



Geography Curriculum Overview

Intent:

At St Francis CE Primary School, our Geography curriculum is rooted in our Christian vision that “**Every person matters, every person helps, every person succeeds,**” enabling all children to **live life in all its fullness** (John 10:10). Our intent is to inspire curiosity and a deep understanding of the world God created, helping pupils to develop knowledge of **places, people, environments, and processes**. Geography is taught through carefully planned units that link to wider topic learning, ensuring that learning is purposeful, relevant, and connected across the curriculum.

Through Geography, pupils develop key skills including **map reading, fieldwork, observation, enquiry, and geographical vocabulary**. They learn to ask questions, investigate patterns and relationships, and understand how physical and human geography interact to shape our world. Local, national, and global contexts are explored, helping children to understand their place in the world and their responsibilities as global citizens.

Geography at St Francis actively promotes our Christian values:

- **Courage** – asking questions, exploring new places and ideas
- **Peace** – developing respect for the environment and sustainable living
- **Thankfulness** – appreciating the beauty and diversity of the world
- **Trust** – working collaboratively during enquiry and fieldwork
- **Friendship** – learning about and respecting people and cultures
- **Hope** – inspiring responsibility and care for the future of our planet

Our intent is that all pupils leave St Francis CE Primary School with a **strong geographical understanding**, curiosity about the world, and the skills needed to explore, care for, and engage thoughtfully with their local and global communities, enabling them to **live life in all its fullness**.

Implementation: Early Years

In the Early Years at St Francis CE Primary School, the impact of Geography is seen in children who are curious about the world around them and confident in exploring their environment. Geography learning supports the **EYFS framework** and aligns with **Development Matters**, particularly in **Understanding the World – People, Culture and Communities** and **The Natural World**. Children learn about their immediate environment, including the school, local area, and familiar places. They explore natural materials, observe seasonal changes, and talk about similarities and differences between places and people. Through stories, play, outdoor learning, and exploration, children begin to develop early geographical vocabulary and enquiry skills. Children demonstrate **friendship** and **trust** when exploring together, **courage** in asking questions and trying new experiences, and **peace** through care for living things and their environment. A sense of **thankfulness** and **hope** is nurtured as children learn to appreciate and look after the world around them.

By the end of the Early Years, children have developed a secure foundation in **geographical awareness**, curiosity, and respect for the environment, preparing them to build on this learning in Key Stage 1 and beyond, supporting them to **live life in all its fullness**.

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Implementation:

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Where do I live?		Where are the cold countries of the world?		What is the weather like today?	
Year 2	What is unique about my town, Falmouth?		What makes an island special?		What is a rainforest location like?	
Year 3			Are all countries of the world the same?	Why do people choose to live near an earthquake or volcanic zone?		What makes the River Fal amazing?
Year 4			Greece compared to the UK: is there really much difference?		What is the importance of Fair Trade?	What makes the coastline of Cornwall unique?
Year 5	Is the weather becoming more extreme and why?		Is the human and physical geography the same across South America?		What makes London an important city?	
Year 6		What are the key states in North America?		Why is the planet melting?		What powers Earth?

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Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Be able to name places in my day to day life e.g. places that I regularly visit or are important to my family.	<p>Name and locate the world's continents.</p> <p>Use maps and a globe to identify the continents and understand that both a map and a globe show the same thing.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use world maps, atlases and globes to identify the United Kingdom, its countries and key capital cities.</p> <p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Antarctic.</p> <p>Draw and label pictures to show location.</p> <p>Make predictions about what the weather might be like in a place based on its location.</p>	<p>Name and locate the 5 oceans using maps and globes. Recall the world's continents.</p> <p>Name and locate the seas that surround the UK.</p> <p>Be able to identify cities in the contrasting countries.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied, inc. rainforests and the Galapagos Islands.</p> <p>Identify and describe the location of rainforests across the world.</p>	<p>Recall the names and locations of the continents, 5 oceans and major seas of the world.</p> <p>Locate countries, cities and landmarks of Europe using Google Maps and on a globe.</p> <p>Name and locate the Equator.</p> <p>Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Locate rivers in UK and significant rivers in Europe.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate some countries of Europe and describe features studied.</p> <p>Know and understand what Latitude and Longitude are.</p>	<p>Describe the location of countries studied (UK, Greece, Peru) in relation to the equator, tropics, hemispheres and the poles.</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries across the world and describe features studied.</p>	<p>Name and locate the countries of North America – focus on California and the Grass Valley.</p> <p>Describe the location of countries studied in relation to the equator, tropics, hemispheres and the poles.</p> <p>Locate physical geographical features on a map. Describe their location in relation to land use and look for patterns in the locations.</p> <p>Name and locate European countries on a range of maps, identifying human and physical characteristics of this country including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>	<p>Name and locate a wide range of countries on a world map (recap of all previous locational learning).</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Name and locate rainforests of the world and their identifying human and physical characteristics.</p> <p>Compare maps over time.</p> <p>Understand how time zones are shown on a map.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps)</p>

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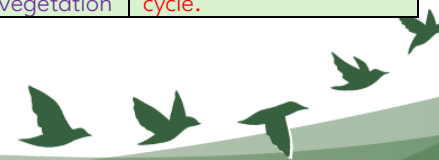
				Describe some of the characteristics of these geographical areas.			
Place Knowledge	<p>I can ask questions about what it is like in another country.</p> <p>I can show my knowledge of other countries through role play and art work.</p>	<p>Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</p> <p>Retell what it is like in another country.</p> <p>Express own views about a place, people and environment.</p>	<p>Study pictures/videos of two differing localities, make comparisons between life in the UK and life in Piha, New Zealand and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? How does the climate impact lifestyle?</p> <p>Make comparisons between the UK and life in another country.</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Explain own views about locations, giving reasons.</p> <p>Give detailed reasons to support own likes, dislikes and preferences.</p>	<p>Identify features of a place using aerial photographs and Google Earth.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Express own views about a place, people and environment.</p>	<p>Describe and understand geographical similarities and differences between countries, including the UK, Europe (Greece) and a region of South America (Peru).</p> <p>Compare and give reasons for the different lifestyles within a country or area of a country.</p>	<p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps).</p>	<p>Discuss how people are influenced by both physical and human geography on a local, national and global scale.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Describe, and explain, geographical diversity across the world.</p> <p>Describe how locations around the world are changing and explain the reasons for change.</p> <p>Understand the reasons for geographical similarities and differences between countries.</p> <p>Describe and explain how countries and geographical regions are interconnected and interdependent.</p>
Physical and Human Geography	I can use everyday vocabulary to name	Name some types of weather and describe the weather associated with the four seasons.	Use basic geographical vocab to refer to and name the key human features of a location	Ask and answer geographical questions about the physical and	Ask and answer geographical questions about the physical and	Identify and describe the geographical significance of latitude, longitude, Equator,	Describe and understand key aspects of: physical geography, including: climate zones,

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	<p>common physical features.</p> <p>I can show respect of different cultures</p>	<p>Use basic geographical vocab to refer to key physical features including: season: weather.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the 1/2 term or keep a record of how many times it rains in a week</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities</p> <p>Understand that different countries have different climates.</p>	<p>in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Understand that different countries have a different range of plants that grow.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and that of a non-European country.</p> <p>Recognise that humans have a choice in their lifestyle.</p>	<p>human characteristics of a location.</p> <p>Describe key aspects of physical geography, including: mountains, volcanoes and earthquakes, valleys, city, town, hills, rivers.</p> <p>Explain the water cycle using scientific terminology and explain the changes of state.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Understand geographical similarities and differences through the study of human and physical differences between two rivers.</p> <p>Describe the journey of a river from source to sea.</p> <p>Explain the importance of rivers to a location.</p>	<p>human characteristics of a location, beginning to make links with other countries studied.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, coasts, seas, - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. <p>Compare different types of settlements and land use.</p> <p>Identify the main physical and human characteristics of countries being studied.</p> <p>Recognise that our choices</p>	<p>Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and mountains.</p> <p>Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies</p> <p>Describe how physical geographical features are formed.</p> <p>Describe how humans are impacted both positively and negatively by physical features.</p> <p>Recognise that humans can have some control over physical features.</p> <p>Be able to say what weather and vegetation</p>	<p>vegetation belts, mountains, volcanoes and earthquakes rivers, climate zones, biomes and coasts</p> <p>Human geography, including: settlements, land use, economic activity including trade links, distribution of natural resources, settlements, the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Describe how geographical features change over time.</p> <p>Analyse the positive and negative impact of a human change on both a local and global scale.</p> <p>Explain how humans use physical geographical features for a variety of purposes.</p> <p>Describe the different climate zones and Vegetation belts on a global scale.</p> <p>Describe and understand the water cycle.</p>
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					<p>impact the lives of other people.</p> <p>Describe and explain how the locality of the Cornwall has changed over time – coastal focus.</p>	<p>is related to these and begin to give reasons why</p>	<p>Describe economic activity within a small area outside of the UK and the trade links (and the distribution of natural resources including energy, food, minerals and water) between that area and the UK. (America and trade links around the world)</p>
Geographical Skills and Fieldwork	<p>Observe closely what is around me and make comments on what I see.</p>	<p>Use locational language (e.g. near and far, left and right) to describe the location of features and routes on a map.</p> <p>Use aerial images to locate a familiar place.</p> <p>Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p>	<p>Use locational and directional language to describe the location of features and routes on a map.</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple grid references (A1, B1).</p>	<p>Start to use the 8 points of a compass.</p> <p>Make detailed maps using a key.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p>	<p>Use 4 figure grid references.</p> <p>Use the eight points of a compass.</p> <p>Include a key on a map using common OS symbols.</p> <p>Understand how colours are used on a map to show different physical zones.</p> <p>Use four grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area</p>	<p>Use 6 figure grid references.</p> <p>Use the eight points of a compass.</p> <p>Develop a good understanding of the symbols used on an ordnance survey map.</p> <p>Explain what data which has either been collected or researched shows and the impact of it.</p> <p>Record data in a line graph.</p> <p>Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Compare aerial photos and maps taken over time.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). (Map of Europe from 1939/1945/2022)</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>

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			Collect data using observations and record it in a table. Identify land use in our town.		using a range of methods, including sketch maps, plans and graphs and digital mapping technologies.		Use different types of fieldwork sampling (random) to observe measure and record the human and physical features in the local area. Record results in a range of ways.
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Impact:

At **St Francis CE Primary School**, the impact of our Geography curriculum is seen in pupils who are knowledgeable, curious, and reflective about the world around them. Children make strong progress in their geographical knowledge, skills, and understanding as they move through the school. Pupils can confidently **use and interpret maps**, apply geographical vocabulary accurately, and explain physical and human features of places studied. They make comparisons between locations, understand environmental challenges, and recognise how human actions affect the world. Children are able to apply their geographical learning to real-life contexts, particularly through local studies and fieldwork.

Our Christian values are evident in pupils’ learning and attitudes:

- **Courage** in questioning, enquiry, and exploration
- **Peace** through respect for the environment and sustainable choices
- **Thankfulness** for the diversity and richness of the world
- **Trust** and **friendship** through collaboration and shared investigation
- **Hope** through a growing sense of responsibility for the future of the planet

Geography makes a strong contribution to pupils’ **spiritual, moral, social, and cultural development**, fostering empathy, environmental awareness, and global understanding.





By the time pupils leave St Francis CE Primary School, they have developed the **knowledge, skills, and curiosity** to understand the world, interpret information, and engage as responsible global citizens, fully prepared to continue their learning and to **live life in all its fullness**.

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