
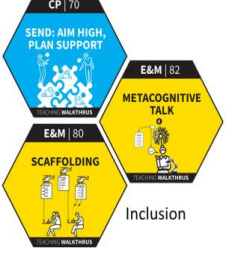


## Subject Overview: Geography

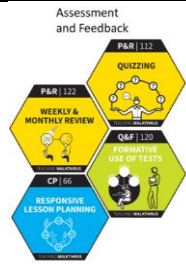
### Progression and Skills

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<p><b>As an EYFS Geographer I....</b></p> <p><b>...have locational knowledge.</b></p> <ul style="list-style-type: none"> <li>✓ Recognise familiar places (home, school, park).</li> <li>✓ Begin to understand simple positional language (e.g., near, far).</li> <li>✓ Know that we live by the sea /river</li> </ul> <p><b>...have place knowledge.</b></p> <ul style="list-style-type: none"> <li>✓ Talk about places I have visited.</li> <li>✓ Compare environments (e.g., beach vs. forest).</li> </ul> <p><b>...understand features of physical geography.</b></p> <ul style="list-style-type: none"> <li>✓ Observe weather and seasonal changes.</li> <li>✓ Explore natural features like trees, hills, and rivers.</li> </ul> <p><b>...understand features of human geography.</b></p> <ul style="list-style-type: none"> <li>✓ Recognise buildings, roads, and transport.</li> <li>✓ Talk about people’s jobs and roles in the community.</li> </ul> <p><b>...use my geography skills in fieldwork.</b></p> <ul style="list-style-type: none"> <li>✓ Explore the environment using senses.</li> <li>✓ Use simple maps and drawings to represent places.</li> </ul>	<p><b>As a KS1 Geographer I....</b></p> <p><b>.....have locational knowledge.</b></p> <ul style="list-style-type: none"> <li>✓ Name and locate the 7 continents and 5 oceans.</li> <li>✓ Identify the four countries of the UK and their capital cities.</li> <li>✓ Locate the local area on a map.</li> <li>✓ Know the sea runs from the River Severn into the Bristol Channel</li> </ul> <p><b>...have place knowledge.</b></p> <ul style="list-style-type: none"> <li>✓ Compare a small area of the UK with a contrasting non-European country (e.g., UK village vs. Kenyan village) through human and physical Geography.</li> </ul> <p><b>....understand features of physical geography.</b></p> <ul style="list-style-type: none"> <li>✓ Identify basic physical features (beach, cliff, forest, mountain, river).</li> <li>✓ Understand seasonal and daily weather patterns in the UK.</li> </ul> <p><b>...understand features of human geography.</b></p> <ul style="list-style-type: none"> <li>✓ Using basic Geographical vocabulary Identify human features (city, town, village, factory, farm, house, office, port, harbour, shop).</li> <li>✓ And key Geographic features – (beach, cliff, coast. Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather).</li> </ul>	<p><b>As a LKS2 Geographer I....</b></p> <p><b>have locational knowledge.</b></p> <ul style="list-style-type: none"> <li>✓ Locate the worlds countries, using maps to focus on Europe (including the location of Russia), concentrating on environmental regions, key physical and human characteristics, countries and major cities.</li> <li>✓ Name and locate UK counties and cities, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns.</li> <li>✓ Understand how some have changed over time. Name some coastal towns on the Bristol Channel from England and Wales</li> </ul> <p><b>...have place knowledge.</b></p> <ul style="list-style-type: none"> <li>✓ Study a region in a European country (e.g., the Alps).</li> </ul> <p><b>...understand features of physical geography.</b></p> <ul style="list-style-type: none"> <li>✓ Study rivers, mountains, volcanoes,</li> <li>✓ Understand climate zones, biomes, and vegetation belts.</li> <li>✓ Explore the water cycle and natural hazards.</li> </ul>	<p><b>As a UKS2 Geographer I can...</b></p> <p><b>.....have locational knowledge.</b></p> <ul style="list-style-type: none"> <li>✓ Locate the worlds countries, using maps to focus on (recapping previous learning on Europe) North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities.</li> <li>✓ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night</li> </ul> <p><b>...have place knowledge.</b></p> <ul style="list-style-type: none"> <li>✓ Study a region in North or South America (e.g., Amazon Basin).</li> <li>✓ Understand how physical and human features influence life in different places</li> </ul> <p><b>...understand features of physical geography.</b></p> <ul style="list-style-type: none"> <li>✓ Study earthquakes</li> </ul> <p><b>...understand features of human geography.</b></p> <ul style="list-style-type: none"> <li>✓ Explore trade links and distribution of natural resources</li> </ul> <p><b>...use my geography skills in fieldwork.</b></p> <ul style="list-style-type: none"> <li>✓ Use 8-point compass directions</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Identify seasonal and daily weather patterns in the UK.</li> <li>✓ Locate hot and cold areas of the world in relation to the Equator, North and South Poles.</li> <li>✓ Understand how people live in different environments.</li> </ul> <p><b>...use my geography skills in fieldwork.</b></p> <ul style="list-style-type: none"> <li>✓ Use maps, globes, and atlases.</li> <li>✓ Conduct simple fieldwork (e.g., weather charting, local walks).</li> <li>✓ Use directional language (e.g., left, right, near, far) and simple compass directions (North, South, East and West) to describe locations, features and routes on a map.</li> <li>✓ Use arial photos- plan perspectives, recognise landmarks and basic physical &amp; human features -create a basic map with useful symbols and keys</li> <li>✓ Use simple fieldwork and observational skills to study our school, it's grounds and the key human and physical features surrounding its environment.</li> </ul>	<p><b>...understand features of human geography.</b></p> <ul style="list-style-type: none"> <li>✓ Study land use, settlements, and economic activity.</li> <li>✓ Understand population and migration patterns.</li> </ul> <p><b>...use my geography skills in fieldwork.</b></p> <ul style="list-style-type: none"> <li>✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p>and 4-figure grid references.</p> <ul style="list-style-type: none"> <li>✓ Interpret symbols and keys on maps.</li> <li>✓ Conduct fieldwork using observation, measurement, and recording of human and physical features in the local area – present using sketch maps plans, graphs and digital technologies</li> </ul>
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<p><b>What makes this subject special here?</b></p>	<p>St Martin's Church of England Primary School Vision Statement</p> 	<ul style="list-style-type: none"> <li>• Geography is brought to life through real-world connections, helping pupils understand their place in the world and how local, national and global environments are interconnected.</li> <li>• Learning is purposeful, with pupils working towards legacy projects that allow them to apply their geographical knowledge and skills to create outcomes that are shared with and benefit the wider community.</li> <li>• A carefully sequenced curriculum builds geographical knowledge and skills progressively, from early map awareness and local studies in EYFS/KS1 to more complex physical and human geography concepts in KS2.</li> <li>• Fieldwork, trips, first-hand experiences and WOW events are a central part of our geography curriculum, enhanced by visits from outside speakers, enabling pupils to learn from experts, explore local and wider environments, and apply their geographical knowledge in real contexts.</li> <li>• High-quality vocabulary and subject-specific language is explicitly taught, enabling pupils to communicate confidently using geographical terminology.</li> <li>• Geography supports pupils' wider personal development, encouraging curiosity, environmental awareness and respect for different places, cultures and communities.</li> <li>• Geography is inclusive and accessible for all pupils, with teaching adapted so every child can participate, succeed and develop confidence as a geographer.</li> </ul>
<p><b>Accessibility for All</b> <i>pedagogy scaffolding, resources, enrichment, challenge, equity of access</i></p>		<ul style="list-style-type: none"> <li>• Geography is taught through adaptive teaching so all pupils can access the same ambitious curriculum. Learning is carefully sequenced and builds from local, concrete experiences to more abstract global concepts. Teachers model key knowledge and vocabulary, with scaffolds such as visuals, sentence stems and retrieval practice to support understanding.</li> <li>• A range of inclusive resources is used, including maps, globes, images and digital tools. Vocabulary is explicitly taught and revisited through knowledge organisers and working walls. Resources are adapted where needed to support pupils with SEND and EAL.</li> <li>• Geography is enriched through local fieldwork, visits and cross-curricular links, ensuring learning is relevant and engaging for all pupils. Enrichment opportunities are accessible to all, with no pupil excluded due to cost or need.</li> <li>• Challenge is built into lessons through enquiry questions, data analysis and opportunities to justify opinions using geographical evidence. All pupils study the same content, with depth and application used to extend learning.</li> <li>• Equity of access is prioritised. SEND pupils receive appropriate adaptations and support and EAL pupils are supported through explicit vocabulary teaching and visual scaffolds.</li> </ul>

**Assessment**  
*principles-  
based*



- Teachers use low stakes quizzing at the start of lessons and retrieval activities during teaching to check understanding in the moment and identify misconceptions.
- End of unit assessments review pupils' understanding of key geographical knowledge and skills.
- Assessment information is used to adapt teaching, revisit concepts and support responsive lesson planning.