-renewable vs renewable energy<br>-Process of climate change<br>-Impacts of earthquakes and volcanoes on people<br>-Human contribution to global warming<br>-Changes in the earth's climate over the last 1 million years<br>-sustainability in human industry<br>-human land use<br>-location of mountain ranges; specified volcanoes; recent earthquakes<br>-Understand how natural events can affect humans<br>-Understand how humans have to live with threats from nature<br>-Understand how human actions affect the planet | - Use atlas symbols.<br>**Knowledge**<br>-Location and names of China, regions, cities, seas and key landmarks/features<br>-Geographical features including distribution of natural resources; economic activity and trade; development over time; population, including the one-child policy and its impact<br>-Location of China in the world<br>-Understand how China's population has changed over time<br>-Locate China on a world map<br>Locate China's key physical and human features on a map of China<br>-Interpret a graph of China's population data to describe changes | - To use digital technologies in their work to either show data, or present data.<br>**Knowledge:**<br>Physical Geography: Physical features of the local area, and how these can impact transport.<br>Human Geography: Looking at how resources are distributed. |