



**Northwick Park Academy Trust**  
**Subject Overview with National Curriculum Objectives**  
**Geography**



EYFS areas	EYFS Early Learning Goals	Vocabulary
<p><b>Understanding the World</b></p> <p><b>Expressive Arts and Design</b></p> <p><b>Literacy</b></p> <p><b>Communication and Language</b></p> <p><b>Maths</b></p>	<p><u>3 and 4 year olds</u></p> <p>Understand position through words alone. For example “The bag is under the table.” With no pointing.</p> <p>Describe a familiar routine.</p> <p>Discuss routes and locations, using words like in front of and behind.</p> <p>Use all of the senses in hands on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><u>Reception</u></p> <p>Draw information on a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p><u>ELG</u></p> <p>- Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps.</p>	<p>Street</p> <p>House</p> <p>Bungalow</p> <p>School</p> <p>Church</p> <p>Traffic light</p> <p>Zebra crossing</p> <p>Bridge</p> <p>Left</p> <p>Right</p> <p>Forwards</p> <p>Backwards</p> <p>Above</p> <p>Under</p> <p>Tunnel</p> <p>Roundabout</p> <p>Teacher</p> <p>Caretaker</p> <p>Head teacher</p> <p>Cleaner</p> <p>Doctor</p> <p>Dentist</p> <p>map</p>

			<ul style="list-style-type: none"> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and maps.</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>		
<b>Y1</b>	<b>Title</b>	<b>Content from National Curriculum</b>	<b>New Vocabulary</b>	<b>Familiar Vocabulary</b>	<b>Target Tracker Assessment Statements</b>
<b>A1</b>	Celebrating Me	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.	<b>Journey</b> <b>Travel</b> <b>Town</b> <b>England</b> <b>Scotland</b> <b>Northern Ireland</b> <b>Wales</b> <b>UK</b> <b>Britain</b> <b>Country</b> <b>Left</b> <b>Right</b>	Map Forwards Backwards	GSF – Use simple maps of the local area.  GSF – Use locational and directional language to describe the location of features and routes.  PK – Know some present changes that are happening in their local environment.
<b>A2</b>	I need a hero.				
<b>Sp1</b>	Polar Explorers	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	<b>Weather</b> <b>Wind</b> <b>Snow</b> <b>Rain</b> <b>Hail</b> <b>Wet</b> <b>Dry</b>	Map	HPG – Describe seasonal weather changes.

			Hot Cold Symbol		
Sp2	Islands	<p>name and locate the world's seven continents and five oceans</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</p>	Continent Ocean Globe Dutch cottage Flood Cornelius Vermuyden Directions North South East West Seasons Summer Winter Autumn Winter	Map Left Right Forwards Backwards	<p>LK – Understand how some places are linked to other places.</p> <p>GSF – Ask simple geographical questions.</p> <p>GSF – Make simple maps and plans.</p>

		map; and use and construct basic symbols in a key.			
<b>S1</b>	Mad about Mini-beasts	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.	Near Far Long Short	Map Globe North South East West Forwards Backwards Left Right Journey Travel	GSF – Make simple maps and plans.  PK – Suggest ideas to improve the school environment.  PK – Name, describe and compare familiar places.  GSF – Use simple observational skills to study the geography of the school and its grounds.
<b>S2</b>	Castles	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Castle Location	England Scotland Northern Ireland Wales UK Britain Country town	PK – Link their homes with other places in their local community.

<b>Y2</b>	<b>Title</b>	<b>Content from National Curriculum</b>	<b>New Vocabulary</b>	<b>Familiar Vocabulary</b>	<b>Target Tracker Assessment Statements</b>
<b>A1</b>	Lost in London.	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.	London Capital city Landmark Atlas River Thames	England Scotland Northern Ireland Wales	GSF – Use world maps, atlases, and globes to identify the United Kingdom, as well as other countries.

				UK Britain Country North South East West Map Globe journey	LK – Name and locate the world’s seven continents and five oceans.  LK – Name, locate and identify the four capital cities in the United Kingdom.  LK – Name, locate, and identify the characteristics of the sea around the United Kingdom.
<b>A2</b>	The Bakery.	Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		Map Route Journey North South East West London Capital city	GSF – Use simple compass directions.
<b>Sp1</b>	Australia	Locational knowledge ♣ name and locate the world’s seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge ♣ 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	Continent. land sea ocean	Compare Similarities Differences Country	PK – Understand geographical similarities and differences.  HPG – Use basic geographical vocabulary to refer to key features.  HPG – Identify seasonal and daily weather patterns in the United Kingdom.

		<p>country Human and physical geography</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> <li>♣ use basic geographical vocabulary to refer to:</li> <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>HPG – Use basic geographical vocabulary to refer to key human features.</p>
<b>Sp2</b>	Shooting for the stars				
<b>S1</b>	Let's get muddy?	<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> <li>use basic geographical vocabulary to refer to:</li> <li>♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	Landscape Environment	North South East West	<p>GSF - Use aerial photographs.</p> <p>GSF – Use simple fieldwork and observation skills.</p>

		♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop			
<b>S2</b>	How does your garden grow?				

<b>Y3</b>	<b>Title</b>	<b>Content from National Curriculum</b>	<b>New Vocabulary</b>	<b>Familiar Vocabulary</b>	<b>Target Tracker Assessment Statements</b>
<b>A1</b>	Extreme Earth	<p>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</p> <p>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</p> <p>identify the position and significance of latitude, longitude, Equator,</p>	<p>Volcano Mountain Valley Equator Longitude Latitude Hemisphere North West North East South West South East</p>	<p>North South East West</p>	<p>LK – Identify where countries are within the UK and the key topographical features.</p> <p>HPG – Identify physical and human features of the locality.</p> <p>GSF – Ask and respond to geographical questions.</p> <p>GSF – Use and interpret maps, globes and atlases.</p>

		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)			
<b>A2</b>	Poles Apart				
<b>Sp1</b>	The Land Before Time	<p>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	Settlement Land use Community	North West North East South West South East Environment	GSF – Use and interpret maps, globes and atlases.
<b>Sp2</b>	Land before time	<p>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		North West North East South West South East Settlement Land use Community Environment	GSF – Use and interpret maps, globes and atlases.
<b>S1</b>	Raging Rivers	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including	Bridge Mouth Coast Source Meander	North West North East South West South East Mountain	GSF – Recognise that different people hold different views about an issue.



		hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Tributary Surface	River	<p>GSF – Communicate findings in appropriate ways.</p> <p>GSF – Understand and use a wider range of geographical terms.</p> <p>GSF – Use basic geographical vocabulary.</p> <p>GSF – Make more detailed fieldwork sketches and diagrams.</p> <p>LK – Name and locate the cities in the UK.</p> <p>PK – Recognise there are similarities and differences between places.</p>
<b>S2</b>	<p>Sunny Southend</p> <p>Local History and knowledge</p> <p>Local land use</p>	<p>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</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>human geography, including: types of settlement and land use,</p>	Fieldwork Pier	Sea Coast Settlement Community Location	<p>HPL – Explain the weather conditions and patterns.</p> <p>PK – Develop an awareness of how places relate to each other.</p> <p>GSF – Analyse evidence and draw conclusions.</p> <p>GSF – Use four figure grid references.</p> <p>GSF – Make plans and maps using symbols and keys.</p>

		economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			
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Y4	Title	Content from National Curriculum	New Vocabulary	Familiar Vocabulary	Target Tracker Assessment Statements
A1	Deep in the rainforest.	<p>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</p> <p>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)</p>	<p>Urban/rural Sustainable Warm Humid Precipitation Natural resources Tropical</p>	<p>North South Country Continent Equator hemisphere Tropics of Cancer and Capricorn</p>	<p>GSF – Understand and use a wider range of geographical vocabulary.</p> <p>GSF – Plan the steps and strategies for an enquiry.</p> <p>LK – Recognise the different shapes of continents.</p> <p>HPG – Explain how people have affected changes in the environment.</p> <p>HPG – Explain about key natural resources.</p> <p>HPG – Explore weather patterns throughout the world.</p> <p>LK – Demonstrate knowledge of</p>

					place beyond the UK.  GSF – Draw accurate maps with more complex keys.
<b>A2</b>	Carnival!	<p>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</p> <p>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</p> <p>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)</p>	Man-made resources	<p>North South Country Continent Equator hemisphere Tropics of Cancer and Capricorn Settlement Urban/rural</p>	<p>LK – Recognise that people have differing quality of life, living in different locations and environments.</p> <p>LK – Know how the locality is set within a wider geographical context.</p> <p>PK – Know about the wider context of places.</p> <p>PK – Understand why there are similarities and differences between places.</p>
<b>Sp1</b>	Ingenious Inventors				
<b>Sp2</b>	Ingenious Inventors/				

	Timeline travel week				
<b>S1</b>	Living Things	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	Water cycle Evaporation Condensation	Precipitation Natural Man-made Sustainable	LK – Identify where countries are within Europe.
<b>S2</b>	From Farm to Fork	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  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.	Land use Arable Crops Livestock Grid reference market gardening intensive farming organic farming mixed farming	Weather types Rainfall	HPG – Describe the human features of the UK regions.  HPG – Understand the effect of the landscape features on the development of a locality.

Y5	Title	Content from National Curriculum	New Vocabulary	Familiar Vocabulary	Target Tracker Assessment Statements
A1	Egyptians	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Country Continent Atlas Globe. Landmark	HPG – Know about changes to world environments over time.  HPG – Understand why people seek to manage and sustain their environment.

					HPG – Understand how humans effect the environment over time.
<b>A2</b>	Vikings	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Country Continent Atlas Globe.	
<b>S1</b>	Brilliant Britain.	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  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		Country Continent Atlas Globe. Landmark	LK- recognise the different shapes of countries.  LK- know the location of capital cities of countries in the UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent.
<b>S2</b>	Innovative Inventions.	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  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Country Continent Atlas Globe.	LK – Identify and describe the significance of the Prime/Greenwich/Meridian.  LK – Know location of capital cities and countries of the British Isles.

Sp2	Vikings				<p>HPG – Know how rivers erode and deposit materials.</p> <p>HPG – Know about the physical features of coasts.</p>
S1	Africa	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li><input type="checkbox"/> human geography, including: 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>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</p>	Flood plain	<p>Country Continent Atlas Globe. Town City Community Equator hemisphere Tropics of Cancer and Capricorn Features Climate/weather Land use</p>	<p>LK – Recognise the different shapes of countries.</p> <p>LK – Know about the wider context of places.</p> <p>LK – Know and describe where a variety of places are in relation to physical and human features.</p> <p>GSF – Understand and use a wider range of geographical terms.</p> <p>HPG – Understand about weather patterns.</p> <p>HPG – Know about changes to world environments over time.</p>

		<p>rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <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>			
<b>S2</b>	Eco Warriors	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>□□ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>□□ human geography, including: 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>Global warming Climate change Deforestation Pollution--</p>	<p>Country Continent Community Equator hemisphere Tropics of Cancer and Capricorn Features Climate/weather Land use Bridge Mouth Coast Source Meander Tributary Surface</p>	<p>HPG – Know how rivers erode and deposit materials.</p> <p>HPG – Know about the physical features of coasts.</p> <p>HPG – Understand about weather patterns.</p> <p>HPG – Know about changes to world environments over time</p> <p>GSF- understand and use a widening range of geographical terms, e.g. specific topic vocabulary, climate zone, water cycle etc.</p>



					<p>HPG- understand how humans affect the environment over time.</p> <p>HPG- understand why people seek to manage and sustain their environment.</p>
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Y6	Title	Content from National Curriculum	New Vocabulary	Familiar Vocabulary	Target Tracker Assessment Statements
A1 A2 Sp1	The Battle of Britain	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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</p>	<p>Population</p> <p>Import</p> <p>Export</p> <p>congestion</p>	<p>Country</p> <p>Continent</p> <p>Atlas</p> <p>Globe</p> <p>Town</p> <p>City</p> <p>Community</p> <p>Equator</p> <p>hemisphere</p> <p>Tropics of</p> <p>Cancer and</p> <p>Capricorn</p> <p>Pollution</p>	<p>GSF – Use map, atlases, globes.</p> <p>GSF – Use map and charts to support decision making.</p> <p>HPG – Describe and understand key aspects of human geography.</p> <p>PK – Understand geographical similarities and differences.</p>
Sp2 S1	Magical Beginnings	<p>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</p> <p>name and locate counties and cities of the United Kingdom, geographical</p>		<p>Country</p> <p>Continent</p> <p>Atlas</p> <p>Globe.</p> <p>Town</p> <p>City</p> <p>Community</p> <p>Equator</p> <p>hemisphere</p>	<p>LK – Locate the world's countries using maps.</p> <p>LK – Identify the position and significance of latitude and longitude.</p> <p>LK – Name and locate countries and cities in the UK.</p>

		<p>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</p> <p>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)</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		<p>Tropics of Cancer and Capricorn Flood plain Mouth</p>	<p>GSF – Understand and use widening geographical terms.</p>
<b>S2</b>	Ancient Greece				
	Geography fieldwork and enquiry days	<p>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</p> <p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.</p>			<p>HPG – Describe and understand key aspects of physical geography.</p> <p>GSF – Use eight points of a compass.</p> <p>GSF – Use fieldwork.</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, graphs and digital technology.</p> <p>Understand and use a widening range of geographical terms, e.g. specific topic vocabulary- urban, rural, land use etc.</p> <p>Use maps, charts etc to support decision making about the location of new places, e.g. a new bypass.</p>			
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