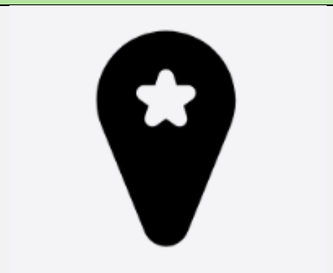
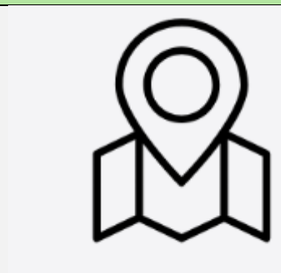
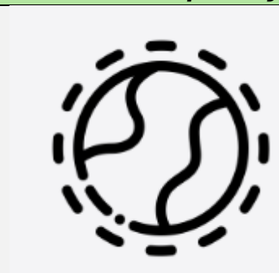
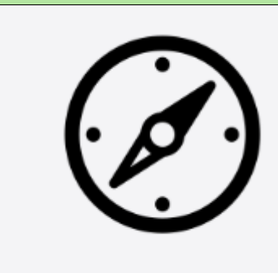
Probus School Geography Curriculum

(September 2025)

Unit Sequence and National Curriculum Links

National Curriculum Requirements	
EYFS (Understanding the World)	
EYFS: Understanding the World: The Natural World - Explore 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 in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
KS1	**KS2**
Pupils should develop knowledge of: • The world • The United Kingdom • Their locality They should • Begin to use geographical skills, including first-hand observation, to enhance their local 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 of a range of the world's most significant human and physical features. ● Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

The pillars of our disciplinary curriculum				
				
Place Knowledge	Locational Knowledge	Understanding the World	Human and Physical Geography	Geographical skills and fieldwork

<table>
<tr><th colspan="6">Year 1</th></tr>
<tr><th colspan="2">Building prior knowledge</th><th colspan="2">Building prior knowledge</th><th colspan="2">Building prior knowledge</th></tr>
<tr><td colspan="2">In this unit, children explore their school grounds, naming and describing what they see (e.g. different areas: buildings, playgrounds, planters, sensory gardens, field, forest school) and how these areas are used. Children will study data collection methods and choose appropriate methods according to their enquiry.
They will use first-hand sensory exploration and observations to investigate the key features of their school grounds. Children will devise simple maps, including map symbols to represent their observations. Children will learn about compasses and the simple use of directional language. Children will present their data to answer their enquiry.</td><td colspan="2">In EYFS, children learned the appropriate clothing to wear depending on the weather and season. Children have made messy maps to show their journey to school. Children will learn where their school is located on the street (Ladock Rd), Children will develop understanding of weather patterns across the seasons and compare them to other places around the world.</td><td colspan="2">Children have used maps and aerial images to locate their school in their locality. In this unit, children will annotate a map of the school, children will learn about he seven natural wonders of the world and locate them. Through this unit, children will develop simple map and atlas skills.</td></tr>
<tr><td>Unit 1 Sequencing
Our local Park (G)</td><td>Sticky Knowledge</td><td>Unit 2 Sequencing
Our world (G)</td><td>Sticky Knowledge</td><td>Unit 3 Sequencing
Maps and Routes (NOA)</td><td>Sticky Knowledge</td></tr>
<tr>
<td>1. What are our school grounds like (human and physical features)?
2. Which features in our school grounds support plant life?
3. Where on our school grounds could we encourage plant life?
4. Where can we plant flowers to give the best chance of survival?
5. Assessment Lesson</td>
<td>1. Children will be able to group some things they see into groups: physical and human features of Geography.
2. Children will know the four compass directions.
3. Children will be able to make good suggestions of where to plant a flower/ plant.</td>
<td>1. Where is my classroom?
2. Where is my school on the street?
3. Where is my village in the country?
4. Where is my country in the world?
5. What is the weather like in my country?
6. Assessment
7. What is the weather like in other places of the world?</td>
<td>1. Children will name and locate the four countries of the UK and their capital cities.
2. Children can locate the seven continents of the world.
3. Children can explain the weather patterns through the seasons (UK).</td>
<td>1. Our School Grounds:
How can I annotate a map?
2. Where are our favourite places?
3. The seven wonders of the natural world: Where are they?
4. Human wonders of the world: What are they?
5. Assessment</td>
<td>1) Find key features of places using vocabulary: coast, beach, harbour, cliff etc.
2) Children can create and conduct a survey of their favourite places.
3) Children can identify landmarks and locate them in the appropriate continent e.g. Christ the Redemer – S. America.</td>
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<tr><td colspan="6"></td></tr>
<tr><th colspan="2">Substantive and Substantive and Disciplinary Concepts</th><th colspan="2">Substantive and Disciplinary Concepts</th><th colspan="2">Substantive and Disciplinary Concepts</th></tr>
<tr><td colspan="2">Locational Knowledge, Place Knowledge, Human and Physical Geography, Geography Skills and Fieldwork
Place, Space, Scale, Physical and Human Processes</td><td colspan="2">Locational knowledge, Place Knowledge
Place, Space, Physical and Human Processes.</td><td colspan="2">Scale, Space, Human and Physical Features.</td></tr>
<tr><th colspan="2">Key Vocabulary</th><th colspan="2">Key Vocabulary</th><th colspan="2">Key Vocabulary</th></tr>
<tr><td colspan="2">Human features, physical features, arial, compass, direction, record</td><td colspan="2">Country, Continent, weather, temperature, season</td><td colspan="2">Landmarks, special, continents, human, physical.</td></tr>
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<tr><th colspan="5">Year 2</th></tr>
<tr><th colspan="2">Building prior knowledge</th><th colspan="2">Building prior knowledge</th><th>Building prior knowledge</th></tr>
<tr><td colspan="2">In Year 1 children could identify seasonal 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 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, including the local park. In this unit, children will learn about the differences between weather and climate. Children will learn about basic climate zones and the conditions in cold, hot and temperate climate zones. Children will learn about weather forecasts and the symbols used to display weather conditions. Children will learn about various weather instruments before collecting and recording weather data from the school grounds. Children will analyse the collected data and evaluate the fieldwork they have carried out.</td><td colspan="2">In Year 1, children will learned about the geography of the world, including the seven continents and five oceans. Children learned the countries, capital cities and seas of the United Kingdom.
In this unit, children will use atlases and globes to discover the world; it's equator and poles. Children will learn Tulum's geographical human and physical features in Mexico and compare them to the geographical features of their own local area, Truro.</td><td>Children have previously learned to find the equator and recognise the climate on Mexico and compare to the UK. This unit, children will be able to identify hot and cold places of the planet. Children will learn that not all deserts are hot; e.g. antarctica is cold and dry, dry enough to be a desert.</td></tr>
<tr><td>Unit 1 sequencing
Weather and Climate</td><td>Sticky Knowledge</td><td>Unit 2 Sequencing
Tulum, Mexico (G)</td><td>Sticky Knowledge</td><td>Unit 3 Sequencing
Hot and Cold places (NOA)</td><td>Sticky Knowledge</td></tr>
<tr><td>1. What is the difference between weather and climate?
2. How can we collect weather data?
3. How can we record weather data?
4. How can we present weather data in a table?
5. How can we analyse our weather data and evaluate our fieldwork?
6. Assessment Lessons</td><td>1. Children will know weather is what it is like now and climate it what the weather is usually like.
2. Children will learn how to observe wind direction using a weathervane.
3. Children will be able collect rainfall data using ml and temperature in degrees Celsius.</td><td>1. How does the equator and poles affect world climate?
2. Where is Mexico?
3. What are the physical features of Tulum?
4. What are the Human features of Tulum?
5. How does Tulum compare to Truro?
6. Assessment.
7. Can I create a map of Tulum using aerial photographs?</td><td>1. Children understand that Mexico's climate is different to ours based because it is closer to the equator.
2. Children understand that Tulum is a coastal town based on its physical features.
3. Children will understand why Tulum is an attractive tourist destination for wate sports enthusiasts.</td><td>1) Where are the hot places of our world?
2) Where are the world's deserts?
3) What is the arctic and Antarctic?
4) What animals can I expect to find in cold places?
5) What is it like to visit and live in hot and cold places?
6) Assessment</td><td>1) Children will understand where the hot and cold places of our planet are.
2) Children will understand that visiting and living in these environments are extremely contrasting.
3) Children will learn that not all deserts are hot.</td></tr>
<tr><th colspan="2">Substantive and Disciplinary Concepts</th><th colspan="2">Substantive and Disciplinary Concepts</th><th colspan="2">Substantive and Disciplinary Concepts</th></tr>
<tr><td colspan="2">Locational Knowledge, Physical Geography, Geography Skills and Fieldwork / Physical Processes</td><td colspan="2">Locational knowledge, Place Knowledge, Human and Physical Processes.</td><td colspan="2">Locational Knowledge, Physical processes, Place, Scale</td></tr>
<tr><th colspan="2">Key Vocabulary</th><th colspan="2">Key Vocabulary</th><th colspan="2">Key Vocabulary</th></tr>
<tr><td colspan="2">Weather, climate, precipitation, weathervane, forecast, symbol</td><td colspan="2">Climate, cenotes, coastal, physical and human features, equator</td><td colspan="2">Arctic, Antarctic, equator, climate, weather patterns</td></tr>
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<tr><th colspan="6">Year 3</th></tr>
<tr><th colspan="2">Building prior knowledge</th><th colspan="2">Building prior knowledge</th><th colspan="2">Building prior knowledge</th></tr>
<tr><td colspan="2">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.
In this unit, children will learn how important bees are for humans and the natural world. Children will learn the dangers facing bees and how they can be conserved. Children will observe bees in their natural habitat and carry out improvement works on school grounds to help conserve and protect bees.</td><td colspan="2">Children have learned about compass directions created maps during KS1. In this unit, children will be exploring OS maps and using 4 figure grid referencing to understand the multiple land uses across many areas of the UK. They will learn what are the important resources for a settlement to thrive.</td><td colspan="2">Children have learned about continents and oceans and have explored where river meets sea. In this unit, Children will be able to identify courses and features of rivers, explore how rivers flood and locate the mighty rivers across the world.</td></tr>
<tr><td>Unit 1
Bee Conservation</td><td>Sticky Knowledge</td><td>Unit 2 Sequencing
Land use (NOA)</td><td>Sticky Knowledge</td><td>Unit 3 Sequencing
Rivers (NOA)</td><td>Sticky knowledge</td></tr>
<tr>
<td>1. Why are bees important?
2. What is in our environment which could help bees?
3. How can our school environment help bees?
4. How can we plan and carry out effective ways to help conserve bees?
5. How can I record and evaluate the effectiveness of bee conservation?
6. How are bees being protected in the UK?
7. Assessment Lesson.</td>
<td>1. Children will understand that bees are important for the UK ecosystem by being vital pollinators.
2. Children know that providing bees with water and shelter can improve our ecosystem in the UK.
3. I know where bees sit in the food chain.</td>
<td>1) How can I use compass symbols to read a map(G)?
2) What are the types of land use in the SW of England (G)?
3) What are the important features of a settlement?
4) What are the different types of land use in the UK (NOA)?
5) How can we use grid referencing to identify land use (NOA)?
6) Assessment
7) What are the different types of farming across the UK?</td>
<td>1) I can use compass symbols to navigate a map.
2) Children will learn that there are multiple types of farming.
3) Children will be able to use OS maps to identify features of lands.</td>
<td>1) What are rivers?
2) The river's journey: what do I need to know?
3) Flooding rivers: How does that happen?
4) Where are the rivers in the UK?
5) What are the mighty rivers of the world?
6) Assessment.</td>
<td>1) Children will be able to describe the courses of rivers.
2) Children will be able to explain the changes that occur in a river as its journey moves on.
3) Children will be able to locate the rivers of the world.</td>
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<tr><th colspan="2">Substantive and Disciplinary Concepts</th><th colspan="2">Substantive and Disciplinary Concepts</th><th colspan="2">Substantive and Disciplinary Concepts</th></tr>
<tr><td colspan="2">Place Knowledge, Human and Physical Geography, Geography Skills and Fieldwork.
Place, Physical Processes, Environmental Impact, Sustainable Development.</td><td colspan="2">Physical and Human Processes
Environmental impact</td><td colspan="2">Place Knowledge, Locational knowledge
Scale, physical processes</td></tr>
<tr><th colspan="2">Key Vocabulary</th><th colspan="2">Key Vocabulary</th><th colspan="2">Key Vocabulary</th></tr>
<tr><td colspan="2">Conserve, conservation, pollinator, colony, analyse, extinct</td><td colspan="2">Rural, urban, population, hamlet, village, town, city</td><td colspan="2">Course, journey, river , landform, drain</td></tr>
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<tr><th colspan="4">Year 4</th></tr>
<tr><th colspan="2">Building prior knowledge</th><th colspan="2">Building prior knowledge</th><th colspan="2">Building prior knowledge</th></tr>
<tr><td colspan="2">KS1: Identify seasonal weather patterns in the United Kingdom and the locations of hot and cold areas of the world, such as the equator and the North and South Poles. In this unit, children will review their knowledge of weather and climate differences. Children will learn about the six main climate zones and the weather conditions in each. They will know the UK falls under the temperate climate zone. To understand weather forecasts, children will learn about the symbols used to display weather conditions. They will also be introduced to various weather instruments rain gauges, and thermometers, and their uses in measuring wind speed, rainfall, and temperature respectively. They will collect and record weather data from the school grounds using these instruments. Children will make sensible predictions based on weather trends and patterns.</td><td colspan="2">In Year 2, children learned about the features of a town in Mexico, Tulum. Children explored and compared this region of North America to their own. They learned why Tulum would be a good tourist destination. In this unit, children will learn of the contrasting weather patterns across Europe, learn of the major cities in Europe and reason why Venice is such a popular destination for tourists.</td><td colspan="2">In Year 3, children learned about land use and focussed part of the unit on the concept of farming. They learned of many different types of farming. In this unit, they will learn where food comes from and how it gets from source to shelf. Children will explore the effect climate has on food growth.</td></tr>
<tr><td>Unit 1 Sequencing
Weather and Climate</td><td>Sticky Knowledge</td><td>Unit 2 Sequencing
Europe: Italy (NOA)</td><td>Sticky Knowledge</td><td>Unit 3 Sequencing
Food from the world (NOA)</td><td>Sticky Knowledge</td></tr>
<tr>
<td>1. What are the three types of cloud and what does it tell you?
2. How can we collect weather data?
3. How can we record weather data?
4. How can we present weather data in a graph?
5. How can we analyse our weather data and evaluate our fieldwork?
6. Assessment Lesson</td>
<td>1. Children will be able to use the 8 compass points to describe wind directions.
2. Children will know that wind from the North is cooler and wind from the south is warmer.
3. Children will be able to identify cirrus, cumulus and stratus clouds and understand what weather they bring.</td>
<td>1) What is the weather and climate in Europe?
2) What are the major cities in Europe like?
3) What are the geographical features of Italy?
4) What is it like to live an Italian town or village?
5) Why is Venice such a popular tourist destination?
6) Assessment.</td>
<td>1) Children will be able to explain the difference in weathers between Mediterranean Europe and Northern Europe.
2) Children will give reasons why Venice is such a popular tourist destination.
3) Children will be able to list a range of geographical features across Italy.</td>
<td>1) Where does are food come from?
2) How does the food we eat, change?
3) Food miles: how far does food travel?
4) World food supplies: What does this mean?
5) Food: How does climate change effect it?
6) Fairtrade: How are farmers supported.
7) Assessment</td>
<td>1) Children know that our food can travel thousands of miles from their origin through a chain of processes.
2) Children will learn that food growth and produce is effected by climate/ environmental factors.
3) Children will be aware of fair trade, its meaning and the importance of fair trade for farmers in developing countries.</td>
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<tr><th colspan="2">Substantive and Disciplinary Concepts</th><th colspan="2">Substantive and Disciplinary Concepts</th><th colspan="2">Substantive and Disciplinary Concepts</th></tr>
<tr><td colspan="2">Locational Knowledge, Physical Geography, Geography Skills and Fieldwork
Physical Processes, Space</td><td colspan="2">Place Knowledge, Physical and Human Processes.
Physical processes, Human processes.</td><td colspan="2">Scale, Human processes. Physical features, Sustainable development and Environmental impact.</td></tr>
<tr><th colspan="2">Key Vocabulary</th><th colspan="2">Key Vocabulary</th><th colspan="2">Key Vocabulary</th></tr>
<tr><td colspan="2">Line graph, bar chart, record, cirrus, cumulus, stratus, forecast</td><td colspan="2">Tourism, destination, population, city, temperate</td><td colspan="2">Fair trade, food miles, climate, environment, supply, source</td></tr>
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<tr><th colspan="6">Year 5</th></tr>
<tr><th colspan="2">Building prior knowledge</th><th colspan="2">Building prior knowledge</th><th colspan="2">Building prior knowledge</th></tr>
<tr><td colspan="2">Year 3/4 – Use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies. In this unit, children will learn about the biomes and ecosystems in the UK. They will complete a case study of their local woodland discovering the diversity of trees, plants and animals found there, investigating the amount and variety of trees, plants and animals.. Children will finally analyze the data collected and present their information.</td><td colspan="2">In Previous units, children have mapped parts of the UK, they have studied capital cities and features of our country. In this unit, Children will learn how mountains are formed, where the mountain ranges in the UK are and weather we have mountains in our locality by exploring Bodmin Moor, ‘Clay country alps’ and further afield. Children will develop and understanding how mountains in the UK compare to other mountain ranges around the world. Later, children will learn about volcanoes and find trends to where they can be found.</td><td colspan="2">In Year 4, children learn about climate change, the effects on climate change and food from around the world. Children will learn about food miles and the effects it can have on the environment. In this unit, children learn of the benefits of renewable energy on our environment.</td></tr>
<tr><td>Unit 1Sequencing
Biomes</td><td>Sticky Knowledge</td><td>Unit 2 Sequencing
Mountains and Volcanoes
(NOA)</td><td>Sticky Knowledge</td><td>Unit 3 Sequencing
Energy: Powering the world.
(NOA)</td><td>Sticky Knowledge</td></tr>
<tr>
<td>1. Which biome can be found in the UK?
2. What are the ecosystems of the UK?
3. What can I learn about ecosystems by studying the New Forest?
4. How can I use six-figure grid references?
5. What data can I collect from my local woodland ecosystem?
6. How can I present the data collected from my local ecosystem?
7. Assessment Lesson.</td>
<td>1. The Uk is a temperate forest biome.
2. Children can identify some ecosystems by observing its features..
3. I understand, lines of latitude have effect on climate zones.</td>
<td>1) How are mountains formed and what are their features?
2) Where are the mountains of the UK?
3) How do the Mountains of the UK compare to mountains of the world?
4) What makes a volcano different to a mountain?
5) Why do people live near volcanoes?
6) The Ring of Fire: What is it?
7) Assessment</td>
<td>1) Children will learn of the different formations of mountains e.g. fault-block, dome, etc.

2) Children will know that a mountain is classed by its peak being over 600m in altitude.

3) Children will learn of the benefits of living near volcanoes.</td>
<td>1) Energy production: what is it?
2) Energy use: What effect does climate change have?
3) What are non-renewable energy sources?
4) What are the advantages of renewable energy?
5) How can we reduce energy use?
6) How can we play our part in solving the energy problem?
Assessment</td>
<td>1) Children will be explain the connection between fossil fuels and energy production.
2) Explain how non-renewable energy is a problem.
3) Children will be able to identify some renewable sources of energy.</td>
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<tr><th colspan="2">Substantive and Disciplinary Concepts</th><th colspan="2">Substantive and Disciplinary Concepts</th><th colspan="2">Substantive and Disciplinary Concepts</th></tr>
<tr><td colspan="2">Locational Knowledge, Place Knowledge, Physical Geography, Geography Skills and Fieldwork.
Place, Space, Scale, Physical Processes.</td><td colspan="2">Location and place knowledge, Geography skills and fieldwork.
Place, Space, Scale, Physical processes.</td><td colspan="2">Environmental impact, Sustainable development, Human processes. Human Geography.</td></tr>
<tr><th colspan="2">Key Vocabulary</th><th colspan="2">Key Vocabulary</th><th colspan="2">Key Vocabulary</th></tr>
<tr><td colspan="2">Biome, climate, ecosystem, fieldwork, latitude, qualitative and quantitative data</td><td colspan="2">Mountain, volcano, tectonic plates, formation, altitude</td><td colspan="2">Source, renewable, non-renewable, fossil fuels, energy</td></tr>
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<table>
<tr><th colspan="5">Year 6</th></tr>
<tr><th colspan="2">Building prior knowledge</th><th colspan="2">Building prior knowledge</th><th>Building prior knowledge</th></tr>
<tr><td colspan="2">Year 3/4: Use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies. In this unit, children will learn what plastic is and its uses. Children will learn about the problems associated with plastic. Children will investigate ways to reduce plastic waste in school and conduct fieldwork before recording, presenting and evaluating the collected data.</td><td colspan="2">Children have previously compared human and physical features of the UK compared to other areas of the world. In Year 4, children learned of the temperate climate across Europe. In this unit, children will learn of the different parts of the forest, the threats it faces and how we can protect the rainforests in the future.</td><td>Children have previously learned of the processes of energy distribution and the process of food (from source to shelf). Children have learned about the people of the Amazon and how they can co-exist together.</td></tr>
<tr><td>Unit 1 Sequencing
Sustainability: plastic problem</td><td>Sticky Knowledge</td><td>Unit 2 Sequencing
S. America: The Amazon (NOA)</td><td>Sticky Knowledge</td><td>Unit 3 Sequencing
Global Trade (NOA)</td><td>Sticky Knowledge</td></tr>
<tr><td>1. What is plastic waste and how does it affect our local environment?
2. How does acting and living sustainably help our planet?
3. What can our school do to reduce plastic waste?
4. How can we plan and carry out effective ways to reduce plastic waste in school? (planning he project and getting initial data).
5. How can we record and evaluate effective ways to reduce plastic waste in school?
6. Assessment Lesson</td><td>1. I can understand reason with how to make better use of plastic waste.
2. I can understand the impact that plastic waste has on our environment.
3. I can understand that countries use other to remove their landfill waste.</td><td>1. Tropical and temperate rainforests and the location of the Amazon rainforest
2. Features of the Amazon rainforest
3. Foods from tropical rainforests
4. People of the Amazon rainforest
5. Debating the future of the Amazon rainforest
6. Protecting our rainforests
7. Assessment</td><td>1) Children will understand that the Amazon is located in Northen Brazil.

2) Children will understand that the Amazon rainforest is a tropical rain forest.

3) Children will learn that the Amazon is under threat and there is a need to conserve the rainforest.</td><td>1) What is global trade?
2) Imports and exports: What does it mean?
3) Supermarkets and global supply chains: How does it work?
4) Are there patterns to show how things are produced?
5) How are goods transported?
6) Ethical trading
7) Assessment</td><td>1) Children will understand that countries will trade which each other and build economically.
2) Children will understand the chain of events which gets products from its source to our shelves.
3) Children will understand what it means to ethically trade with others including fair trade.</td></tr>
<tr><th colspan="2">Substantive and Disciplinary Concepts</th><th colspan="2">Substantive and Disciplinary Concepts</th><th colspan="2">Substantive and Disciplinary Concepts</th></tr>
<tr><td colspan="2">Locational Knowledge, Place Knowledge, Physical Geography, Geography Skills and Fieldwork.
Place, Interdependence, Physical and Human Processes, Environmental Impact, Sustainable Development</td><td colspan="2">Locational Knowledge, Place Knowledge, Human and Physical Features.
Environmental impact, Sustainable development.</td><td colspan="2">Human Processes, Environmental impact, Sustainable development. Scale</td></tr>
<tr><th colspan="2">Key Vocabulary</th><th colspan="2">Key Vocabulary</th><th colspan="2">Key Vocabulary</th></tr>
<tr><td colspan="2">reuse, recycle, sustainability, durability, transport, biodegrade</td><td colspan="2">Tropical, Temperate, Rainforest, Conserve, sustainable</td><td colspan="2">Trade, import, export, production, GDPR</td></tr>
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