

Layers in Geography

The four Geography skills are from the Chris Quigley essentials curriculum (yellow).

The themes (blue) are the areas of learning which are assessed and monitored throughout a pupil's geographical learning (from Year 1 to Year 6).

Reception

Topics / Units		
Autumn	Spring	Summer
To introduce nature school and find out more about the world around us. To talk about our families, what they do and where they live. To share fiction and non-fiction books about where people live and work.	To observe the weather and its link to seasonal change. To find ways to look after our immediate and wider environment.	To draw simple maps. To identify landmarks in Preston and Hitchin.
EYFS 2024 Handbook: Early Learning Goals		Chris Quigley Big Ideas
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.		- Investigating patterns. - Communicating geographically. - Investigating places.

Year 1 and 2

Topics / Units			
Year	Autumn	Spring	Summer
A	Oceans and Continents (NC: name and locate the worlds 7 continents and five oceans)	Weather and Climate (NC: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world)	London and UK (NC: use world maps, atlases and globes to identify the UK and to name, locate and identify characteristics of the 4 countries and capital cities of the UK)
B	Physical and Human features (local case study: Preston Village)	Mapping (locating different settlements) (NC: use simple compass directions and locational and directional language to describe the location of features and routes on a map)	Physical and Human features of a European country case study (NC: use basic geographical vocabulary to refer to: key physical and human features)

	(NC: Use simple fieldwork and observational skills to study the geography of their school and its grounds, use basic geographical vocabulary)		
Investigate places This concept involves understanding the geographical location of places and their physical and human features.		Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.	Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.
Location knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
National Curriculum purpose: Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.		Chris Quigley Breadth of study: • Investigate the world's continents and oceans. • Investigate the countries and capitals of the United Kingdom. • Compare and contrast a small area of the United Kingdom with that of a non-European country. • Explore weather and climate in the United Kingdom and around the world. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. • Use simple compass directions. • Use aerial photographs. • Use fieldwork and observational skills.	

Topics / Units				
Year	Autumn		Spring	Summer
A	Extreme Earth (NC: describe and understand key aspects of physical geography. Locate the world's countries, concentrating on key physical characteristics)		Geographical Fieldwork (NC: use maps, atlases, globes, digital mapping. Use the eight point of a compass, grid references, symbols and keys to build maps. Use fieldwork to observe, measure, record features of a local area)	Rivers and Agriculture (Nile) (NC: describe and understand key aspects of physical geography. Locate the world's countries, using maps to focus on Europe)
B	European Country study (Italy) (NC: describe and understand key aspects of human and physical geography. Use maps, atlases, globes and digital mapping to locate countries and describe features studied)		Village Settlements (NC: understand geographical similarities and differences through the study of human and physical geography. Describe and understand key aspects of physical and human geography)	Climate Zones (NC: describe and understand key aspects of physical geography)
Investigate places This concept involves understanding the geographical location of places and their physical and human features.		Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.		Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.
Location knowledge		Place knowledge		Human and physical geography
National Curriculum purpose: Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.			Chris Quigley Breadth of study: • Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. • Locate the world's countries, with focus on North and South America and countries of particular interest to pupils. • Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. • Locate the geographic zones of the world. • Understand the significance of the geographic zones of the world. • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).	

	• Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns. • Use fieldwork to observe, measure 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.
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Year 5 and 6

Topics / Units			
Year	Autumn	Spring	Summer
A	Natural Resources (describe and understand key aspects of physical and human geography)	A UK County (NC: name and locate counties and cities of the UK. Use maps, grid references, symbols and keys)	Country Project (NC: understand geographical similarities and differences. Describe and

			understand key aspects of physical and human geography)	
B	Non-European study (Mexico) (NC: understand geographical similarities and differences)	Rainforests (NC: locate the world's countries, using maps to focus on ... South America, concentrating on their environmental regions, key physical and human characteristics)	Mountains (NC: name and locate key topographical features. Describe and understand key aspects physical geography)	
Investigate places This concept involves understanding the geographical location of places and their physical and human features.		Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.		Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.
Location knowledge		Place knowledge		Human and physical geography
National Curriculum purpose: Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.		Chris Quigley Breadth of study: • Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. • Locate the world's countries, with focus on North and South America and countries of particular interest to pupils. • Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. • Locate the geographic zones of the world. • Understand the significance of the geographic zones of the world. • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.		

	• Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns. • Use fieldwork to observe, measure 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.
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Areas of learning (themes) for continual assessment and monitoring throughout the year groups.

Context/topic questions			Themes			
			Location knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
A	Year 1/2	What are the 7 continents of Earth and the 5 oceans called?	X			X
		How is the English weather different to that of another country?		X	X	
		What are the countries that make up the United Kingdom?	X			X
B		What is Preston Village like? (human and geographical features)		X	X	X
		What are the main similarities and differences between a village, town and city? (human and geographical features)			X	X
		How does the UK compare to another European country?		X		
A	Year 3/4	What are the layers of the Earth?	X		X	
		How is an effective map designed?				X
		How are rivers used by the people who live by them?	X		X	
B		How do you use an atlas to identify human and physical features of Italy?			X	X
		Why do people settle where they do?		X	X	
		How do different climate zones impact the lives of people who live there?			X	
A	Year 5/6	How the use of natural resources impact our lives?			X	
		How are two UK counties the same and different from each other?	X			X
		What are the human and physical geographical features of a non-UK country?		X	X	
B		How does Mexico compare and contrast to the UK?		X		
		Can I locate the rainforests of the world, and explain their impact on global climate?	X			X
		How are mountains formed and how can I use plate tectonics to explain this?	X		X	