

Geography 2025 - 2026

Curriculum Intent Statement

Geography at Wroughton is taken from the CUSP curriculum. The CUSP curriculum uses the goals from the National Curriculum to ensure pupils receive a broad and balanced Geography curriculum. The National Curriculum for Geography is broken down into the following areas and aims to ensure that pupils can:

- **Locational knowledge** - Name and locate the world's countries, major cities, continents, and oceans. Name, locate and identify characteristics of the United Kingdom. Understand the significance of latitude, longitude, the equator, tropics, and time zones.
- **Place knowledge** - Understand geographical similarities and differences between parts of the United Kingdom, other European places and contrasting non-European places.
- **Human and physical knowledge** –Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Understand the key physical and human features of different places.
- **Knowledge of maps and fieldwork** - Use world maps, atlases, and globes to identify different parts of the world. Use compass directions. Use aerial photographs and maps to locate landmarks and basic human and physical features. Devise a simple map, with 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.

CUSP Geography Intent:

CUSP Geography equips pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected, and fragmented geographical knowledge.

ELGs related to Subject and Topics

ELG: People, Culture and Communities - Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

ELG: The Natural World- Exploring the Natural World around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.

Key Vocabulary:

World, Ocean, Country, City, Town, Village, Place, Map, Season, Weather, Forest, Beach, Mountain, Planet, Space, Earth

Exemplar activities:

Nursery:

Become familiar with the local environment

- Explore school grounds – wildlife and spinney
- Know about extended family
- EAL – knowing about family members in other places
- Explore traditions and Christmas
- Know about farms and animals
- Exploring world through texts such ‘We’re going on a bear hunt’

Reception:

- Looking at where we live and talking about features we see on the way to school, (Shops,roads, parks, etc...).
- Exploring the school grounds to look at features of the environment.
- Discussing where extended family members live on a map,including our EAL families’ place of birth.
- Exploring Christmas traditions from around the world.
- Features of cities, man-made vs natural (Naughty Bus link).
- Learning London is the capital city.
- Learning about Amelia Earhart – Oceans she flew across. Locating land and sea on maps.
- Black History.
- Naming features of the world around us (farms, beach, woodland etc).

Geography and History are taught in alternative half terms. For example, in year 1, where Geography is taught in Autumn 1. History is then taught in Autumn 2.

HT 1 **HT2**

	Topic	Year 1		Topic	Year 2	
Autumn	Continents, Oceans, UK countries, capital cities and surrounding seas (6-week block)	What children will learn: <ul style="list-style-type: none"> The seven continents. The five oceans. The four countries of the United Kingdom. The four capital cities of the United Kingdom. The four seas surrounding the United Kingdom. 	What children will be able to do: <ul style="list-style-type: none"> Develop contextual knowledge of the location of globally significant places. Name and locate the world's seven continents. Name and locate the five oceans. Name and locate the countries of the United Kingdom. Name, locate and identify characteristics of the capital cities in the United Kingdom. Name, locate and identify characteristics of the seas surrounding the United Kingdom. Develop contextual knowledge of the location of globally significant places. 	Local Area Study Human and Physical features (3-week block) And Yanomami people of the rainforest (3-week block)	What children will learn: <ul style="list-style-type: none"> The human and physical features of Great Yarmouth. What children will learn: <ul style="list-style-type: none"> Where rainforests are found and what they are like. How the Yanomami people live. The differences between the way of life for Yanomami people and a pupil at our school. 	What children will be able to do: <ul style="list-style-type: none"> Identify and locate key physical features of Great Yarmouth and the surrounding area, including beach, cliff, coast, ocean, river, soil, vegetation, season, and weather. Identify and locate key human features of Great Yarmouth, including city, town, village, factory, farm, house, office, port, harbour, and shop. What children will be able to do: <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 non-European country.
Spring	Hot and Cold Locations (6-week block)	<p>What children will learn:</p> <ul style="list-style-type: none"> Hot and cold locations: where they are located and their differences. Hot and cold locations. Where they are located and their differences. How these compare to the United Kingdom 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify seasonal and daily weather patterns in the United Kingdom and. Compare these the hot and cold locations in the world. 	Compare a small part of the UK and a contrasting non-European country (6-week block)	<p>What children will learn:</p> <ul style="list-style-type: none"> The geographical features of London and Kenya. The geographical features of London and Nairobi. How London and Nairobi compare to one another. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Locate London and Kenya. Explain the physical and human features and landmarks of London and Kenya Understand geographical similarities and differences through studying the human and physical geography of London, and of a small area in a contrasting non-European country.
Summer	Mapping and Fieldwork (6-week block)	<p>What children will learn:</p> <ul style="list-style-type: none"> What a map is and how to make one. Where the school is located and 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Use locational and directional language [for example, near and far; left and right], to describe the 	Fieldwork and Map Skills (6-week block)	<p>What children will learn:</p> <ul style="list-style-type: none"> How to read a map of Great Yarmouth. The directions of a compass. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Locate human and physical features. Explain that North is an important

		<p>features of the school site.</p>	<p>location of features and routes on a map and on our school site.</p> <ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West) • Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map and on our school site. 		<ul style="list-style-type: none"> • The human and physical features of Great Yarmouth. • How to read a key. • How to represent a location using a sketch map. • What scale is. 	<p>cardinal point on a compass.</p> <ul style="list-style-type: none"> • Create a key using basic symbols. • Create a basic sketch map of the local area.
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	Topic	Year 3		Topic	Year 4	
Autumn	Map and fieldwork skills using human and physical geography (6-week block)	<p>What children will learn:</p> <ul style="list-style-type: none"> The eight points of a compass. That North is an important cardinal point on a compass. Where the physical and human features located in the UK. How a compass helps explain the location of human and physical features in the UK. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the UK. Use a range of methods, including sketch maps, plans and graphs, and digital technologies 	Rivers (3-week block) And The Water Cycle (3-week block)	<p>What children will learn:</p> <ul style="list-style-type: none"> The key features and processes of a river, including the three courses and their features. About the River Yare and Norfolk Broads and how they benefit wildlife, trade, and Tourism. <p>What children will learn:</p> <ul style="list-style-type: none"> What the water cycle is. How the water cycle works. What affects the water cycle 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Identify key components of physical geography. <p>What children will be able to do:</p> <ul style="list-style-type: none"> Identify and observe key aspects of physical geography, including the water cycle. Identify and observe how the physical features of a place are defined by the water cycle.
Spring	Countries and Region of the United Kingdom (6-week block)	<p>What children will learn:</p> <ul style="list-style-type: none"> Recap of the capital cities and countries of the United Kingdom. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom. 	Latitude and Longitude (6-week block)	<p>What children will learn:</p> <ul style="list-style-type: none"> What lines of Latitude are. What lines of Longitude are. How lines of Latitude and 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,

		<ul style="list-style-type: none"> • The regions of the United Kingdom. • The cities and counties in the United Kingdom. • The physical and human landmarks of England, Scotland, Wales, and Northern Ireland. • The Topological patterns of the United Kingdom. 	<ul style="list-style-type: none"> • Name and locate geographical regions. • Identify human and physical characteristics of the United Kingdom. • Identify key topographical features (including hills, mountains, coasts, and rivers), and land use patterns. • Understand how some of these aspects have changed over time. 		<p>Longitude tells us what a place is like.</p> <ul style="list-style-type: none"> • How to find exact locations in the world. • What time zones are and how they affect us. • How day and night occur. 	<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <ul style="list-style-type: none"> • Find exact locations and identify their climate and time zone. • Explain how day and night occur.
Summer	OS Map Skills and Fieldwork (6-week block)	<p>What children will learn:</p> <ul style="list-style-type: none"> • What an Ordnance Survey map is. • How scale changes how we describe a place. • What the area just beyond our school is like (Gorleston) 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. • Identify how scale changes perception of a place. 	Study the environmental regions of Europe, Russia, North and South America (6-week block)	<p>What children will learn:</p> <ul style="list-style-type: none"> • What the major environmental of the regions of the world are and their characteristics. • What the major environmental regions of Europe are. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Describe the major environmental regions and their characteristics. • Describe the environmental regions of Europe. • Describe the environmental regions of Russia

		<ul style="list-style-type: none">• What the area beyond our region is like.	<ul style="list-style-type: none">• Observe the features of the area of Gorleston on an OS Map.• Observe the features of Norfolk and Suffolk on an OS map.		<ul style="list-style-type: none">• What the major environmental regions of Russia are.• What the major environmental regions of North America are.• What the major environmental regions of South America are.	North and South America
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	Topic	Year 5		Topic	Year 6	
Autumn	World countries, biomes, and vegetation belts (6 – week block)	<p>What children will learn:</p> <ul style="list-style-type: none"> The major countries and cities of the world and where they are found. Recall continents, lines of latitude, longitude, and the Equator. What biomes are. How biomes change across the world The human characteristics that define Europe, North America, and South America. The physical characteristics that define Europe, North America, and South America. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Locate the major countries and cities in the world. Describe biomes and their difference across the world. Identify key human features of Europe, North America, and South America. Identify key physical features of Europe, North America, and South America. 	Comparison of a region of the UK, Europe and North America (6-week block)	<p>What children will learn:</p> <ul style="list-style-type: none"> Where the Lake District is and what it is like. How the Lake District was formed. Where the Tatra mountains are. What the Tatra mountains are like. Where Jamaica is and what its terrain is like. The similarities and differences between the Lake District, Tatra mountains and the Caribbean. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Locate the Lake District and describe its features. Explain how the Lake District was formed. Locate the Tatra mountains. Describe the features of the Tatra mountains. Locate Jamaica/the Caribbean. Describe the terrain in the Caribbean. Explain the similarities and differences between the Lake District, Tatra mountains and the Caribbean.
Spring	4 and 6 figure grid references	<p>What children will learn:</p> <ul style="list-style-type: none"> Recap of what latitude and longitude are. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Describe latitude and longitude and 	Physical processes	<p>What children will learn:</p> <ul style="list-style-type: none"> What the different layers 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Name the different layers of the earth

	(6 – week block)	<ul style="list-style-type: none"> • Why we need latitude and longitude. • What 4 figure grid references are and how to use them. • What 6 figure grid references are and how to use them. • How to precisely describe locations, landmarks and places using grid references. 	<p>why they are necessary.</p> <ul style="list-style-type: none"> • Read and use 4 figure grid references. • Read and use 6 figure grid references. • Use grid references to find specific locations and landmarks on a map. 	Earthquakes, mountains, and volcanoes (6-week block)	<p>of the earth are made of.</p> <ul style="list-style-type: none"> • What tectonic plates are and where they are found. • How tectonic plates move and what happens when they do. • What causes an earthquake and the effect of an earthquake. • How mountains are formed. • How volcanoes work. 	<p>and how each part has formed.</p> <ul style="list-style-type: none"> • Describe tectonic plates and locate them. • Explain the process that occurs when tectonic plates move and what causes this. • Explain the process of an earthquake and the problems and devastation this causes for communities. • Describe the process of mountain formation. • Describe the process of volcano formation and eruption.
Summer	Ordnance survey (OS) map Skills and fieldwork (6-week block)	<p>What children will learn:</p> <ul style="list-style-type: none"> • Recap of what OS maps are and how to use them. • What 4 and 6 figure grid references are 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Use 4 and 6 figure grid references to find a specific location or landmark. 	Orienteering map skills and navigation (6-week block)	<p>What children will learn:</p> <ul style="list-style-type: none"> • Recap of what 4 and 6 figure grid references are and how to use them. • What orienteering is 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Recall their knowledge of grid references. • Explain what orienteering is and orienteer a map.

		<p>and how to use them.</p> <ul style="list-style-type: none"> • What contour lines are. • What the land in Norfolk looks like. • What the land in North Wales (Snowdonia) looks like in contrast to Norfolk. 	<ul style="list-style-type: none"> • Describe what contour lines are and how they are useful. • Describe the topography of Norfolk. • Describe the topography of Snowdonia. • Explain the contrast between the land in the two places. 		<p>and how to orienteer a map.</p> <ul style="list-style-type: none"> • How to navigate a simple indoor course using controls. • How to navigate a simple outdoor course using controls. • How to plan and set up an orienteering course. 	<ul style="list-style-type: none"> • Navigate a simple indoor course using controls. • Navigate a simple outdoor course using controls. • Plan and set up an orienteering course
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