

The Grove Geography Curriculum 2025



		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
End points		Substantive Knowledge						
To be able to locate a specific geographical feature and understand its positioning in the world.	• To locate the United Kingdom and understand its geographical features • To identify key human and physical characteristics of a given country or continent. • To use a range of geographical resources, such as maps, to locate and identify places, landmarks and key features. • To identify the position and significance of latitude, longitude, hemispheres, tropics, the Polar Regions and time.	- Introduce children to a globe/atlas and show where the UK is on it. - Explain what a country is. - Begin to explore things that are natural or things made by humans. - Children are introduced to simple maps and attempt to locate real and fictional objects on it. - Children can identify if a place is north or south on a map.	- To identify and locate the United Kingdom on a map and introduce the 4 countries within it. - To understand that the UK is an island surrounded by an ocean. - Understand what a continent is. - Understand what a country is. - To begin to use maps to locate countries such as the UK. - Children can locate the school on a local map - To identify the world's oceans. - To identify the 7 continents. - Children can locate the equator and understand that it's the divide between north and south. - Children can confidently identify if a country is in the northern or southern hemisphere.	- To identify the 4 countries that make up the UK and their capital cities. - To be able to identify coastal regions and why an island like the UK has more than other landlocked countries. - Understand the human and physical features of coastal settlements. - Children are taught how to use an atlas. - Children locate and identify the UK and its 4 countries in an atlas. - Children can begin to identify natural features such as lakes and rivers on maps. - To understand that temperature increases in places closer to the equator. - To study the polar regions and understand how its location affects its climate.	- To identify the country and region they are from in the UK (e.g. are they in the north east or south west?). - Explore human and physical features within the local area. - Begin to explore the human and physical geography of regions of the world. - Children can begin to locate major cities and towns on a map using atlases. - Children can confidently explain how to find something in an atlas. - To understand that latitude and longitude help us identify position. - To understand that different locations don't share the same time.	- To understand that the UK is made up of different terrain. - To compare similarities and differences between two areas of the UK. - Children can identify features of human and physical geography for a range of different countries. - Children can compare features of human and physical geography for two locations in the same country. - Children can locate a range of countries, cities and towns independently using atlases. - Children can locate key landmarks and natural features on a map. - To locate using longitude and latitude.	- To understand that each nation in the UK is split into counties. - Children can identify which county they live in. - Children can confidently identify and compare key human and physical features for a range of countries and continents. - Children can begin to identify human and physical features on an OS map. - Children can understand why different places have different time zones based on their location. - Children can tell the time in a different country based on its time zone. - Children can identify the Tropics of Cancer and Capricorn.	- Children can identify a number of counties in the local area - Children can identify geographical differences between areas of the UK. For example, Cornwall is coastal and Nottinghamshire is landlocked. - Children can identify and compare key human and physical features within different counties using geographical terms. - Children can confidently identify a range of human and physical features on an OS map. - Children can explain how climates are different in places located in the Tropics of Cancer or Capricorn.
Vocabulary for discipline		Globe, map, UK, land, water, near, far, home, school.	United Kingdom, country, ocean, land, island, capital city, north, south, compass, local area	Continent, equator, hemisphere, Polar Regions, Arctic, Antarctic, coastal, latitude, longitude	Tropics (Cancer, Capricorn), time zone, Northern Hemisphere, Southern Hemisphere, regional	County, rural, urban, scale, Ordnance Survey, grid reference, vegetation	Greenwich Meridian, Eastern Hemisphere, Western Hemisphere, longitude/latitude coordinates, landforms	Tectonic plates, biomes, vegetation belt, natural resources, conservation, Antarctic Circle, Arctic Circle

To develop a deeper understanding of particular geographical regions.	- To study the human and physical geography of a small area or region within the UK. - To understand geographical similarities and differences by comparing an area of the UK to another region or country.	- Children to explore the school grounds.	- To study the features of the area in and around the school. - To discuss similarities and differences between the area around the school and where the children live.	- To identify and explore the features of a seaside town. - To discuss similarities and differences between the area around the school to Trowbridge town centre.	- To identify and study the features of Trowbridge and the surrounding area. - To discuss similarities and differences between a European country and where the children live.	- To identify and study the features of a number of regions in Scotland. - To compare and explain the differences between two regions of the UK. - To discuss similarities and differences between a region in North America and the UK.	- To identify and study the features of a major British city and how it has developed over time. - To compare and explain the similarities and differences between two European countries or a European country and the UK - To explore the similarities and differences between the UK and a region in South America.	- .To identify and study the features of different regions within the UK and how they’ve developed over time. - To compare and explain the similarities and differences between multiple non-European regions or countries and the UK.
Vocabulary for discipline		Explore, local, tree, river, house, weather, sunny, rainy, hot, cold	Local area, housing, countryside, village, town, city, near, far	Coastal, river, beach, cliff, valley, forest, factory, farm, weather, global	Settlement, trade, transport, landmarks, Mediterranean, erosion, population	Terrain, cultural, economic, European Union, sustainable, endangered, water cycle	Amazon River, drought, irrigation, marshland, agricultural, deforestation, carbon footprint	Volcanic region, tectonic boundary, conservation, biodiversity, climate refugee, Polar Regions

To understand the difference between human and physical geography and the effects they have.	- To be able to understand and describe features of physical (natural) geography. - To be able to understand and describe features of human (man-made) geography. - To explain how humans affect the environment and the consequences of this.	- Children can identify things that are natural within the school grounds. - Children can identify things that are man-made within the school grounds. - Children should understand that littering is bad.	- Children can identify things that are natural within the local area. - Children can begin to explain what defines something as physical geography - Children can identify things that are man-made within the local area. - Children can begin to explain what defines something as human geography. - Children should understand the reasons why littering is bad for the environment. - Children should be aware of global warming and what it is.	- Children can confidently explain that physical geography relates to natural features. - Children can understand how weather might alter in different countries based on its location and what season it's in. - Children can identify and describe the physical geographical features of an area within the UK. - Children can confidently explain that human geography relates to man-made features. - Children can identify and describe the human geographical features of an area within the UK. - Children will conduct studies of the local area to see the impact of littering on the environment. - Children should understand what steps can be taken to resolve the issue of littering. - Children can confidently explain what global warming is and understand how it impacts the environment.	- Children can identify and describe physical geographical features for a range of different areas in the UK. - Children can identify and describe physical geographical features for different countries or regions. - Children can identify and describe the human geographical features for a range of different areas in the UK. - Children can identify and describe the human geographical features for different countries or regions. - Children can understand where food comes from and how this can negatively impact the environment (e.g. deforestation and pollution). - Children can explore ways in which to reverse the impact of global warming.	- Children can identify, compare and describe physical geographical features between different areas within the UK. - Children can identify, compare and describe physical geographical features for an area in the UK and another country or region. - Children can identify the different stages of the water cycle. - Children can identify, compare and describe the human geographical features between different areas within the UK. - Children can identify, compare and describe the human geographical features for an area in the UK and another country or region. - Children can assess the impact of tourism on a local environment. - Children can confidently explain actions that humans can take to reverse the impact of global warming.	- Children can understand that seasons are caused by the Earth's spin on its axis. - Children can confidently identify the stages of the water cycle and explain its importance. - Children can explore the reasons why human settlements were built in certain regions or landscapes. - Children can identify and explain why human settlements have changed over time. - Children can understand and explain the effect of global warming on natural processes such as the water cycle.	- Children can describe how certain physical geographical features (such as volcanoes) are formed and its impact on the landscape. - Children can identify patterns within a physical geographic feature (such as volcanoes). - Children can identify, compare and describe different climate zones and biomes. - Children can explain how different civilizations have utilized the same land. - Children can understand the impact of global warming on impoverished areas and why there is a rise in climate refugees.
Vocabulary for discipline		Natural, man-made, tree, house, river, school, ground, sunny, rainy	Physical, human, hill, mountain, sea, ocean, map, road, house types (bungalow, detached, terrace)	Human geography (factory, farm, building), physical geography (river, cliff, forest), equator, poles, climate	Erosion, deforestation, food miles, global warming, natural, man-made, population, trade, carbon footprint	Industry, urbanization, renewable, sustainable, pollution, habitat loss, rural, urban, resources	Transportation, emissions, drought, irrigation, agricultural, Amazon, impact, sphere	Biomes, vegetation belts, tectonic plates, magma, canopy, indigenous, natural resources, human settlement

To develop proficiency in geographical skills and fieldwork.	• To ask and answer increasingly complex geographical questions. • To observe and study the local area through participation in fieldwork • To understand the features of a map and compass to help with identifying and directing. • To navigate using maps • To draw a range of increasingly complex maps that utilize keys.	- Children should explore outdoor and indoor areas, within the school, with teachers asking them simple questions about the environment whilst encouraging children to do the same. - To become familiar with the school grounds and explore different areas within it. - To understand if something is close or far away. - To understand what the different colours on a map represent (e.g. blue is the sea and green is land). - To point to a given object on a simple map (e.g. pirate map) - Children can follow a set of simple directions (e.g. make your way towards the tree). - Draw a map of an imaginary world that is described/ read to them.	- Teachers to lead simple geographical enquiries asking simple closed questions. - Start to list and describe the features of different human (man-made) and physical (natural) environments in and around the school through observations during fieldwork. - Introduce children to the 4 points on a compass. - Children should be able to say what a map is used for. - Introduce simple keys on a map and how this can help locate certain human and physical features. - Simple maps of the school grounds are used to help children move to a certain feature (e.g. children can locate a tree on the map of the playground and use this to move towards it). - Create a simple map that uses symbols to represent different features that includes a key.	- Children should be encouraged to ask simple questions during geographical enquires (e.g. where is it? What is it like?). - Children should include some basic geographical terminology in their answers (e.g. Ocean, natural, man-made, direction) - Children should study the features of the school in greater detail, comparing similarities and differences in human and physical geography. - Explore the school, looking at which part has the most litter and why this is. - Children should know all four points of a compass. Begin to compare places on a simple map using these compass points. - Children are able to identify a place or landmark on a simple map, using a key. - Children can navigate around the school grounds using a route laid out on a simple map. - Create a map of a journey the children have taken. - Children begin to use the correct symbol to represent features on a map that is shown in a key.	- Questions should start to focus on specific areas related to the enquiry at hand (e.g. do cities have more houses than towns?). - Children should start to explain their answers including some basic geographical terminology. - Fieldwork now expands beyond the school grounds to gain a better understanding of the local area. - Children to observe clouds to gain a better understanding of local weather. - Children to study what types of plants are found in the local area and how they differ to plants elsewhere. - Introduce the 8 points on a compass. - Children are able to write down the position of a building, identified using a simple key, on a 4-figure grid reference map. - State the direction of travel between two or more points on a 4-figure grid reference map, using the 8 compass points. - Children start to plot routes on a simple map, providing basic instructions of how to get between each point. - Maps are carefully sketched out on a 4 figure reference grid, including symbols, using a key to represent the features on a map. - Sketch maps are used to represent observations from fieldwork.	- Children should look to question others opinions, using evidence and geographical terminology to support their claims. - Questions are specific to the enquiry and look to incite investigation. - Fieldwork is used to study the level of traffic in the local area. - Children to record, measure and present data on a graph. - When given a grid reference, children are able to place a given building on the correct position on a 4-figure grid reference map. - Introduce children to an Ordnance Survey map, identifying features on the map using the OS key and stating why these are important. - Maps are used to plot and follow routes around a much larger area. Directions should be clear and children should study the map and key carefully to become aware of any hazards. - Maps are carefully sketched out on a 4 figure reference grid, including symbols, using a key to represent the features on a map. - Sketch maps are used to represent observations from fieldwork.	- Children should be able to answer a range of questions, using evidence to support their claims. - A wider range of geographical terminology is used and children should use their questioning to explore areas to investigate. - Fieldwork is used to observe, measure, record and present any landmarks, human or physical features of the local area in greater detail. - Children should know all eight points of a compass. Begin to compare places on an OS map/6 figure grid reference map using these compass points. - State the direction of travel between two or more points on an OS map/6 figure grid reference map, using the 8 compass points. - Children start to plot and follow routes on large scale OS maps (this can be virtually or while orienteering). Children must be aware of any hazards on the route and amend this accordingly. - Maps are sketched out on a 6 figure reference grid, with a feature placed in the correct coordinates. Detailed keys are used to represent features. - Sketch maps, drawings and digital technologies are used to present children's observations.	- Children's questions should be used as the source of investigations which require them to independently research or explore avenues by which to answer this. - Answers should be detailed, using a range of terminology, with evidence used to support their claims. - Children should be able to use a range of methods such as detailed sketch maps, graphs, plans and digital technologies to record, measure and present in depth information about landmarks, human and physical features that make up the area around them. - Children are able to identify the position of a feature on the map using the OS maps' key. - When given a grid reference, children are able to place a symbol from the OS maps' key, on the correct position on a 6-figure grid reference map. - Routes are plotted and followed on large scale OS maps while orienteering. - Detailed maps should be sketched out on 6 figure reference grids. These should feature contour lines to represent changes in height.
Vocabulary for discipline		Explore, look, map, near, far, big, small	Map, key, compass, direction (north, south, east, west), road, house, object, symbol	Atlas, globe, compass, observe, fieldwork, weather, thermometer, equator	Fieldwork, sketch map, 4-figure grid reference, local study, symbols, observation, question, route	Ordnance Survey, 8-point compass, grid reference, scale, survey, diagram, landmarks, coordinates	Greenwich Meridian, sketching, plotting, 6-figure grid reference, data collection, observation, graphing, route	Contour lines, hazard, detailed mapping, data analysis, presentation, grid reference, digital mapping, measurement