

Curriculum Intent

Geography is the study of places and the relationships between people and their environments. Redlands pupils will develop a deep knowledge of the physical and human geography of the local environment, the UK and the wider world, and have the capacity to add to this body of understanding themselves in the future. It is essential that pupils develop a meaningful understanding of location and place, including that of their local area. Redlands deliver a curriculum that:

- Inspires curiosity and fascination about the world and its people.
- Equips children with an understanding of diverse places, people, resources and environments.
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments.
- Develops an understanding that the Earth's physical features are interconnected and change over time.
- Encourages exploration of their own environment and supports children to make connections between their local surroundings and that of contrasting settlements.
- Systematically develops the disciplinary knowledge of: asking enquiry questions, collecting, analysing and interpreting data through fieldwork; interpreting maps, diagrams, globes and aerial photographs; communicating geographical information in a variety of ways, evaluating and debating ideas and the impact of processes, phenomena and humans on the world.

Curriculum Implementation

The whole-school curriculum operates at three levels and addresses pupils' academic, personal and social development. The three individual elements of learning provide a different component to the education of every pupil. Intellectual, personal and social maturity will be the goal of these structured layers of learning at the school. There are three guiding elements which are brought to life in the mathematics curriculum:

- **Educational excellence:** Geographical expertise is built on substantive geographical knowledge.
- **Character development:** Geography teachers provide enrichment opportunities both inside and outside of school, ensuring outdoor learning helps to put theory into practice and to foster a love of geography. They help to build their own identity and develop their sense of place.
- **Service to communities:** Geography teachers develop key contextual knowledge of geographically significant places, which includes the defining of human and physical characteristics and how these help shape understanding of key processes. Learning begins in Reception and Year 1, where pupils learn the component location knowledge of their local area, the UK, such as the names of the countries, capital cities and key human features. In Year 6, this culminates in the development of rich geography schema, encompassing, for example, a deep understanding of South America, World Trade and biomes. Redlands pupils use a range of maps, atlases, globes and aerial images so that geography map and fieldwork skills are systematically developed. This geography progression map details the careful long-term curriculum sequencing of these essential skills. Essential geographical concepts such as the features of rivers, earthquakes and factors affecting settlement location are taught by focussing on specific locations and regions. This allows invaluable comparisons to be made between the UK and other areas of the world.

Curriculum Impact

Our Geography curriculum ensures that children leave Redlands:

- Remembering key knowledge of places and locations as outlined in the National Curriculum and how to source geographical information as required.
- Able to use a variety of vital vocabulary with which to discuss their geographical knowledge and understanding.
- Knowing how their actions affect the local environment and the sustainability of the Earth's resources.

Geography Curriculum Overview

National Curriculum Programmes of Study						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should:	Pupils should:		Pupils should:			
Understanding of the World - Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.		Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.			
	<u>Locational knowledge</u> <ul style="list-style-type: none"> 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 		<u>Locational knowledge</u> <ul style="list-style-type: none"> 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 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 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) 			
	<u>Place knowledge</u> <ul style="list-style-type: none"> 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 nonEuropean country 		<u>Place knowledge</u> <ul style="list-style-type: none"> 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 			

Geography Curriculum Overview

National Curriculum Programmes of Study						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should:	Pupils should:		Pupils should:			
	<p>Human and physical geography</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 		<p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • describe and understand key aspects of 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><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • 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 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 		<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • 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 			

Substantive concepts in Geography

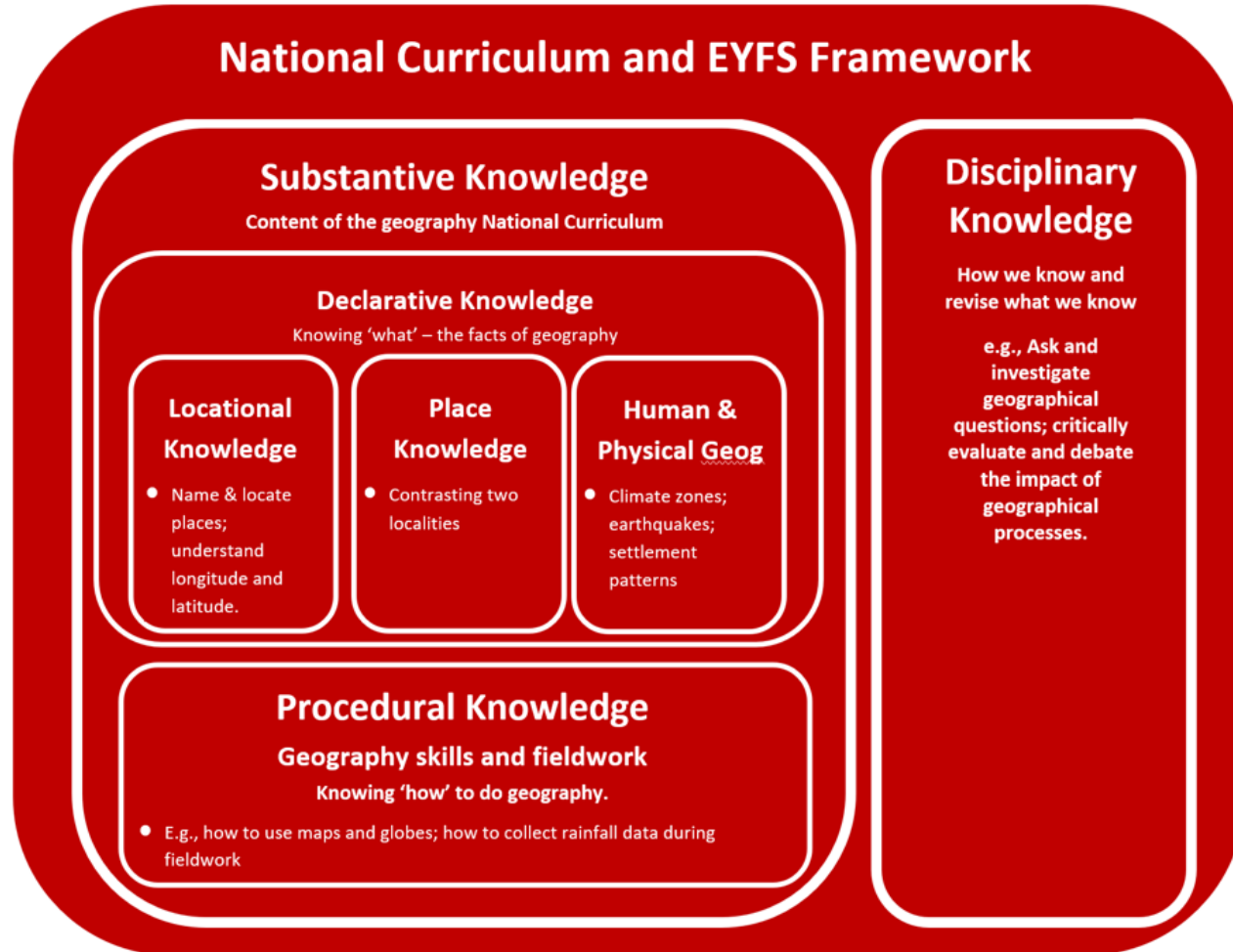
- Locational knowledge
- Place Knowledge
- Human and Physical
- Geographical Skills and Fieldwork

Substantive knowledge

Substantive knowledge sets out the subject-specific content that is to be learned - i.e. the Geography Curriculum units This is the fingertip (specific) knowledge that children will learn and retain from each unit of work.

Disciplinary concepts in Geography

- Asking & answering questions
- Collecting & interpreting
- Analysing and communicating
- Evaluating & debating



Disciplinary knowledge

Disciplinary knowledge tells us how we know what we know; it is through disciplinary knowledge that pupils learn and use the skills needed to understand how to be an effective geographer

DISCIPLINARY KNOWLEDGE - 'knowing how we know'							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking and Answering Questions	Ask questions about aspects of their familiar world.	Ask and respond to geographical questions.		Ask and respond to geographical questions using evidence to support answers.		Ask and investigate geographical questions, suggesting enquiries to test them.	
Collecting and Interpreting	Draw things they see around them.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. Understand that geographers learn about the world by observing and collecting data and information.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.	
Analysing and Communicating	Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, ageappropriate graphs and through writing, using appropriate geographical vocabulary.		Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, ageappropriate graphs and through writing at length, using appropriate geographical vocabulary.		Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.	
Evaluating and Debating	Describe their immediate environment and express their views about it, with support.	Express their own views about the people, places and environments studied.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence	

Geography Units Overview

	Autumn		Spring		Summer	
Year 1	Jurassic Planet	Enchanted Forest Seasons, Daily Weather in UK, Hot and Cold Places	Rio de Janeiro Human and Physical Features, Map Skills	Lively London 4 Countries in UK, Capital Cities, Compass Directions, Simple Fieldwork,	Out of This World	Superheroes
Year 2	Marvellous Mixtures 5 Oceans	Coastline UK / Non-European, continents, weather	Magnificent Monarchs	Wriggle and Crawl	Movers and Shakers	Life of pirates! UK
Year 3	Tales of the Tribes Historical Geography	Fighters, Thinkers & Throwers Europe, Russia	The Quaking Earth Volcanoes, cities, Europe	Delicious Delights	Beasts of Prey	Magnificent Metals
Year 4	I am Warrior Hills, mountains, rivers, coasts, 6 cities UK	Potions	Misty Mountain, Winding River Water cycle, rivers, mountains, vegetation, islands UK	Raiders & Traders Food, minerals, rainfall	Blue Abyss Trade, distribution of minerals	Burps, Bottoms & Bile
Year 5	Out of this world Ariel images of Earth	Tomb Raiders Equator, North South hemisphere, Egypt	Alchemy Island	Off with her Head!	Animals and botanicals UK/Egypt, change over time	Fabulous Forces Countries of UK, hill, mountain, rivers, economic,
Year 6	The Mayans and Mexico Sharing borders with North & South America, Biomes climate, meridians	A Child's War Britain & Europe, tropics, time zones,	Frozen Planet Artic, Antarctic, time zones, Biomes	Darwin's Delights Longitude, Latitudes	Blood Heart	Blood Heart

Geography Curriculum Overview

EYFS	Throughout the year
Substantive Concepts	Locational knowledge, place knowledge, human and physical geography
Substantive Knowledge	<ul style="list-style-type: none"> • I can explore the school environment. • I can explore different animal habitats around the world. • I can observe and discuss the changes in seasons. • I can explore the woodland areas at school throughout the year and observe the seasonal changes. • I can investigate the effects of litter and deforestation, considering how we can care for our planet and living things. • I can explore different houses around the world. • I can explore the names of countries and capital cities around the world and discuss my own experiences. • I can identify famous buildings, landmarks and castles. • I can discuss how Sileby has changed over time through observation/ field work and maps. • I can explore the different geological features whilst on school trips. • I can explore the names of oceans and continents. • I can draw information from a simple map. • I can recognise similarities and differences between life in this country and life in other countries.

Geography Curriculum Overview

Year 1	Enchanted Forest	Rio de Janeiro	Lively London
Substantive Concepts	Human and Physical	Human and Physical Geographical Skills and Fieldwork	Locational Knowledge Geographical Skills and Fieldwork
Substantive Knowledge	<ul style="list-style-type: none"> I can name the four seasons 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 I can explain the clothes I would wear in hot and cold places I can explain how plants and trees change across the seasons I can observe the weather I know there are different types of weather and that it changes I can identify the weather in different seasons I can keep a weather chart and ask questions about the weather 	<ul style="list-style-type: none"> I can use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. I can use world maps, atlases and globes to identify cities and countries. I can use ariel photos to recognise landmarks and human and physical features. 	<ul style="list-style-type: none"> I can name the four countries in the United Kingdom I can locate the four counties of the United Kingdom on a map I can name the capital cities of England, Wales, Scotland and Ireland I know the compass directions of North, South, West and East I can use locational and directional language such as near, far, left and right to describe the location of features and routes on a map I know that I live in the United Kingdom I can know where I live and tell someone my address I can study the local area I can make observations about my environment (school and its grounds) I can use ariel photos to recognise landmarks and human and physical features. I can devise a simple map and use symbols in a key.

Geography Curriculum Overview

Year 2	Marvellous Mixtures	Line of the Pirates	Coastline
Substantive Concepts	Locational Knowledge	Locational Knowledge Geography skills and Fieldwork	Place knowledge
Substantive Knowledge	<ul style="list-style-type: none"> I can name and locate the world's seven continents. 	<ul style="list-style-type: none"> I can name the world oceans and locate them on a map I can describe some of the features of an island I can explain how an area has been spoilt or improved and give my reasons I can devise a simple map of my local area I can construct a key for my map using basic symbols <p>•Greater Depth</p> <ul style="list-style-type: none"> I can use a range of geographical evidence to make predictions I can make comparisons between people and places and explain their reasons 	<ul style="list-style-type: none"> I can use maps, atlases and globes to identify the countries I am learning about I can identify features and describe a small area of the United Kingdom (Leicester) I can compare Leicester and India and identify how they are the same and how they are different I can describe a place outside Europe (India) using geographical words I can describe the key features of a place using geographical words like beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather I can say what I like and do not like about the place I live in I can say what I like and do not like about a different place I can explain how jobs may be different in other locations I can know what an aerial photograph is I can use aerial photographs and plan perspectives to recognise landmarks as well as physical and human features I can explain the facilities that a village, town and city may need and give reasons.

Geography Curriculum Overview

Year 3	Tales of the Tribes	Fighters, Thinkers and Throwers	The Quaking Earth
Substantive Concepts	Locational Knowledge Geographical Skills and Fieldwork	Locational and Place knowledge	Geographical skills and fieldwork
Substantive Knowledge	<ul style="list-style-type: none"> I can use grid references on a map (mapping stone age sites) 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 I can use maps and atlases to describe features of Stone Age sites studied. 	<ul style="list-style-type: none"> I can use a map to locate countries in Europe including Russia I can identify physical and human characteristics of the countries I am learning about including their major cities I can study the human and physical features of a region in a European country (Greece) I understand the similarities and differences in a region of a European country (Greece) I can use the correct geographical words to describe a place I can use grid references on a map 	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> I can use a map to locate countries in Europe I can use the correct geographical words to describe a place I can use an atlas by using the index to find places I can describe how volcanoes are created I know what an earthquake is I can describe why earthquakes happen and can talk about where they happen most often I can use research and map reading skills to locate and name volcanoes and capital cities of neighbouring European Countries

	Beasts of Prey
Substantive Concepts	Geography skills and field work
Substantive Knowledge	<ul style="list-style-type: none"> Use fieldwork to observe human and physical features in the local area Measure and record data using a range of methods, including sketch maps, plans and graphs, and digital technologies

Geography Curriculum Overview

Year 4	I am warrior	Misty Mountains, Winding River	Traders and Raiders	Deep Blue Sea
Substantive Concepts	<p>Locational knowledge Place Knowledge Human and Physical Geographical Skills and Fieldwork</p>	<p>Locational knowledge Place Knowledge Human and Physical Geographical Skills and Fieldwork</p>	<p>Locational knowledge Place Knowledge Geographical Skills and Fieldwork</p>	<p>Locational knowledge</p>
Substantive Knowledge	<ul style="list-style-type: none"> I know how to find places on a map I can name and find at least six cities in the UK on a map I can explain the difference between the British Isles, Great Britain and the United Kingdom I can carry out research to discover features of villages, towns or cities I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school I can describe types of settlements found in the United Kingdom and how they are used I can explain why people may be attracted to live in cities I can explain why people may choose to live in one place rather than another 	<ul style="list-style-type: none"> I can understand the physical geography involved in the water cycle, rivers, vegetation belts & mountains I can explain the water cycle using the correct geographical vocabulary I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc) I can locate and name some of the main islands that surround the United Kingdom I can name and locate many of the world's most famous rivers in an atlas I can name and locate many of the world's most famous mountainous regions in an atlas I can identify features of regions in the UK including rivers and mountains I know the features of a vegetation belt and how mountains are formed I can explain why many cities are situated on or close to rivers I can explain why people are attracted to live by rivers I can explain the course of a river 	<ul style="list-style-type: none"> I can name and locate cities of the United Kingdom, geographical regions and their identifying human characteristics I can identify the distribution of natural resources in the United Kingdom, including food, energy, minerals and water I can carry out research to discover features of villages, towns or cities <i>I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc) (as part of our computing for Data Logging)</i> 	<ul style="list-style-type: none"> I can name the UK seas. I can name the world oceans.

Geography Curriculum Overview

Year 5	Out of this world	Tomb Raiders	Animals and Botanicals	Fabulous Forces
Substantive Concepts	Geographical Skills	Place knowledge & Human and physical geography describe and understand key aspects of Geographical skills	Place knowledge & Human and physical geography describe and understand key aspects of Geographical skills and fieldwork	Geographical skills Human and physical geography
Substantive Knowledge	<ul style="list-style-type: none"> I can use a range of aerial images of the Earth to identify geographical features, such as countries, continents, volcanoes, rivers and impact craters. 	<ul style="list-style-type: none"> I can locate Egypt on a world map. I can use online maps and other information sources to describe Egypt's landscape, surrounding countries and seas, and significant geographical features, such as the River Nile. I can locate important places, such as Cairo, Giza and the Valley of the Kings. I know why the Nile was so important I know that the Nile flooded to create a rich and fertile land 	<ul style="list-style-type: none"> I can use online and ordinance survey maps to locate allotments in the local area I can find geographical information from the map I can create and plot a map of allotments I can use fieldwork to observe, measure, record ideal locations for growing produce 	<ul style="list-style-type: none"> I can locate theme and adventure parks in the UK on a map I can find correlations between location and transport links

Geography Curriculum Overview

Year 6	The Mayans and Mexico	Frozen Planet	Evolution	Blood Heart
Substantive Concepts	Locational Knowledge Human and Physical Geography Geography Skills	Locational Knowledge Place Knowledge Geography Skills	Locational Knowledge Geography Skills	Geography Skills
Substantive Knowledge	<ul style="list-style-type: none"> I can compare physical and human geographical similarities and differences when studying a region within North or South America I can use maps, aerial photographs and e-resources to describe what a locality might be like I can describe how some places are similar and dissimilar in relation to their human and physical features I can use the 8 points of a compass to build my knowledge of the UK and the wider world I understand what biomes are and can explain the key aspects of them (2025/2026) <p>Heritage Week:</p> <ul style="list-style-type: none"> I can identify and use Ordnance Survey maps I can use some basic Ordnance Survey map symbols I can use ordnance survey symbols and 6-figure references 	<ul style="list-style-type: none"> I can name the largest desert in the world and locate desert regions in an Atlas I can use maps and atlases to identify the position and significance of longitude & latitude I can use maps and atlases to identify the position and significance of the Arctic and Antarctic Circles I can use maps and atlases to identify the position and significance of the Tropic of Cancer and Tropic of Capricorn I can identify the significance and explain the Prime/Greenwich Meridian and time zones (including day and night) I understand what a climate zone is and can explain key aspects of it I can use four and six-figure grid references to build my knowledge of the UK and the wider world 	<ul style="list-style-type: none"> I understand what biomes are and can explain the key aspects of them I can use maps, aerial photographs and e-resources to describe what a locality might be like 	<p>Residential – Red Ridge</p> <ul style="list-style-type: none"> I can identify and use Ordnance Survey maps I can use some basic Ordnance Survey map symbols