St Blaise Church of England Primary School

ploring and achieving as we grow together

Geography scheme of work (from Sep 2025)

Christian values underpinning learning:

Together we love and respect. We are creative, we are determined, we are confident, we are kind.

Intent

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics. Some of our children do not have much knowledge of the world beyond our local area, so we want them to become fascinated and learn about the wider world. We intend to develop children's curiosity and a fascination with the world and its people. The topics offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical knowledge. We will provide opportunities for consolidation, challenge and variety to ensure interest and progress in geography.

Implementation

Geography is taught through the theme of the class topic. Teachers ensure that unit planning is cross-curricular, linking to the subject of geography where appropriate. In addition to the substantive knowledge, we connect a series of skills through the scheme of work that are matched to age and stage of development. Skills include geographical enquiry and map skills. Through revisiting and consolidating skills, children build on prior knowledge alongside introducing new skills and challenge. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. St Blaise School believes that trips, visits and the use of artefacts are essential in the implementation of engaging children in their geography learning. We provide different topics covering a range of places and aspects of geography – both local and around the world.

St Blaise Church of England Primary School

ploring and achieving as we grow together

Impact

Long term:

- That children's experiences will support the acquisition of geographical knowledge
- That children will be able to communicate effectively to others – imparting their knowledge and enthusiasm
- That children will make decisions in life that will be underpinned by a knowledge of the world
- That children will understand the diversity of the world and will respect its natural resources and processes.
- That children will be able to build on their knowledge throughout their education then adult life – creating lifelong learners
- That most children will have an on-going interest and in some cases a passion for geography

Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS Oak	**Wonderful Me** Different families People and cultures	**Autumn magic** Seasonal changes to the environment British wildlife My local environment Fieldwork Recycling – make recycled paper	**Home Sweet Home** Comparing and contrasting town and country Different homes Physical and human features Making maps Jobs people do The Countryside code, caring for the environment Fieldwork	**Who's hatching?** Seasonal changes to the environment Fieldwork	**Down at the bottom of the garden** Fieldwork	**Let's Tinker** Mrs Armitage stories - places Traveling
Year 1 Poplar	**Dungeons and Dragons** Use basic geographical vocabulary to refer to key physical & human features Use world maps, atlases & globes	**Buzzing Brains**	**Here We Are** Use simple fieldwork & observational skills to study geography of school, grounds & key human & physical features of surrounding environment. Understand geographical similarities & differences by studying human & physical geography of small area of the UK	**Exploring the UK** Use basic geographical vocabulary to refer to key physical & human features Name, locate & identify 4 countries of the UK (Use world maps, atlases & globes) Identify seasonal & daily weather patterns in the UK. https://world-explorer.online/europe/	**Food Glorious Food** Use basic geographical vocabulary to refer to key physical & human features	**Down On the Farm** Use basic geographical vocabulary to refer to key physical & human features Understand geographical similarities & differences by studying human & physical geography of a small area of the UK.
Year 2 Ash	**Toys through time**	**Fizz, Pop, Bang**	**Amazing Africa** (Place Knowledge)	**On Safari**	**Up, up and away**	**Up, up and away**

	-Compare toys from around the world - similarities and differences. -Ask and answer geographical questions. -Consider whether all children have the same access to toys.	-Talk about London and how it is the capital city.	-Identify similarities and differences between two areas. -Name and locate the worlds oceans and continents on a map, globe and atlas. -Identify the similarities and differences between the place I live and Kenya, Africa. -Identify the location of hot and cold areas of the world in relation to the equator. -Describe physical and human features. -Map skills. -Urban and rural Kenya comparison. Inspired by the local landscape to paint a scene that explores weather.	(Contrasting localities – African and equator, Artic and poles) -Use locational and directional language to describe the location of features and routes. -Identify seasonal and daily weather patterns in the UK and Kenya. -Identify the location of rainforests, savannas and deserts. Fieldwork: use photos and maps, compass directions. **https://world-explorer.online/geography/**	*Explore habitats, soil, vegetation, cities/towns/villages, and seasonal weathers in art.*	Maps/ world locations – Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Contrasting localities – journeys to places – physical features https://world-explorer.online/ https://world-explorer.online/famous-explorers/ *Adapt to explore habitats and continents in art.*
Year 3 Beech	**Scavengers and settlers** Location of Court hill/ Avebury -using maps OS maps – notice physical and human features, map symbols / use of colour / contour lines Locate other ancient sites on OS maps – link to the trip Practical Geography day at Court Hill – Compass directions Make and use maps. Use fieldwork to observe, measure and record human and physical features using sketch maps, plans, graphs and digital technologies.	**Scavengers and settlers** How has it changed over time?	**Groovy Greeks** History focus https://world-explorer.online/europe/	**Groovy Greeks** Locate and names Europe, Greece, surrounding countries and seas on map. Identify capital cities. Identify Equator, Northern Hemisphere, Tropic of Cancer. Notice where Greece is in relation – further south than UK. Compare climate of Greece to UK. Understand geographical similarities and differences through study of human and physical geography of a region of UK (Oxfordshire) and region in a European country (Greece).	**Our Planet** Locate and name continents, oceans, Equator, Tropics of Cancer and Capricorn. On a world map, locate environmental regions and climate zones. Understand how climate affects vegetation zones.	**Healthy Mind Healthy Body**

St Blaise Church of England Primary School

ploring and achieving as we grow together

Year 4 Willow	**Tombs Temples and Tourists** Locate and name continents – Europe and Africa. Locate Egypt, surrounding countries and seas on map. Identify capital cities. Identify Equator, Northern Hemisphere, Tropic of Cancer. Notice where Egypt is in relation – further south than UK. Compare climate of Egypt to UK. The Nile, the longest river in the world. Desert. What is the significance of the Nile to development of settlements? https://world-explorer.online/asia-africa-and-australia/	**Tombs Temples and Tourists**	**Local Study** Google Earth/maps – locate UK, Oxfordshire, Oxford, Abingdon, Didcot, Milton Heights, Court Hill – Zoom in. OS maps – notice physical and human features, map symbols / use of colour / contour lines. Compass directions Make and use maps. Use fieldwork to observe, measure and record human and physical features using sketch maps, plans, graphs and digital technologies.	**North America** Locate N America & oceans. Maps of physical features, cities, climate and biomes. Alaska, Hawaii, desert, mountains, distances, arctic regions. Cities and landmarks. Why is New York located where it is? Describe and understand key aspects of Physical and Human Geography. Land use, economic activity, trade links, distribution of natural resources). How does it compare to other places? Compare a region of the UK with a region in North America. https://world-explorer.online/north-and-south-america/	**Electricity**	**Let There Be Light**
Year 5/6 Maple 2025-2026	Earth and Beyond	Earth and Beyond	**Lost in the Jungle** Locate the main countries in South America. Locate and name principal cities. Identify the position and significance of latitude/longitude. Compare a region in the UK with a region in S. America (compare Thames to Amazon). Describe and understand key aspects of Physical and Human Geography. https://world-explorer.online/north-and-south-america/the-amazon/	**Lost in the Jungle** Changes over time, including the future. Debate: Consider the impact of human geography on the environment.	**Full Steam Ahead** Linking with History, compare land use maps of the UK from the past with the present, focusing on land use.	**Full Steam Ahead** Changes over time, including the future. Debate: Consider the impact of human geography on the environment.

			https://world-explorer.online/north-and-south-america/ Identify main environmental regions.			
Year 5/6 Maple 2024-2025	**Invaders and Settlers** Compare 2 different regions in UK rural/urban. Linking with History, compare land use maps of UK from past with the present, focusing on land use.	**Invaders and Settlers**	**Extreme Earth** Volcanoes, Floods, Hurricanes and other Natural Disasters Identify main environmental regions. Identify the position and significance of latitude/longitude. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Describe and understand key aspects of Physical and Human Geography. **https://world-explorer.online/geography/**	**Extreme Earth** Volcanoes, Floods, Hurricanes and other Natural Disasters Changes over time, including the future. Debate: Consider the impact of human geography on the environment.	**Rivers and Waterways** (River Thames and Local Study) Compare 2 different regions in UK rural/urban. Linking with History, compare land use maps of the UK from the past with the present, focusing on land use. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Compare a region in the UK with a region in N. or S. America (compare Thames to Amazon). Describe and understand key aspects of Physical and Human Geography.	**Rivers and Waterways** (River Thames and Local Study) Changes over time, including the future. Debate: Consider the impact of human geography on the environment.

St Blaise Scheme of work

Reception – Oak Class

Wonderful Me, Autumn Magic, Home Sweet Home, Who's Hatching?, Down at the bottom of the garden, Let's Tinker

We have selected the Early Learning Goals that link most closely to the Geography National Curriculum.

Understanding the World (People and Communities)	Understanding the World (The World)
Children should be taught about the similarities and differences between themselves and others, and among families, communities and traditions. I can recognise similarities and differences between life in this country and life in other countries. I can talk about places I know and compare them with other places in the world.	**Children should be taught about similarities and differences in relation to places, objects, materials, and living things. Children will be able to talk about features of their own immediate environment and how environments might vary from one another.** I can name my town/village and where my school is located. I can recognise buildings and spaces on aerial images. I can understand the effect of the changing seasons on the natural world around us. I can discuss how to care for the natural world around us. I can draw and explore simple maps.

KS1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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;
- use simple compass directions (North, South, East and West) and

Pupils should be taught to: • 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. **Human and Physical Geography** Pupils should be taught to: • 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; • use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; - key human features, including: city, town, village, factory, farm,house, office, port, harbour and shop.	locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; • 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; • 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.

Year 1 – Poplar Class

Dungeons and Dragons, Here We Are, Exploring the UK, Food Glorious Food, Down on the Farm

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
I can name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	I can understand geographical similarities and differences through studying the human and physical geography of the local area. I can understand that places have meaning to people.	I can identify the seasonal and daily weather patterns in the United Kingdom.	I can use world maps, atlases and globes to identify the United kingdom and its countries. I can use simple fieldwork and observational skills to study the geography of my school and the surrounding local area. I can use photographs to recognise basic landmarks.

			I can use locational and directional language to describe the features on a map.

Year 2 – Ash Class

Amazing Africa, On Safari, Up, Up and Away

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
I can name and locate the seven continents. I can name and locate the five oceans.	I can understand that places have meaning to people. I can understand geographical similarities and differences of my local area and an area of a contrasting non-European country (Kenya). I can understand that Kenya is an African country.	I can identify the hot and cold areas of the world in relation to the Equator and the North and South Poles. I can identify and compare some key human and geographical features of my local area and contrasting non - European country (Kenya), using key vocabulary.	I can ask and answer geographical questions when investigating different places and environments. I can use aerial photographs to identify basic landmarks and human/physical features. I can devise a simple map and use and construct basic symbols in a key. I can use simple compass directions and locational/directional language.

Year 3 – Beech Class

Scavengers and Settlers, Groovy Greeks, Our Planet

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
I can locate and name the continents on a world map. I can locate the main countries of Europe inc. Russia. I can identify capital cities of Europe.	I can understand the human and physical geographical similarities and differences of a region of the United Kingdom (Court Hill/Avebury) and a region in a European country.	I can describe and understand key aspects of climate zones. I can describe and understand key aspects of types of settlements, land use, economic activity, trade links, and distribution of natural resources.	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can learn the eight points of a compass, 2 figure grid reference, basic symbols and key (including the use of simplified OS maps) to build

I can locate and name the countries making up the British Isles, with their capital cities. I can identify the position and significance of the Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.			knowledge of the United Kingdom and a region of a European country. I can use fieldwork to observe and record the human and physical features in the local area (Court Hill/Avebury) using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 4 – Willow Class

Tombs Temples and Tourists, Local Study, North America

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
I can locate areas of similar environmental regions on a world map (desert, rainforest, temperate regions). I can locate and name the main counties and cities in/around Oxfordshire. I can identify the longest rivers, largest deserts and highest mountains in the world, and compare them with the UK.	I can compare a region of the UK with a region in North America (local hilly area with a flat one under sea level).	I can describe and understand key aspects of biomes, vegetation belts, rivers and mountains, and describe how climate affects them. I can describe and understand key aspects of settlement types, land use, economic activity, trade links, and distribution of natural resources. I can describe the physical features of North America. I can describe how humans have developed the land in North America.	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can learn the eight points of a compass, 2 figure grid reference, basic symbols and key (including the use of simplified OS maps) to build knowledge of the United Kingdom and North America. I can use fieldwork to observe and record the human and physical features in the local area (Court Hill/Avebury) using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 5/6 – Maple Class (2025-2026)

Lost in the Jungle, Full Steam Ahead

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork

I can locate the main countries in Europe and North or South America. I can locate and name some principle cities in Europe and North or South America. I can compare two different regions in the UK (rural/urban). I can locate and name the main counties and cities in England. I can identify the position and significance of latitude/longitude and the Greenwich Meridian (linking with science and time).	I can compare a region of the UK with a region in South America with significant similarities and differences.	I can describe and understand key aspects of climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle (South American rainforest, Amazon river) I can describe the impact of climate change on the South American rainforest. I can describe and understand key aspects of types of settlement, land use, economic activity, trade links, and distribution of natural resources in South America (deforestation impacts).	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can learn the eight points of a compass, 2 figure grid reference, basic symbols and key (including the use of simplified OS maps) to build knowledge of the United Kingdom and South America. I can 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.

Year 5/6 – Maple Class (2024-2025)

Invaders and Settlers, Extreme Earth, Rivers and Waterways

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
I can locate the main countries in Africa, Asia, and Oceania on a world map. I can identify the main environmental regions, key physical and human features, and major cities of countries in Africa, Asia, and Oceania. I can map how land use has changed in the local area over time.	I can compare a region of the UK with a region in South America with significant similarities and differences.	I can describe and understand key aspects of climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle (natural disasters, climate change) I can describe and understand key aspects of types of settlement, land use, economic activity, trade links, and distribution of natural resources in South America (natural disasters, climate change impacts).	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can learn the eight points of a compass, 2 figure grid reference, basic symbols and key (including the use of simplified OS maps) to build knowledge of the United Kingdom and South America.

I can name and locate the key topographical features (coast, erosion, hills, mountains and rivers).			I can 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.

Assessment in geography:

- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing Geography
- Displays and books – opportunity to practice skills, varied and engaging curriculum, showcased final pieces, clear progression in skills
- Feedback from parents and guests who attend show case events
- Quizzes to assess knowledge and understanding.

Role of the co-ordinator:

- Celebrate successes
- Collate appropriate evidence over time – this should show that pupils know and remember more over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support/ signposting

Assessment in geography:

- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing Geography
- Displays and books – opportunity to practice skills, varied and engaging curriculum, showcased final pieces, clear progression in skills
- Feedback from parents and guests who attend show case events

Role of the co-ordinator:

- Celebrate successes
- Collate appropriate evidence over time – this should show that pupils know and remember more over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support/ signposting