



GEOGRAPHY CURRICULUM OVERVIEW





VISION	To inspire a lifelong curiosity and sense of wonder about the Earth as the home of humankind. We empower our pupils to explore local and global environments with a critical eye, understanding their role in building a sustainable and interconnected future.
INTENT	Our geography curriculum is designed to develop: A Lifelong Curiosity for our World: We nurture inquisitive geographers who ask meaningful questions about the Earth. By fostering a deep sense of "place," children connect their local experience in Crowthorne to the wider world, celebrating diverse cultural backgrounds and "personal geographies." The Means to Explore: We equip children with the technical tools of the trade—including compasses, atlases, and digital mapping—to investigate geographic "space." Through hands-on fieldwork and experiential learning, students gain the confidence to apply their knowledge in real-world contexts. Environmental Responsibility and Empowerment: We aim to create informed, responsible citizens who understand the mechanisms of "change." By focusing on sustainability and the management of natural resources, our pupils feel empowered to advocate for positive environmental change within their school and the global community.
IMPLEMENTATION	We deliver a progressively mapped curriculum that layers knowledge and skills over a seven-year journey. Our approach brings geography to life through: Narrative Case Studies: Using relevant, high-interest examples—from the re-development of Broadmoor Hospital to the conservation of the Amazon Rainforest—to make global issues tangible. Memorable Fieldwork: Practical application is central to our learning, ranging from local forest studies and High Street surveys to residential trips, such as Snowdonia, where children master map skills and topographical analysis. Comparative Studies: Children move from the "known" to the "unknown," constantly comparing and contrasting their own locality with diverse regions in Italy, Africa, and the Americas to understand human and physical interconnection.
IMPACT	By the end of their journey at Wildmoor Heath, our learners possess a rich body of geographical knowledge and a suite of transferable skills. The impact of our curriculum is evidenced by: Confident Communicators: Pupils who can debate complex issues, such as climate change and natural disasters, forming their own evidence-based opinions. Skilled Investigators: Students who are proficient in using 6-figure grid references, identifying biomes, and analyzing how transport and trade links organize geographic space. Conscientious Citizens: Young people who don't just observe the world but seek to protect it. Our impact is measured by our pupils' desire to understand global environmental challenges and their commitment to making a personal difference in shaping the world they share.

Learning Sandwich

ENQUIRY			
SUBSTANTIVE KNOWLEDGE	DISCIPLINARY KNOWLEDGE	KEY AREAS	BIG IDEAS
Location / Place Human Geography Physical Geography Geographical Skills (e.g. mapwork, direction)	Observing Fieldwork Concluding	Local Area United Kingdom European Geography World Geography	Place Space Sustainability Change
COMMUNICATION			

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Big Ideas

<p>Place</p> 	<p>A place is a space that has been given meaning by people. Places can range in size from a local garden to an entire continent. At Wildmoor Heath, we explore how a place's climate and landscape shape the lives of the inhabitants within it. This study is a two-way street: just as a place influences how we live, our human choices and actions change the place in return. Our students build this understanding by widening their horizons each year.</p> <p>In Reception and Year 1, they start with the known and local school grounds before exploring the wider United Kingdom. In Year 2, they look further afield to compare Crowthorne with Nairobi, Kenya. As they progress through Key Stage 2, they study specific regions in depth, including Berkshire in Year 3, a region of Italy in Year 4, North America in Year 5, and South America in Year 6.</p>
<p>Space</p> 	<p>Geographic space is the three-dimensional surface of the earth. While a "place" has personal meaning, geographers look at "space" to understand patterns, locations, and how different areas are organized. Spaces are never empty; they are linked together by transport, trade, and natural systems. Geographers investigate where things are, how they are arranged, and how people use tools like maps and grid references to make sense of the world. At Wildmoor Heath, children explore these connections by looking at how spaces are located in relation to one another.</p> <p>In KS1, this begins with mapping the school and identifying the continents and oceans. In Year 3, pupils look at how transport links connect Crowthorne to other areas and how the world is organized into Climate Zones and Biomes. This understanding grows as Year 4 investigates the distribution of volcanoes and earthquakes, while Year 5 uses grid references to study the distribution of natural resources. Finally, in Year 6, students master 6-figure grid references and look at global trade links.</p>
<p>Sustainability</p> 	<p>Sustainability is the ability for something to last indefinitely. In Geography, this means looking after our ecosystems, resources and communities so they remain healthy for years to come. It is about "sustainable living" - finding ways to meet our needs today without using up natural resources so that future generations are left with nothing. We can work toward sustainability locally by recycling or nationally through support for renewable energy like wind and solar power.</p> <p>At Wildmoor Heath, children learn how humans impact the environment and how we can seek to manage and improve it. This journey begins in Reception by asking how we can protect our world. In Year 2, pupils study the local Heath and Forest, learning why these habitats are so important. This foundation leads to a study of renewable energy (wind, solar, and tidal power) and climate change in Year 5. By Year 6, students investigate the impact of human activity on the Amazon Rainforest and look toward the future of their own community, exploring how sites like the old Broadmoor Hospital can be re-developed sustainably.</p>
<p>Change</p> 	<p>The concept of change helps us see the world as a dynamic place that never stays the same. Geographers investigate both physical and human reasons for these shifts, noticing that while some changes happen in an instant - like a volcanic eruption - others take place over millions of years. By observing patterns in how things change, geographers can predict what might happen next and plan for a better future.</p> <p>At Wildmoor Heath, children learn to identify these shifts and hypothesise about what is to come. In Reception, this begins with observing the changing weather. As they move into Year 1, they study how the seasons change the landscape, while Year 3 focuses on how transport links have transformed Crowthorne village over time. In Year 4, pupils explore the sudden, dramatic changes caused by earthquakes and volcanoes and by Year 5, they examine the long-term global impact of climate change. Finally, Year 6 students look at the changing use of land through the re-development of the Broadmoor Hospital site, using their geographic skills to envision the future of their own community.</p>



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Long Term Plan

Year	Autumn	Spring	Summer
Reception	What makes me special? How do we celebrate?	What's the weather like today? How can we protect our world?	What can we find in the garden? How have I changed since I was a baby?
YEAR 1	Local Area <i>What's it like where we go to school?</i> Maps & plans school & grounds	United Kingdom <i>What is so great about the United Kingdom?</i> UK countries UK capital cities	Physical Geography <i>What is the weather like in the UK and across the world?</i> UK weather & seasons World hot & cold places
YEAR 2	Local Area <i>Heath and Forest studies</i> <i>(Wildmoor Heath/Swinley Forest)</i> Maps of local area	World Geography <i>What is it like to live in Nairobi, Kenya?</i> Compare to local area	Physical Geography <i>Continents, seas and oceans</i> <i>(focus on the Atlantic Ocean)</i>
YEAR 3	Local Area Human Geography <i>Crowthorne (transport links)</i> Land use (village) Transport links (Where do people work?)	Physical Geography <i>Climate Zones & Biomes</i> <i>(focus on polar regions)</i>	United Kingdom <i>Region of UK (Berkshire and the South)</i> How are we connected?
YEAR 4	World Geography <i>World Mountains (focus on Italy)</i> A Study of the Alpine Region (Italy) compared to Rome	Physical Geography <i>Earthquakes and Volcanoes</i> <i>(focus on Italy)</i>	Physical Geography <i>World Rivers</i> The New Forest - Beaulieu River <i>(River study, comparing Crowthorne to Beaulieu)</i>
YEAR 5	Local Area <i>Maps and Atlases</i> Contour lines (introduction) 4 figure grid references & 8 compass points	Human Geography <i>Climate Change & Renewable Energy</i> Wind, solar, tidal power	World Geography <i>North America</i> Distribution of natural resources including energy, food, minerals and water
YEAR 6	United Kingdom <i>Rhos-y-Gwaliau</i> 6 figure grid references Contour lines (consolidation) Mountains and rivers recap	World Geography Physical Geography <i>South America (focus on Amazon Rainforest)</i> Economic activity including trade links	Human Geography Geographical Enquiry <i>Future of the world and our local area</i> How will the old Broadmoor Hospital site be re-developed?

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Progression Objectives

PHASE	YR	Y1	Y2	Y3	Y4	Y5	Y6	
DISCIPLINARY KNOWLEDGE								
Enquiry	<p>Simple but stimulating questions Focusing on local scale, with some awareness of the wider world</p> <p>Supporting the formation of opinions around familiar places</p> <p>Examples of questions: Where am I? What is this place like? What can I see, hear, smell and touch? What kinds of features are here/there? How do I feel about it?</p>	<p>Clear and interesting questions to: Describe the local area. Compare and develop knowledge of the wider world Notice distinctive human and physical features. Stimulate opinions Recognise change over time/space.</p> <p>Examples of questions: What kinds of features are here... why are they where there are? What are people doing here? Does that ever change? How does this place remind me of/compare to other places? How am I connected to...? Children encouraged to ask simple geographical questions; Where is it? What's it like?</p>		<p>Purposeful questions to: Widen knowledge of a range of places and the features and patterns that link them. Explore human and physical processes Recognise connections Compare and contrast place, space and scale Recognise Cause and effect</p> <p>Examples of questions: Does the way we use a space change it? Why and how are any decisions made? What physical/human processes are at work here? What patterns result? What will this place be like in the future? Ask and respond to questions and offer their own ideas.</p>		<p>Thought provoking questions to: Appraise multiple scales and locations Describe and explain processes and patterns Investigate why similarities/differences exist Explain interdependence and impact Enable multiple perspectives Consider bias based on economic, historical, political, cultural, social, natural influences</p> <p>Examples of questions: How do processes shape this place/space? Why do these same processes not occur elsewhere? How are we dependent on the choices/actions made by others? What might/should it be like in the future? Whose opinion is right... why? Suggest questions for investigating.</p>		
Observing	<p>Make simple observations about weather, plants and animals.</p>	<p>Use simple observational skills to study the geography of the school and its grounds.</p> <p>Observe seasonal changes and describe differences in weather patterns.</p>	<p>Describe personal observations from visits to local landmarks.i.e local heathland.</p>	<p>Record observations using drawings, charts and basic annotations.</p>	<p>Make detailed observations of landscapes and land use. Identify changes in the environment over time.</p>	<p>Observe how human activities impact the environment and suggest improvements.</p>	<p>Use a range of sources, including satellite images, to observe and analyse features.</p>	
Fieldwork	<p>Use senses to explore the natural world and different environments.</p>	<p>School grounds Use simple fieldwork techniques, such as looking and listening.</p>	<p>Local Heathland Begin to use fieldwork tools such as tally charts and simple surveys.</p>	<p>Crowthorne village Carry out simple fieldwork studies in the local environment.</p> <p>Use basic fieldwork instruments e.g. camera, rain gauge, compasses.</p>	<p>New Forest, focusing on rivers Use fieldwork techniques, such as sketch maps and data collection.</p>	<p>Wildmoor Heath, focusing on sustainability Conduct geographical investigations using surveys, interviews and digital tools.</p> <p>Use advanced fieldwork tools, such as measuring distances and elevations.</p>	<p>Rhos-y-Gwaliau, Wales Plan and conduct independent geographical investigations.</p>	
Concluding	<p>Engage in discussions about places they have visited.</p>	<p>Describe locations of features and routes within the school grounds.</p>	<p>Explain the physical features of an area using appropriate vocabulary i.e heath land, bog, woodland, footpath, boardwalk).</p>	<p>Begin to draw conclusions and make comparisons between locations from observations.</p>	<p>Draw conclusions from collected data and observations.</p>	<p>Analyse geographical patterns using maps and collected data.</p>	<p>Draw conclusions based on fieldwork and research. Present findings using graphs, reports and digital presentations.</p>	



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PHASE	YR	Y1	Y2	Y3	Y4	Y5	Y6
SUBSTANTIVE KNOWLEDGE							
Place	<p>To be able to compare and contrast story settings.</p> <p>To be able to describe and draw pictures of the natural world including animals and plants.</p>	<p>Name and locate the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Ask relevant questions about my school and the local area.</p>	<p>Understand geographical similarities and differences through studying the village of Crowthorne and Nairobi.</p> <p>Recognise some landmarks of Crowthorne and Nairobi.</p> <p>Name key places in our local area (church, shop)..</p> <p>Ask geographical questions about a place.</p> <p>Use appropriate vocabulary to describe what I like or don't like about a place.</p>	<p>Identify the difference between the British Isles, Great Britain and the UK.</p> <p>Name counties in Southern England.</p> <p>Recognise the geographical similarities and differences between places.</p>	<p>Identify geographical similarities and differences through the study of human and physical geography of Southern England and the Alpine region of Italy.</p>	<p>Describe how North America is part of a wider context – region, country, and continent.</p> <p>Recognise the climate of a country based on its location.</p> <p>Explain the lines on a globe and use the terms Longitude and Latitude.</p>	<p>Describe how South America is part of a wider context – region, country, and continent.</p> <p>Recognise the climate of a country based on its location.</p>
Physical Geography	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Make observations of animals and plants and explain why things occur and talk about changes</p>	<p>Identify the main features of hot and cold places.</p> <p>Know the four seasons and the differences between them.</p> <p>Explain how the weather changes according to season. Recognise physical features in the local area.</p> <p>Describe what places are like.</p> <p>Use vocabulary to describe physical features of a place (hill, soil, river, lake, heath, forest).</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>To identify the location of hot and cold areas of the world using my knowledge of the equator and North and South Poles.</p>	<p>Determine the location of hot and cold areas in relation to the Equator and the Poles.</p> <p>Use vocabulary to describe physical features of a place (island, beach, coast, ocean, mountain, cliff, valley, vegetation).</p>	<p>Locate and describe physical features of a place using geographical vocabulary.</p> <p>Describe and understand climate zones, biomes and vegetation belts.</p> <p>Use a wide range of geographical terms and basic geographical vocabulary with some specific terms e.g. climate zones, biomes.</p>	<p>Describe how volcanoes are created, explaining their features and how they erupt.</p> <p>Describe the physical features of areas in Europe (mountains, rivers, lakes etc.)</p> <p>Describe the parts of a river and how they are formed.</p> <p>Describe and understand key aspects of the water cycle.</p> <p>Compare the physical geography of Crowthorne with the Alpine region of Italy.</p> <p>Use a widening range of geographical terms e.g. erosion, deposition, transportation, headland, volcanoes, earthquakes, vegetation belts, rivers, mountains and the water cycle.</p>		<p>Describe the main features of a rainforest.</p> <p>Recap mountains and rivers.</p>






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PHASE	YR	Y1	Y2	Y3	Y4	Y5	Y6
Human Geography	<p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Recognise human features in the local area.</p> <p>Explain why people wear different clothes at different parts of the year.</p> <p>Explain the different jobs people might do according to the weather of their countries.</p>	<p>Understand and use geographical vocabulary to explain the human features of a place (village, farm, port, harbour, shop)</p> <p>Compare the lives of people between the UK and a non-European country and explain the reasons using geographical knowledge.</p>	<p>Explain what human features/geography of a place means.</p> <p>Explain the human features of an area studied.</p> <p>Explain why people live in cities/villages.</p> <p>Understand how human activity is affected by climate and the physical geography of a place.</p>	<p>Describe and understand how natural disasters (volcanoes and earthquakes) affect the lives of people.</p> <p>Explain what natural resources are and how they affect the life around them.</p> <p>Understand and explain why rivers are important.</p>	<p>Describe and understand economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>Explain the effect of climate on a region and on people's lives.</p> <p>Explain how humans can act to sustain their environment.</p>	<p>Understand how humans are connected to different parts of the country and world.</p> <p>Explain why rainforests are important.</p> <p>Explain the effect of humans on rainforests.</p> <p>Suggest ways to improve places studied</p> <p>Explain how humans affect/alter their environments over time.</p>
Geographical Skills (mapwork; direction)	<p>Draw information from a simple map</p>	<p>Use atlases and globes to identify the UK and its countries.</p> <p>Make a simple map of school grounds.</p> <p>Make their own maps and plans.</p> <p>Begin to use four points of a compass, follow directional instructions from adults e.g NSEW, left, right, straight on.</p>	<p>Use atlases, globes and maps to identify counties, continents and oceans.</p> <p>Devise a simple map of an area studied and make a key with symbols.</p> <p>Use and give instructions using four points of a compass, following directional instructions e.g NSEW, left, right, straight on.</p> <p>Use directional language and understand its meaning.</p>	<p>Use maps, atlases and globes to identify locations (countries and cities).</p> <p>Find the same place on a globe and an atlas.</p> <p>Use photographs, diagrams or maps to recognise some human and physical features of a place.</p> <p>Draw a simple map using a key and symbols.</p> <p>Begin to use eight points of a compass.</p> <p>Use simple grid references on a map.</p>	<p>Use maps, atlases and globes to identify locations in Europe and Italy.</p> <p>Make a field sketch or during my fieldwork.</p> <p>Draw accurate maps with keys using symbols to represent different physical features.</p> <p>Use 4 figure grid references.</p> <p>Use eight points of a compass.</p> <p>Use satellite images and aerial photographs of different places.</p>	<p>Use 4 figure grid references confidently.</p> <p>Locate a place on a map using longitude and latitude.</p> <p>Use maps and atlases in different scales to identify features of a place.</p> <p>Use globes and digital mapping to locate countries and describe features studied.</p> <p>Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.</p> <p>Create own maps using primary and secondary sources of evidence.</p>	<p>Confidently use eight points of a compass; know the function of contour lines and use of map scales.</p> <p>Create a map to show an area studied (using a detailed key and symbols for physical features).</p> <p>Interpret data and construct charts/graphs as a result of an enquiry.</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Use six figure grid references, symbols and keys.</p> <p>Use maps, charts etc. to support decision making about the location of places.</p>

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Assessment

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place 	School Grounds: <i>Where is our school located on a local map?</i> United Kingdom: <i>Where are UK countries and capital cities located on a UK map?</i> Hot & Cold Places: <i>Where are hot and cold areas located on a world map?</i>	Heath: <i>Where is the heath located on a local map?</i> Nairobi, Kenya: <i>Where is Kenya located on a world map and how does it compare with the local area?</i> Continents, Seas & Oceans: <i>Where are the world's oceans and continents located on a world map?</i>	Crowthorne: <i>Where are Crowthorne transport links and key buildings located on local maps?</i> Biomes/Polar Regions: <i>Where are different biomes located on a world map?</i> South England: <i>Where is Reading, Berkshire and other counties in Southern England located on a suitable scale map?</i>	Mountains/Region of Italy: <i>Where are major mountain ranges located on a world map? How does Rome compare to the mountain region in Italy?</i> Earthquakes & Volcanoes: <i>Where are volcanoes and earthquake areas located on a world map?</i> Rivers/The New Forest: <i>Where is the New Forest located on a map and how does it compare with other areas studied?</i>	Heathland: <i>Where are areas of heathland located in the UK?</i> North America/Florida: <i>Where is Florida and New York located on a suitable scale map and how do they compare?</i>	Rhos y Gwaliau/Snowdonia: <i>Where is RyG/Snowdonia located on a UK map and how does it compare with our local area?</i> South America/The Amazon: <i>Where are the main rainforests located on a world map and how does it compare to other biomes studied?</i>
Space 	School Grounds: <i>What are the human and physical features of our school?</i> United Kingdom: <i>How does living in coastal areas compare to main cities of the UK?</i> Hot & Cold Places: <i>What is the weather like in different regions of the world? Why are the equator and poles important?</i>	Heath: <i>What are the human and physical features of the heath?</i> Nairobi, Kenya: <i>What are the human and physical features of a city (Nairobi)?</i> Continents, Seas & Oceans: <i>What are the human and physical features of an ocean?</i>	South England: <i>How do natural and human resources impact what people choose to do in the local area? How are people connected in Crowthorne and the South of England to the rest of the country and to Europe/the World?</i> Biomes/Polar Regions: <i>What is the significance of the polar regions and how have they changed over the last 100 years?</i>	Mountains/Region of Italy: Earthquakes & Volcanoes: Rivers/The New Forest: <i>How do natural and human resources impact on where people choose to settle? Why choose to live near a mountain/river/volcano/forest?</i>	Heathland: <i>Why is heathland protected by law?</i> North America/Florida: <i>Who chooses to live in Florida and how does it compare with the people living in New York?</i> Climate Change & Renewable Energy: <i>How does global warming impact on the areas of fertile land and how does it contribute to global desertification?</i>	South America/Amazon Rainforest: <i>How does the location and climate of Brazil formed rainforests? What natural resources can be sourced there?</i> Broadmoor/Future: <i>How could the Broadmoor hospital site be re-developed to meet the needs of the local residents?</i>
Sustainability 	School Grounds: <i>What impact do we have on the school grounds and how could it be improved?</i>	Heath: <i>What impact do we have on the Heath and how could it be improved?</i> Continents, Seas & Oceans: <i>How can people take care of the world's oceans?</i>	Crowthorne: <i>What impact do we have on Crowthorne and how could it be improved?</i> Biomes/Polar Regions: <i>What impact do we have on the polar regions and how could it be improved?</i>	Mountains/Region in Italy: <i>How has the tourism industry impacted the Alpine region of Italy?</i> Rivers/The New Forest: <i>How has the tourism industry impacted on the New Forest and how could it be improved? What is the impact of pollution in our rivers and how could that be improved?</i>	Heathland: <i>What is the impact of humans on heathland across the country and how can this be maintained?</i> Climate Change & Renewable Energy: <i>What is the impact of global warming on fertile land and how can this be maintained?</i>	Rhos-y-Gwaliau/Snowdonia: <i>How does the tourism industry affect Snowdonia and is this sustainable?</i> South America/Amazon Rainforests: <i>What is the impact on humans taking natural resources from the rainforest and how can this be made more sustainable?</i>



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						<p>Broadmoor/Future: How will the re-development of the Broadmoor site affect the local area and how can this be made more sustainable?</p>
<p>Change</p>	<p>School Grounds: How has the school changed based on photos from the past?</p> <p>United Kingdom: How has the United Kingdom changed in the last 50 years?</p>	<p>Heath: How has the heath changed over time and what will happen in the future?</p> <p>Continents, Seas & Oceans: How can we prevent plastic reaching our oceans?</p>	<p>Crowthorne: How does pollution affect our local area? How will the area change if more houses/shops are built?</p> <p>Biomes/Polar Regions: What is the future for polar regions?</p>	<p>Mountains/Region in Italy: Rivers/The New Forest: How has land use changed over time? What will these areas be like in the future?</p> <p>Earthquakes & Volcanoes: How will land use change in the future?</p>	<p>Heathland: How will heathland use change in the future?</p> <p>Climate Change & Renewable Energy: What will the world be like in the future? How will renewable energy change the world in the future?</p>	<p>South America/Amazon Rainforest: How will the land use of rainforests change in the future? How will this affect the rest of the world?</p> <p>Broadmoor/Future: What will the changes be to the old Broadmoor Hospital site and how will we use the space differently?</p>