

ACET Geography Curriculum Overview



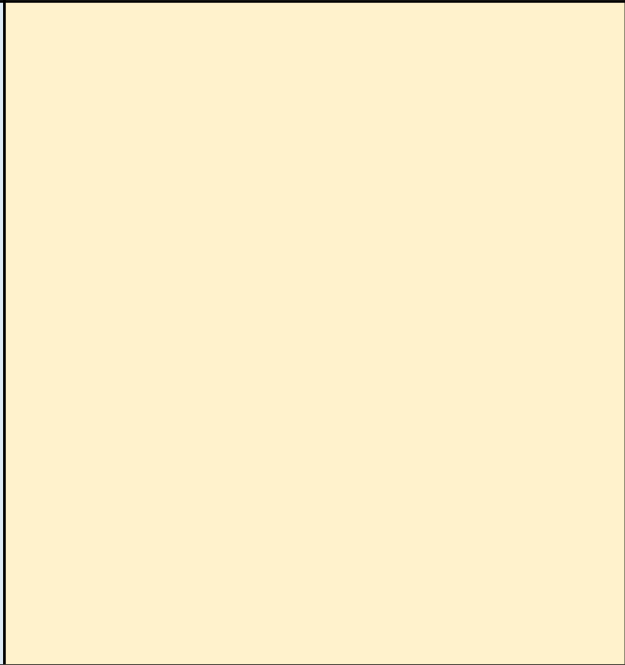
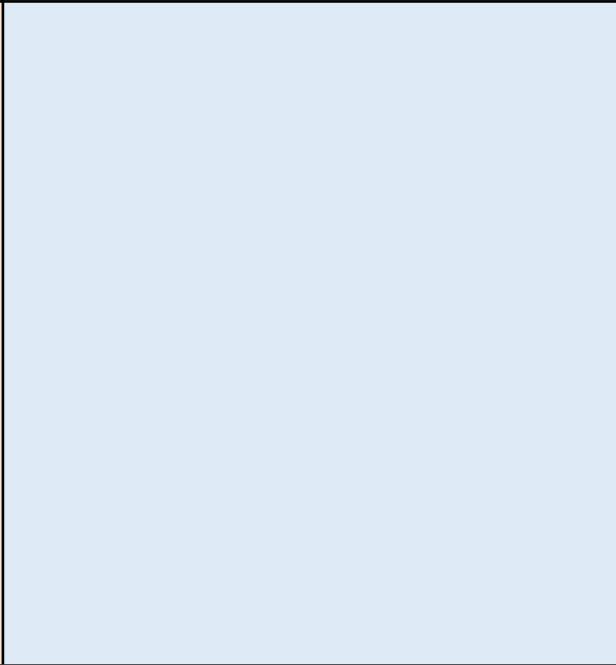
INTENT	IMPLEMENTATION	IMPACT
<p>ACET schools believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, its interconnectedness and their place in it. The geography curriculum in ACET schools enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.</p> <p>Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments,</p>	<p>ACET Geography schemes of work ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the Geography National Curriculum.</p> <p>Lessons are planned alongside the ACET knowledge progression map. Pupils are given the opportunity to develop fundamental skills and build on these through practice and investigations.</p> <p>Our sequencing along with outstanding teaching create a smooth transition in order to achieve optimal learning outcomes for all pupils.</p>	<p>The units are mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the Geography curriculum through engaging and age-appropriate curriculum content.</p> <p>Wherever possible our units have strong cross-curricular links to other subjects.</p>

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together with a deep understanding of the Earth's key physical and human processes.

As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for the next stage of their learning.



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### FS1 Geography Coverage (taught through the EYFS curriculum strands as shown)

<b>Mathematics</b>	<ul style="list-style-type: none"> <li>● Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>● Describe a familiar route.</li> <li>● Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>● Use all their senses in hands-on exploration of natural materials.</li> <li>● Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>

### FS2 Geography Coverage (taught through the EYFS curriculum strand as shown)

<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>● Draw information from a simple map.</li> <li>● Recognise some similarities and differences between life in this country and life in other countries.</li> <li>● Explore the natural world around them.</li> <li>● Recognise some environments that are different to the one in which they live.</li> </ul>
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“The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). The ELGs should support teachers to make a holistic, best-fit judgement about a child’s development, and their readiness for year 1.” EYFS Statutory Framework 2023

### FS2 ELGs for Geography

<b>Understanding the World</b>	<b>People, Culture and Communities</b>	<p>Children at the expected level of development will:</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>
	<b>The Natural World</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <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>

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### Year 1 Geography Coverage

<b><u>Where am I?</u></b> Immediate Locality Study What's a map? Follow a map. Where is school? What is around our school?				
Autumn 1	Ge1/1.1 Location Knowledge	Ge1/1.2 Place Knowledge	Ge1/1.3 Human and Physical Geography	Ge1/1.4 Geographical Skills and Fieldwork
		Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Ge1/1.3b use basic geographical vocabulary to refer to: Physical and Human features	Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Ge1/1.4c 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. Ge1/1.4d 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.
		<i>Ask and respond to basic geographical questions.</i>	<i>Use photographs and maps to identify features. Compare and contrast the physical and human features of a small part of the UK. Use basic Geographical vocabulary to refer to physical and human features of the school, its grounds and of the surrounding environment. Use a simple picture map to move around the school. Draw basic maps, including appropriate symbols/labels and pictures to represent places or features.</i>	<i>Add simple labels to pictures of locations Use basic observational skills. Carry out a small survey of the school grounds. Recognise photos or videos of places visited. Look at features around the school and make general comments. Use relative vocabulary such as bigger, smaller, like, dislike. Use directional language such as near and far, up and down, left and right, forwards and backwards.</i>

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**Where on Earth?** Global Context

7 continents of the world. What are the oceans. Where is hot and cold?

Summer 1	Ge1/1.1a name and locate the world's 7 continents and 5 oceans		Ge1/1.3a 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	Ge1/1.4a 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
	<i>Name the 7 continents of the world along with the 5 oceans.</i>		<i>Identify seasonal and daily weather patterns in the United Kingdom- compare hot and cold places in the UK.</i>  <i>Compare the UK weather to other places around the world.</i>	

**How is where I live different?** Local and Global Context (Recap over all learning so far and making links across learning)

Comparing our local area of the UK with a small local area somewhere else in the world (non European country)

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Summer 2		Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Ge1/1.3 Human and Physical Geography	Ge1/1.4a use world maps, atlases and globes to identify locations in the UK and Europe.
		<i>Ask and respond to basic geographical questions.</i>	Ge1/1.3b use basic geographical vocabulary to refer to:  Physical and Human features	<i>Use a simple map of the UK to locate the local area and a small local area in Europe.</i>

**Year 2 geography coverage**

How Can I Explore My World? Focus on physical and human features.				
	Ge1/1.1 Location Knowledge	Ge1/1.2 Place Knowledge	Ge1/1.3 Human and Physical Geography	Ge1/1.4 Geographical Skills and Fieldwork
Autumn 2	Ge1/1.1b name, locate and identify characteristics of the 4	Ge1/1.2a understand geographical similarities and differences through	Ge1/1.3b use basic geographical vocabulary to refer to: Physical and Human features	Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to

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	countries and capital cities of the United Kingdom and its surrounding seas	studying the human and physical geography of a small area of the United Kingdom,		describe the location of features and routes on a map. Ge1/1.4c 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
	<i>Arrange the countries of the UK and the surrounding seas. Locate different areas within the UK.</i>	<i>Compare and contrast locations using labels, keys and simple sentences.</i>	<i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Compare and contrast the physical and human features of a place in the UK</i>	<i>Ask familiar people prepared questions to gather answers. Use pro-formas to gather information to a question. Make careful observations and record through photos, sketches or writing whilst studying. Carry out a small survey of the school and surrounding area. Identify features around the school and make positive or negative comments on observations made. Use simple compass directions (North, South, East, West) Use and construct basic symbols in a key or using simple coordinates.</i>
<b><u>Amazing Africa</u> Non-European Country Focus - Kenya</b>				
Summer 2	Ge1/1.1a name and locate the world's 7 continents and 5 oceans	Ge1/1.2a 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	Ge1/1.3b use basic geographical vocabulary to refer to: Physical and Human features	Ge1/1.4a 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

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	<p><i>Use world maps to identify the UK in its position in the world. Locate and name on a world map and name the seven continents and five oceans. Arrange the countries of the UK and the surrounding seas. Locate the UK in comparison to the rest of the world. Name the 7 continents of the world along with the 5 oceans. (recap from Y1)</i></p>	<p><i>Identify seasonal and daily weather patterns in the United Kingdom compared to other countries around the world. Discuss the location of countries in accordance to the equator and the poles. Compare and contrast locations using labels, keys and simple sentences.</i></p>	<p><i>Compare and contrast the physical and human features of a place in the UK and small area of another non- European country from around the world.</i></p>	<p><i>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</i></p>

**Year 3 geography coverage**

Record breakers. Locate countries and their capitals. Record breaking physical and human features around the world.				
Y3	Ge1/1.1 Location Knowledge	Ge1/1.2 Place Knowledge	Ge1/1.3 Human and Physical Geography	Ge1/1.4 Geographical Skills and Fieldwork
Autumn 2	Ge2/1.1a locate the world's countries, using maps to locate their environmental regions,		Ge2/1.3b describe and understand key aspects of physical and human geography,	Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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	<p>key physical and human characteristics, countries, and major cities</p> <p><i>Locate places using a range of maps including digital maps.</i>  <i>Locate the UK and other countries on a variety of different scale maps.</i>  <i>Name &amp; locate countries of the world and their cities - along w</i>  <i>Begin to locate countries of Europe using a range of different maps.</i>  <i>Locate countries in and around the equator. Say if a country is in the Northern or Southern hemisphere.</i>  <i>Explain how positioning can impact on a country.</i></p>		<p><i>Compare and contrast between known countries giving simple similarities and differences.</i></p>	<p><i>Generate and ask appropriate geographical resources using learnt facts.</i>  <i>Use generated viewpoints and discussions with others to give reasons.</i></p>
<p>What is Beneath My Feet? Volcanoes, mountains, earthquakes and tsunamis.</p>				
Spring 2			<p>Ge2/1.3a describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.</p>	<p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
			<p><i>Use given resources to identify features.</i></p>	<p><i>Use a simple database to record findings.</i></p>

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			<i>Describe physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</i>	<i>Record findings from field trips using annotated sketches from observations- including descriptive / explanatory labels and indicating direction.</i>
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**Year 4 geography coverage**

Europe – famous countries and Europe locate countries and discover why they are famous?				
Y4	Ge1/1.1 Location Knowledge	Ge1/1.2 Place Knowledge	Ge1/1.3 Human and Physical Geography	Ge1/1.4 Geographical Skills and Fieldwork
Autumn 2	Ge2/1.1a locate the world’s countries, using maps to focus on Europe	Ge2/1.2a understand geographical similarities and differences through the study of human and physical	Ge2/1.3b describe and understand key aspects of human geography, including:	Ge2/1.4a use maps, atlases, globes and digital/computer mapping to

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	(including the location of Russia) - concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	geography of a region of the United Kingdom, a region in a European country.	economic activity including trade links.	locate countries and describe features studied
	<i>Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map. Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities and their features – Compare with the UK.</i>		<i>Investigate types of settlements and land use around the world – how do they compare?</i>	
<b><u>What are Different Parts of the World Like?</u> South America and the Amazon</b>				
Spring 1	Ge2/1.1a locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in South America	Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, vegetation belts and rivers. Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use.	Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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	<p><i>Locate places on a range of maps (variety of scales)</i>  <i>Identify features on an aerial photograph, digital or computer map.</i></p>		<p><i>Describe physical geography, including: climate zones, biomes and vegetation belts</i>  <i>Investigate types of settlements and land use around the world – how do they compare?</i></p>	
<p><b><u>Why Do Animals Live in Different Places?</u></b> Biomes and climates</p>				
Spring 2	<p>Ge2/1.1c 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>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones and biomes.</p>	<p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
	<p><i>Locate places on a range of maps (variety of scales)</i>  <i>Identify features on an aerial photograph, digital or computer map.</i>  <i>Locate countries around the world and explain their location of the world using accurate geographical terminology.</i>  <i>Compare and contrast countries dependent on their geographical location.</i></p>		<p><i>Identify and discuss current global issues in and around areas of study.</i></p>	<p><i>Use appropriate terminology to express an independent viewpoint.</i></p>
<p><b><u>UK Place Study - York</u></b></p>				

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<p>Summer 2</p>	<p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p>		<p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use.</p>	<p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p>Ge2/1.4c 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><i>Locate places on a range of maps (variety of scales)</i> <i>Identify features on an aerial photograph, digital or computer map.</i></p>		<p><i>Reflect on local environment what impact do we have on it?</i> <i>Positive / negative?</i> <i>Suggest ways in which improvements or changes could be made and why?</i> <i>Investigate types of settlements and land use around the world – how do they compare?</i></p>	<p><i>Use appropriate terminology when asking geographical questions.</i> <i>Use databases to record and present findings.</i> <i>Evidence field trips by using a camera independently to– consider how photo evidence is useful.</i> <i>Add titles and labels to observations giving date and location information.</i> <i>Begin to use 8 figure compass and four figure grid references to identify features on a map.</i> <i>Recognise and use OS map symbols, including completion of a key and understanding why it is important.</i> <i>Draw a sketch map from a high viewpoint.</i></p>

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Year 5 geography coverage

<b>Survival around the world.</b>				
Areas of the world – latitude and longitude lines, time zones. What is the difference between a river and an ocean? Water cycle.				
Y5	Ge1/1.1 Location Knowledge	Ge1/1.2 Place Knowledge	Ge1/1.3 Human and Physical Geography	Ge1/1.4 Geographical Skills and Fieldwork
Autumn 2	Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and		Ge2/1.3a describe and understand key aspects of physical geography, including:	Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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	<p>key topographical features (including hills, mountains, coasts and rivers.)            Ge2/1.1c 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>climate zones, biomes and the water cycle.</p>	<p>Ge2/1.4b use the 8 points of a compass, to build their knowledge of the wider world</p>
	<p><i>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</i></p>			<p><i>Use sketches as evidence in an investigation. Select field sketching from a variety of techniques.            Compare maps with aerial photographs            Begin to select a map for a specific purpose.            Begin to use atlases to find out other information (e.g. temperature)            Draw a variety of thematic maps based on their own data</i></p>
<p><b>The Caribbean – Locating the islands. Climate, wildlife and landscape. What grows there? What do we import?            Banana fair trade.</b></p>				
Spring 1	<p>Ge2/1.1a locate the world's countries, using maps focusing on environmental regions, key physical and human</p>		<p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and rivers.</p>	<p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

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	characteristics, countries, and major cities		Ge2/1.3b describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of food.	
	<i>Locate the world's countries with a focus on North America (Central America)</i>		<i>Identify how features affect a location. Consider fair/unfair distribution of resources.</i>	<i>Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected</i>

**Year 6 geography coverage**

<b>Adventures Ahoy</b>				
How has the UK changed? Compare cities pre-war, post war and modern times. Compare maps of cities and towns, OS maps and 8 point compass. Land use patterns.				
Y6	Ge1/1.1 Location Knowledge	Ge1/1.2 Place Knowledge	Ge1/1.3 Human and Physical Geography	Ge1/1.4 Geographical Skills and Fieldwork

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Autumn 2	Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying key topographical features and land-use patterns; and understand how some of these aspects have changed over time	Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity.	Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Ge2/1.4b use the 8 points of a compass, 6-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
	<i>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.</i>	<i>Compare 2 different regions in UK rural/urban. Debate and discuss reasons for geographical similarities and differences between places.</i>	<i>Compare and contrast how features affect different locations. Compare land use maps of UK or other countries from past with the present, focusing on land use. Debate and discuss reasons for geographical similarities and differences between places.</i>	<i>Use graphs to display data collected. Evaluate the quality of evidence collected and suggest conclusions/ improvements. Decide whether to use systematic or random sampling for fieldwork observation. Considering how to represent the data found. Use 8 figure compass and 6 figure grid reference accurately. Describe the features shown on an OS map. Use atlases to find out data about other places. Draw plans of increasing complexity. Begin to use and recognise atlas symbols.</i>
<b><u>Power</u></b> Where does power come from? How do we affect the world?				
Spring 1			Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones and biomes. Ge2/1.3b describe and understand key aspects of human geography, including: land use, economic activity including the distribution of natural resources including energy, food, minerals and water.	Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
			<i>Identify and discuss current global issues in and around areas of study.</i>	<i>Use resources with a greater element of independence.</i>

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				<i>elect resources carefully to draw on similarities and difference between places around the world.</i>
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