

Hurst Green Primary School: Curriculum Map – Geography

The Geography Curriculum has 5 strands:

- Place and regional comparison
- Location, space and mapping
- Physical processes and patterns
- Human geography: settlement, trade and movement
- Environment, sustainability and change

Geography Curriculum Journey:

Pupils develop geographical understanding by moving from **local environments to global systems**. In Key Stage 1, they explore their **local area and familiar places**, identifying human and physical features. In Lower Key Stage 2, pupils deepen their understanding of **physical processes, environments and settlements** through studies such as rivers and rainforests. In Upper Key Stage 2, pupils investigate **global systems and connections**, including climate, trade, migration and sustainability.

Alongside this, there are **3 geographical domains: Local, Regional and Global Geography**. Any strand can appear in any domain. The domain tells us **where we are studying in the world**, while the strand tells us **what geographical idea we are exploring about that place**

Geographical knowledge that must be taught is **in bold**. Geographical skills are *in italics*. Each unit has **one key disciplinary skill**, supported by additional secondary skills that should also be taught.

Disciplinary skill progression for all strands follows the same three-step structure (KS1 → LKS2 → UKS2) so teachers can track learning backwards easily. Each strand maintains 3–4 core disciplinary skills that run throughout the curriculum. The wording becomes progressively more complex while the thinking process remains the same, supporting adaptive teaching and ensuring progression. The strands are aligned with the National Curriculum expectations including locational knowledge, place knowledge, human and physical geography and geographical enquiry/fieldwork.

Geographical case studies and place studies are chosen because they help pupils understand broader geographical concepts such as environmental processes, spatial connections, human activity and sustainability, rather than being taught as isolated place studies.

Disciplinary Progression Statements (All Strands)

- 1. Place & Regional Comparison:** Pupils progress from identifying the human and physical features of places, to comparing regions and explaining how environments influence how people live, to analysing similarities and differences between regions and explaining how environments shape societies.
- 2. Location, Space & Mapping:** Pupils progress from using simple maps and recognising where places are, to using maps and atlases to explain location and connections between places, to interpreting geographical data and analysing spatial patterns across regions of the world.
- 3. Physical Processes & Patterns:** Pupils progress from identifying natural features and recognising basic weather patterns, to explaining how natural processes such as rivers and tectonic activity shape landscapes, to analysing global physical systems such as climate zones and ecosystems.
- 4. Human Geography: Settlement, Trade & Movement:** Pupils progress from identifying human features and recognising how people use places, to explaining why settlements develop and how trade and transport connect places, to analysing how migration, urbanisation and global trade shape societies and environments.
- 5. Environment, Sustainability & Change:** Pupils progress from recognising that environments support living things and should be cared for, to explaining how human activity affects environments, to analysing environmental change and evaluating solutions for sustainable futures.

Strand: Place & Regional Comparison	Y1	Y2	Y3	Y5	Y6
Unit	Local Environment	The Seaside	Rainforests	Middle East	Americas
Main / Supporting Strands	Main: Place Supporting: Human, Mapping	Main: Place Supporting: Human	Main: Place Supporting: Environment, Human	Main: Place Supporting: Environment, Human	Main: Place Supporting: Human, Environment, Mapping
Core Knowledge	<ul style="list-style-type: none"> Places contain physical features (e.g. rivers) and human features (e.g. roads). Maps show the location and features of places. Our school is part of a local environment and community. Places differ in their physical features and land use. 	<ul style="list-style-type: none"> Seaside locations include physical features such as beaches and cliffs. Seaside places include human features such as piers and harbours. People use seaside locations for tourism, leisure and employment. Coastal environments can be affected by human activity. Seaside locations can be found in the UK and in other countries. 	<ul style="list-style-type: none"> The Amazon rainforest is a tropical biome with layered ecosystems. Rainforests contain diverse wildlife and human communities. Climate influences ecosystems and human activity. Human activities such as deforestation are changing the rainforest environment. 	<ul style="list-style-type: none"> The Middle East is a region across Asia and Africa. It includes deserts, rivers and urban environments. Climate and resources influence settlement. Natural resources such as oil shape economies and lifestyles. This location be compared to regions in the UK 	<ul style="list-style-type: none"> The Americas include diverse regions such as rainforests, mountains and cities. Climate, resources and geography influence how people live. Trade, migration and urbanisation connect regions. Human activity affects environments in different ways.
Linked Prior Learning	Pupils know that familiar places have different features and can be compared.	Pupils know that places have human and physical features.	Pupils know that environments influence how people live.	Pupils know that climate and resources influence settlement.	Pupils know that regions vary in climate, resources and human activity.

Disciplinary Skills	<ol style="list-style-type: none"> 1. Identify human and physical features 2. Describe similarities and differences 3. Recognise how environments influence people 4. Describe places using geographical vocabulary 	<ol style="list-style-type: none"> 1. Identify human and physical features 2. Describe similarities and differences 3. Recognise how environments influence people 4. Describe places using geographical vocabulary 	<ol style="list-style-type: none"> 1. Explain the human and physical features of rainforest regions 2. Explain how climate influences ecosystems and people 3. Explain how human activity changes environments 4. Use geographical vocabulary to explain place characteristics 	<ol style="list-style-type: none"> 1. Analyse similarities and differences between regions 2. Explain how climate and resources influence settlement 3. Explain regional characteristics using evidence 4. Explain regional characteristics using maps and sources 	<ol style="list-style-type: none"> 1. Analyse similarities and differences between regions 2. Analyse how environments shape how people live 3. Analyse connections between regions 4. Evaluate how environments influence societies
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Strand: Location, Space & Mapping	Y2	Y4	Y5
Unit	Maps & Routes	Oceans and routes	Planet Earth
Main / Supporting Strands	Main: Mapping	Main: Mapping	Main: Mapping
Core Knowledge	<ul style="list-style-type: none"> • Maps can show where places are and how to get from one place to another. • Journeys are routes between places. • Simple maps can show routes using lines and symbols. • Compass directions (north, south, east, west) can be used to describe direction. 	<ul style="list-style-type: none"> • The world's oceans are large bodies of water that separate and connect continents. • Oceans can be located on maps and globes. • Routes across oceans connect different parts of the world. • Maps can show routes, direction and connections between places. • Global connections can be understood through mapping patterns and networks. 	<ul style="list-style-type: none"> • Latitude and longitude describe global location. • The Earth is divided into hemispheres and climate zones. • Maps represent patterns such as climate and population. • Spatial patterns show how places are connected.
Linked Prior Learning	Pupils know maps show where places are and that journeys connect places.	Pupils understand global location and patterns and how to use maps to locate regions	Pupils know that maps represent the world and show connections between places.
Disciplinary Skills	<ol style="list-style-type: none"> 1. Identify routes and locations on a map 2. Describe simple journeys using maps 3. Compare different routes (same/different) 4. Use maps as evidence to describe how places are connected 	<ol style="list-style-type: none"> 1. Describe where oceans and continents are located 2. Use maps to identify routes and connections 3. Describe location and movement using directional language 4. Explain how oceans connect places across the world 	<ol style="list-style-type: none"> 1. Interpret maps and geographical data 2. Explain location using latitude and longitude 3. Analyse spatial patterns across regions 4. Analyse how location influences connections

Strand: Physical Processes & Patterns	Y1	Y2	Y3	Y3	Y4	Y5
Unit	Weather & Seasons	Fire & Ice	Rivers (Ancient Egypt)	World Climate and biomes	Italy	Planet Earth
Main / Supporting Strands	Main: Physical Supporting: place	Main: Physical Supporting: Environment	Main: Physical	Main: Physical Supporting: Environment	Main: Physical	Main: Physical
Core Knowledge	<ul style="list-style-type: none"> Weather describes what the air and sky are like (e.g. sunny, rainy, windy). Weather can change from day to day. There are four seasons: spring, summer, autumn and winter. Different seasons often have different types of weather. 	<ul style="list-style-type: none"> Weather describes daily conditions and climate describes long-term patterns. Polar and desert environments have contrasting climates. Climate affects plants, animals and people. Physical environments influence the features and appearance of places. 	<ul style="list-style-type: none"> Rivers flow from source to mouth. Rivers shape landscapes through erosion and deposition. Rivers provide water for people, farming and ecosystems. Settlements often develop near rivers. 	<ul style="list-style-type: none"> The world can be divided into climate zones (hot, temperate and cold). Climate zones are linked to location, especially distance from the equator. Biomes are large regions with similar climates, plants and animals. Biomes are distributed in patterns across the Earth. Climate influences where different biomes are found. 	<ul style="list-style-type: none"> The Earth's crust is made of tectonic plates. Volcanoes and earthquakes occur where plates move. Eruptions and earthquakes can rapidly change landscapes. Physical events affect human settlements. 	<ul style="list-style-type: none"> Climate zones are distributed in global patterns. Latitude influences how climate systems operate. Climate and environmental systems interact to shape the Earth's surface. Changes in physical systems can affect environments across the planet.

Linked Prior Learning	Pupils observe weather and talk about seasonal changes in their environment.	Pupils recognise seasonal changes and describe weather.	Pupils know that climate affects environments.	Pupils know how climate shapes a specific environment.	Pupils know that rivers shape landscapes.	Pupils know that physical processes shape environments.
Disciplinary Skills	<ol style="list-style-type: none"> 1. Identify different types of weather 2. Describe what the weather is like 3. Compare weather across different days or seasons (same/different) 4. Use observations and simple records as evidence to describe weather patterns 	<ol style="list-style-type: none"> 1. Identify natural features 2. Describe weather and climate patterns 3. Recognise how physical environments influence places 4. Describe how natural features affect places 	<ol style="list-style-type: none"> 1. Explain how rivers shape landscapes 2. Explain the features of a river system 3. Explain how rivers influence settlements 4. Explain how river processes (erosion and deposition) change landscapes over time 	<ol style="list-style-type: none"> 1. Describe patterns of climate across the world 2. Explain how location influences climate 3. Explain how climate affects the distribution of biomes 4. Use maps as evidence to describe and explain global patterns 	<ol style="list-style-type: none"> 1. Explain how tectonic activity changes landscapes 2. Explain the effects of volcanoes and earthquakes 3. Explain how physical events affect settlements 4. Explain how volcanic eruptions and earthquakes change landscapes rapidly 	<ol style="list-style-type: none"> 1. Describe global climate zones and patterns 2. Use maps to identify the distribution of climates and biomes 3. Explain how latitude influences climate 4. Explain how physical systems interact to shape environments

Strand: Human Geography: Settlement, Trade & Movement	Y1	Y4	Y5	Y6
Unit	Local Environment	Settlements (Invaders)	Global Trade	Americas
Main / Supporting Strands	Main: Human	Main: Human	Main: Human	Main: Human
Core Knowledge	<ul style="list-style-type: none"> • Settlements include villages, towns and cities. • People use land for homes, work and transport. • Roads and transport connect places. • Communities include different jobs and services. • Environments should be cared for. 	<ul style="list-style-type: none"> • Settlements develop near resources such as water and fertile land. • Land is used for farming, housing and industry. • Transport routes connect settlements. • Settlements change and grow over time. 	<ul style="list-style-type: none"> • Global trade moves goods between countries. • Transport routes connect regions. • Resources are produced in different locations. • Trade connects economies and societies. 	<ul style="list-style-type: none"> • Migration changes populations and communities. • Urbanisation leads to the growth of cities. • Population distribution varies across regions. • Human activity shapes environments and societies.
Linked Prior Learning	Pupils recognise how people use familiar places.	Pupils know that people use land and resources.	Pupils know that settlements develop in certain places.	Pupils know that trade connects places globally.
Disciplinary Skills	<ol style="list-style-type: none"> 1. Identify human features 2. Describe how people use places 3. Recognise that people travel between places 4. Describe how people live in different places 	<ol style="list-style-type: none"> 1. Explain why settlements develop in certain places 2. Explain how land is used 3. Explain how transport routes connect places 4. Explain how settlements change over time 	<ol style="list-style-type: none"> 1. Explain how trade connects places 2. Explain how goods are produced and transported between regions 3. Explain how transport supports trade 4. Explain how trade influences places 	<ol style="list-style-type: none"> 1. Analyse how trade, migration and transport connect places 2. Analyse patterns of trade and movement 3. Analyse how migration shapes societies 4. Evaluate how human activity changes environments

Strand: Environment, Sustainability & Change	Y3	Y5	Y6
Unit	Rainforests	Planet Earth	Climate Change
Main / Supporting Strands	Main: Environment Supporting: Place, Human	Main: Environment	Main: Environment
Core Knowledge	<ul style="list-style-type: none"> • Rainforests are ecosystems with diverse plants and animals. • Indigenous communities live in rainforest environments. • Deforestation is changing rainforest environments by removing trees and reducing biodiversity. • Rainforests are important to the global climate system. 	<ul style="list-style-type: none"> • Biomes exist across the Earth. • Ecosystems depend on climate and environment. • Natural resources support human life. • Human activity affects environments in different ways. 	<ul style="list-style-type: none"> • Climate systems can change over time due to natural processes and human activity. • Changes in climate systems affect environments and ecosystems. • Environmental change can impact how people live in different parts of the world. • People respond to environmental change in different ways.
Linked Prior Learning	Pupils know that environments support living things.	Pupils know that ecosystems support life.	Pupils know that environments are affected by human activity.
Disciplinary Skills	<ol style="list-style-type: none"> 1. Explain how ecosystems support living things 2. Explain how human activity affects environments 3. Explain why environments change 4. Explain why environments should be protected 	<ol style="list-style-type: none"> 1. Explain how climate and ecosystems support life across different biomes 2. Explain how human activity affects environments 3. Explain how environmental systems are interconnected 4. Explain how environments can be protected 	<ol style="list-style-type: none"> 1. Describe how environments vary across the world 2. Use evidence to identify environmental change 3. Explain how environmental systems change over time 4. Explain how environmental change affects people and places