

# Curriculum Plan

## Geography

*'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'*

### Nebula Spirituality Statement



EYFS Statutory Programme	Statutory National Curriculum	
EYFS	Key Stage One	Key Stage Two
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Understanding the world involves guiding children to make sense of their physical world and their community.</li> <li>The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.</li> <li>In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</li> <li>As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</li> </ul> <p><b>People, Culture and Communities ELG</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul> <p><b>Geographical Skills – covered in the skills doc</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</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 (incl. day and night)</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, the water cycle</li> <li>human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Geographical Skills – covered in the skills doc</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> <li>Use the eight points of a compass, 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</li> </ul>

CLASS 1 (Reception, Year 1 and 2) 3 year rolling plan			
Year A	Autumn	Spring	Summer
2025-2026	<b>School Fieldwork</b> Inquiry: They're each going to give a new pupil (a reception child, book character or toy) a tour around the school using their own map. <ul style="list-style-type: none"> <li><b>EYFS:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul> <b>KS1 Fieldwork</b> <ul style="list-style-type: none"> <li>Use simple <b>fieldwork</b> and observational skills to study the geography of their <b>school</b> and its <b>grounds</b></li> </ul> <b>Weather and Seasons</b> Teach alongside <b>Science</b> with evidence of all seasons added to a display or scrapbook throughout the year <b>KS1 Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Identify <b>seasonal and daily weather patterns</b> in the United Kingdom</li> </ul>	<b>Fruit Around the World</b> Inquiry: They're going to open up a fruit market with fruit from around the world. They need to find out where their fruit is from for making labels. <ul style="list-style-type: none"> <li><b>EYFS:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</li> </ul> <b>KS1 Locational Knowledge</b> <ul style="list-style-type: none"> <li>Name and locate the world's seven <b>continents</b> and five <b>oceans</b></li> <li>Location of <b>hot and cold</b> areas of the world in relation to the <b>Equator</b> and the <b>North and South Poles</b>.</li> </ul>	<b>Comparing Farms</b> Inquiry: They're visiting a farm to understand farming so that they can help Farm Africa. <ul style="list-style-type: none"> <li><b>EYFS:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</li> </ul> <b>KS1 Locational Knowledge</b> <ul style="list-style-type: none"> <li>Name and locate the four <b>countries of the UK</b> and its surrounding <b>seas</b></li> </ul> <b>KS1 Human and Physical Geography</b> <ul style="list-style-type: none"> <li><b>physical features:</b> soil, vegetation, season, weather</li> <li><b>human features:</b> village, farm, shop</li> </ul> <b>KS1 Place Knowledge</b> <ul style="list-style-type: none"> <li>Understand geographical <b>similarities and differences</b> through studying an area of the UK, and an area in a contrasting non-European country</li> </ul>
Year B 2023 - 2024	<b>Woodland Fieldwork</b> Inquiry: They're helping Little Red find a wolf in the local woods. They need to explore the area so that they can give her descriptions, directions and a map. <ul style="list-style-type: none"> <li><b>EYFS:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul> <b>KS1 Fieldwork</b> <ul style="list-style-type: none"> <li>Use simple <b>fieldwork</b> and observational skills to study the geography of their <b>school</b> and its <b>grounds</b></li> </ul> <b>Weather and Seasons</b> Teach alongside <b>Science</b> with evidence of all seasons added to a display or scrapbook throughout the year <b>KS1 Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Identify <b>seasonal and daily weather patterns</b> in the United Kingdom</li> </ul>	<b>Houses Around the World</b> Inquiry: Traction Man toys have been sold to children around the world. Where do they live and what are their homes like? What outfits will the toys need? <ul style="list-style-type: none"> <li><b>EYFS:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</li> </ul> <b>KS1 Locational Knowledge</b> <ul style="list-style-type: none"> <li>Name and locate the world's seven <b>continents</b> and five <b>oceans</b></li> <li>Location of <b>hot and cold</b> areas of the world in relation to the <b>Equator</b> and the <b>North and South Poles</b>.</li> </ul>	<b>Comparing Beaches</b> Inquiry: They're visiting a beach and setting up a travel company for seaside holidays in the UK and in Australia. <ul style="list-style-type: none"> <li><b>EYFS:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</li> </ul> <b>KS1 Locational Knowledge</b> <ul style="list-style-type: none"> <li>Name and locate the four <b>countries of the UK</b> and its surrounding <b>seas</b></li> </ul> <b>KS1 Human and Physical Geography</b> <ul style="list-style-type: none"> <li><b>physical features:</b> beach, cliff, coast, sea, ocean</li> <li><b>human features:</b> town, port, harbour, shop</li> </ul> <b>KS1 Place Knowledge</b> <ul style="list-style-type: none"> <li>Understand geographical <b>similarities and differences</b> through studying an area of the UK, and an area in a contrasting non-European country</li> </ul>

<p><b>Year C</b> 2024 - 2025</p>	<p><b>Magical Maps</b> Inquiry: Their classroom has turned into a fairy tale kingdom. They need to create a map of their kingdom for the Jolly Postman so he can deliver his letters.</p> <ul style="list-style-type: none"> <li><b>EYFS:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul> <p><b>KS1 Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds</li> </ul> <p><b>Weather and Seasons</b> Teach alongside Science with evidence of all seasons added to a display or scrapbook throughout the year</p> <p><b>KS1 Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> </ul>	<p><b>Animals Around the World</b> Inquiry: They're building a zoo with animals from around the world so they need to know where they came from and what environment they live in for creating enclosure and signs.</p> <ul style="list-style-type: none"> <li><b>EYFS:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</li> </ul> <p><b>KS1 Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<p><b>Comparing Landscapes</b> Inquiry: They're going on a wildlife walk and comparing it to the wildlife their pen-pal sees in India.</p> <ul style="list-style-type: none"> <li><b>EYFS:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</li> </ul> <p><b>KS1 Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the four countries of the UK and its surrounding seas</li> </ul> <p><b>KS1 Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying an area of the UK, and a small area in a contrasting non-European country</li> </ul> <p><b>KS1 Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>physical features: forest, hill, mountain, river, soil, valley, vegetation, weather</li> <li>human features: city, farm, house</li> </ul>
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CLASS 2 (Year 3, 4 and 5) 3 year rolling plan			
Year A	Autumn	Spring	Summer
2025-2026	<p><b>Cities</b> Locate and compare major cities, including London, Rome and New York.</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate cities of the United Kingdom, and their identifying human characteristics</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography: types of settlement (cities) and economic activity (tourism)</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America</li> </ul>	<p><b>Volcanoes and Earthquakes</b> Locate and describe volcanoes and earthquakes.</p> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography: volcanoes and earthquakes</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their key physical characteristics</li> </ul>	<p><b>Planet Earth</b> Understand how the world is made of continents and countries with different climate zones and time zones, using lines of longitude and latitude.</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (incl. day and night)</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography: climate zones</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</li> </ul>
Year B 2023 - 2024	<p><b>Rivers</b> Locate and describe rivers and conduct fieldwork along the River Bure in Coltishall.</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the UK, and their identifying physical characteristics and key topographical features (coasts and rivers)</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography: rivers and the water cycle</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods</li> </ul>	<p><b>The Americas</b> Locate and describe biomes and the links to climate.</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions</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 and time zones</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography: biomes and vegetation belts</li> </ul>	<p><b>Resources and Sustainability</b> Understand the distribution of plastic, fuel, energy and water around the world, including the work of WaterAid.</p> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography: the distribution of natural resources including energy, minerals and water</li> <li>Describe and understand key aspects of physical geography: the water cycle</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>

<p><b>Year C</b> 2024 - 2025</p>	<p><b>UK Settlements</b> Understand the origin of different settlements in the UK, including how Norwich has changed over time.</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate <b>counties</b> of the <b>United Kingdom</b>, and their identifying <b>human characteristics</b>, key <b>topographical features</b> (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have <b>changed over time</b></li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography: types of <b>settlement</b> and <b>land use</b></li> </ul>	<p><b>Mountains</b> Locate and describe mountains and compare the Pennines, Alpes, Andes and Rockies.</p> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography: <b>mountains</b></li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on <b>Europe</b> and <b>North and South America</b>, concentrating on their key <b>physical characteristics</b></li> <li>Identify the position and significance of the <b>Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</b></li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical <b>similarities and differences</b> through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	<p><b>Where I Live</b> Understand where they live (Europe, UK, England, Norfolk, Norwich) and conduct fieldwork in Frettenham.</p> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use <b>fieldwork</b> to observe, measure, record and present the human and physical features in the local area using a range of methods</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate <b>counties</b> and <b>cities</b> of the <b>United Kingdom</b>, geographical regions and their identifying <b>human and physical characteristics</b></li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography: types of <b>settlement</b></li> </ul>
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CLASS 3 (Year 6)		
Autumn	Spring	Summer
<p><b>Europe</b> Locate, describe and compare countries in Europe.</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and <b>major cities</b>.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical <b>similarities and differences</b> through the study of <b>human and physical characteristics</b> of a region of the <b>UK</b> and a region in a European country.</li> </ul>	<p><b>Global Trade</b> Understand how food is traded in the UK and around the world, including the work of Fairtrade.</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the <b>world's countries</b>, using maps to focus on Europe and North and South America.</li> <li>Identify the position and significance of latitude, longitude, <b>Equator</b>, <b>Northern Hemisphere</b>, <b>Southern Hemisphere</b>, the <b>Tropics of Cancer and Capricorn</b>, <b>Arctic and Antarctic Circle</b>.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography: <b>economic activity</b> including <b>trade links</b>, and the distribution of <b>natural resources</b> including <b>food</b>, <b>energy</b> and <b>minerals</b>.</li> </ul>	<p><b>UK Environmental Regions</b> Locate and describe national parks around the UK and conduct field on the Norfolk Broads.</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate counties of the <b>United Kingdom</b>, the <b>geographical regions</b>, physical characteristics and key <b>topographical features</b> (including hills, mountains, coasts and rivers).</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use <b>fieldwork</b> to observe, measure, record and present the <b>physical and human features</b> in the local area using a range of methods.</li> </ul>