



Learn Enjoy Succeed Together

# DINNINGTON FIRST SCHOOL GEOGRAPHY CURRICULUM

## Curriculum Intent

Our bespoke Geography curriculum meets the requirements of the National Curriculum and is designed to enable **all learners to succeed**. We aim to provide a **fun, engaging, and meaningful learning experience** that begins with helping pupils understand **where we live and our local area**, before expanding to the wider **UK and countries around the world**.

Our curriculum delivers **key geographical knowledge and skills** that will enable pupils to thrive later in life, including map reading, fieldwork, and the ability to interpret and analyse geographical data. Skills and knowledge are **carefully mapped to ensure clear progression and appropriate challenge**, with purposeful **cross-curricular links** to deepen understanding and make learning relevant.

Through exciting projects and enquiry-based learning, pupils develop curiosity about the world, an appreciation of diverse environments and cultures, and a sense of responsibility for the planet. By the end of primary school, children will be confident, informed, and ready to explore the world with critical thinking and respect.

Topic Title    Concepts    Skills

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Nursery	<p><b>What's around me?</b> Pupils study the layout of the classroom and EYFS school area. <b>(Location &amp; Place / Physical &amp; Human)</b> <b>(Reading Maps)</b></p>	<p><b>What's around me?</b> Pupils study photos of places they may have visited and identify key physical features. <b>(Location &amp; Place / Physical &amp; Human)</b> <b>(Reading Maps)</b></p>	<p><b>Land Ahoy!</b> Pupils will look at how land and water are represented differently on a globe. Pupils will think about what could live on land and what could live in an ocean. <b>(Location &amp; Place / Physical &amp; Human)</b> <b>(Reading Maps)</b></p>	<p><b>Places Near Me</b> Use photos and field work to identify features of some local places: The Farm, The School, The Shops, The Park, The Seaside <b>(Location &amp; Place / Physical &amp; Human)</b> <b>(Reading Maps)</b></p>	<p><b>Find my way</b> Pupils learn about what maps are used for. Pupils follow and create simple maps of the EYFS area. (introduction to orienteering) <b>(Location &amp; Place / Physical &amp; Human)</b> <b>(Reading Maps)</b></p>	<p><b>Where can I find...?</b> Pupils use locational knowledge to identify where they might find different animals and objects. <b>(Location &amp; Place / Physical &amp; Human)</b> <b>(Reading Maps)</b></p>
Reception	<p><b>Where is....?</b> Pupils develop their use and understanding of positional vocabulary. <b>(Location &amp; Place)</b> <b>(Reading Maps)</b></p>	<p><b>Prehistoric Lands</b> Pupils build their knowledge and vocabulary of key physical features including sea, sky and land. Pupils identify features in a prehistoric landscape. <b>(Location &amp; Place / Physical &amp; Human)</b> <b>(Reading Maps)</b></p>	<p><b>Polar Explorers!</b> Pupils will continue to build their understanding of the world using a globe. Pupils will identify and learn some geographical facts about polar regions. <b>(Location &amp; Place / Physical &amp; Human)</b> <b>(Reading Maps)</b></p>	<p><b>Places Near Me</b> Use maps, photos and field work to identify features of some local places then plan routes to the shops. e.g. <i>Down the path, over the road</i> <b>(Location &amp; Place / Physical &amp; Human)</b> <b>(Reading Maps)</b></p>	<p><b>Where next?</b> Pupils create directions learn about human and physical features (bridge, path, house, hill, house etc) as they explore traditional stories. <b>(Location &amp; Place / Physical &amp; Human)</b> <b>(Reading Maps)</b></p>	<p><b>Where can I find...?</b> Pupils use locational knowledge to identify where they might find different physical and human features. <b>(Location &amp; Place / Physical &amp; Human)</b> <b>(Reading Maps)</b></p>





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Y1	<p><b>Where we live</b> – A Geographical study of Dinnington. Know the 4 compass points. Create simple maps of our school. Identify human and physical geography features of Dinnington.</p> <p><b>(Location &amp; Place / Physical &amp; Human)</b> <b>(Reading Maps &amp; Aerial Photographs / Field Work / Direction)</b></p>		<p><b>Our World:</b> Geographical study of the UK. Use atlases and digital maps to build an understanding of the countries that make up the UK.</p> <p><b>(Location &amp; Place / Physical &amp; Human)</b> <b>(Reading Maps / Comparison / Direction)</b></p>		<p><b>Antarctic Adventure:</b> Geographical study of the world focusing on the North and South Poles to understand how cold climates are found away from the equator. Compare weather patterns to where we live and identify key geographical features.</p> <p><b>(Location &amp; Place / Climate)</b> <b>(Reading Maps &amp; Aerial Photographs / Direction / Comparison)</b></p>	
Y2	<p><b>Awesome Africa:</b> Geographical comparison of Dinnington and a place in Africa. Compare physical features, climate and daily life where we live to</p> <p><b>(Location &amp; Place / Physical &amp; Human)</b> <b>(Reading Maps &amp; Aerial Photographs)</b></p>		<p><b>Hot and Cold:</b> Geographical study of the world identifying hot and cold places. Use atlases to identify continents and oceans, identify the equator and hot and cold regions of the world. Comment on how hot and cold areas affect lifestyles and the types of plants and animals that thrive.</p> <p><b>(Location &amp; Place / Physical &amp; Human / Climate)</b> <b>(Reading Maps &amp; Aerial Photographs / Comparison)</b></p>		<p><b>Coasts:</b> Geographical study of UK coasts identifying key features and habitats. Pupils use mapwork and field work to identify coastal features and significant landmarks. Consider how humans impact the physical and natural coastal area.</p> <p><b>(Location &amp; Place / Physical &amp; Human / Conservation)</b> <b>(Reading Maps &amp; Aerial Photographs / Comparison / Field Work)</b></p>	



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Y3		<p><b>Destructive Nature:</b> Geographical study of earthquakes and volcanoes. Use digital maps and atlases to identify fault lines and major volcanoes. Learn about how life is affected in these regions.</p> <p>(Location &amp; Place / Physical &amp; Human) (Reading Maps &amp; Aerial Photographs / Comparison )</p>		<p><b>Rainforest Wonders:</b> Do we need to protect our rainforests? Geographical study of South America focusing on the Amazon rainforest and conservation. Understand how climate affects what grows and lives in an area. Plan how we can reduce Dinnington's carbon footprint.</p> <p>(Location &amp; Place / Climate / Conservation) (Reading Maps &amp; Aerial Photographs / Comparison / Field Work)</p>		<p><b>World of Sport:</b> Developing geographical skills and location knowledge of the world through a study of sports and sporting events around the world. Pupils should develop mapping skills, understand latitude and longitude and use 4 figure grid references.</p> <p>(Location &amp; Place / Climate) (Reading Maps &amp; Aerial Photographs / Comparison )</p>
Y4		<p><b>Incredible Italy:</b> Develop knowledge of different climate around the world, Significance of tropics. Focus → Mediterranean Vs Mountain. Geographical study comparing Rome to Newcastle to build an understanding of climate change as we move away from the equator.</p> <p>(Location &amp; Place / Climate) (Reading Maps &amp; Aerial Photographs / Comparison )</p>		<p><b>Go Green!:</b> Understand different types of energy production and their advantages / disadvantages. Look at the distribution of natural resources in the world. Plan a renewable energy source in our local area.</p> <p>(Location &amp; Place / Climate / Conservation) (Reading Maps &amp; Aerial Photographs / Comparison / Field Work )</p>		<p><b>Rivers and their uses:</b> Geographical study of rivers focusing on the River Tyne. Pupils should know key features of a river, the impacts on their localities. Name major rivers of the world &amp; UK.</p> <p>(Location &amp; Place / Physical &amp; Human) (Reading Maps &amp; Aerial Photographs / Comparison )</p>