



Viking International School

Geography Curriculum

CURRICULUM INTENT

Viking International School's curriculum aligns with the Danish *Fællesmål* and meets the standards of the British National Curriculum, leading to GCSE-level outcomes.

We focus on developing critical thinking, creativity, and problem-solving, encouraging students to apply knowledge across subjects through inquiry-based and real-world learning. Collaboration, communication, and cultural understanding are central to our approach. Students learn to work effectively with others, respect diverse perspectives, and develop as responsible global citizens.

Digital literacy and responsible technology use are integrated throughout all subjects to prepare students for the modern world. We promote a growth mindset and lifelong learning, ensuring that our curriculum provides the knowledge, skills, and values students need to succeed in further education—whether in Denmark or internationally—and to contribute positively to society. Each child is supported to reach their full potential through personalized teaching.

The purpose of Geography teaching at VIS is to develop students' understanding of the world, including its physical features, human systems, and the relationships between people and environments. The subject builds students' ability to analyse spatial patterns, interpret geographical information, and think critically about global issues. Geography encourages curiosity, responsible citizenship, and informed engagement with both local and global communities.

Students' progress in Geography is assessed continuously through classroom participation, practical application, and formative feedback. Summative assessments and self-reflection are used to evaluate understanding and development in relation to the *Fællesmål* sub-goals.

Learning connects naturally to other areas of the curriculum, supporting a holistic educational experience that encourages students to make connections across disciplines and apply their knowledge in diverse contexts.

Teaching is adapted to meet individual learning needs, ensuring accessibility and inclusion for all learners. Students who require additional support, such as those with dyslexia or other learning differences, benefit from personalized instruction, assistive technology, and tailored strategies that help them thrive within the classroom environment.

YEARGROUP ALIGNMENT

Danish	VIS	Key Stage (KS)
0 Klase	IC 1	KS 1
1 Klase	IC 2	KS 1
2 Klase	IC 3	KS 1
3 Klase	IC 4	KS 2
4 Klase	IC 5	KS 2
5 Klase	IC 6	KS 2
6 Klase	IC 7	KS 3
7 Klase	IC 8	KS 3
8 Klase	IC 9	KS 4
9 Klase	IC 10	KS 4
10 Klase	IC 11	KS 4

OVERVIEW

Requirement (Friskoleloven §1a)

How VIS meets this

Final Goals

Defined through Fælles Mål competence objectives for each subject area.

Sub-goals

Described in the “Skill” and “Knowledge” columns per Key Stage.

Teaching Plan

This document outlines how goals are taught, sequenced, and assessed through each phase.

Common Goals Outcomes Expected to be reached by end of each Key Stage (KS)

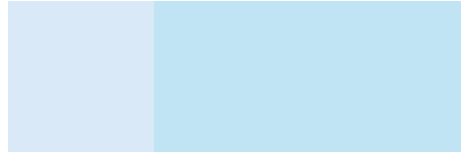
Competence Area	After KS1	After KS2	After KS3	After KS4
Locational Knowledge 'Students can...'	Identify and describe their own country and other countries using maps and geographical tools, progressing from naming Denmark and recognising basic symbols to using maps, globes, and digital tools to locate a wide range of countries and explain key physical and human characteristics with appropriate geographical vocabulary.	Identify and analyse locations and features in Denmark and globally, progressing from locating regions and major cities to understanding latitude, longitude, hemispheres, and time zones, and finally to evaluating spatial patterns and resource distribution using advanced mapping and GIS tools.	Identify, locate, and analyse places and features at local, national, and global scales, using maps, atlases, globes, and GIS to interpret spatial patterns and relationships, and explain how physical and human characteristics are distributed across the world.	Final I can statements
	Place Knowledge 'Students can...'	Compare and explain similarities and differences between places, progressing from making simple comparisons between Denmark and another country to using geographical language to compare towns and regions, and finally to exploring and explaining human and physical geography in detail, including cultural diversity.	Compare and evaluate physical and human characteristics of places, progressing from describing local and international regions to explaining how environmental conditions shape life, and finally to critically analysing interactions between people and environments and global interconnections.	Compare and evaluate physical and human characteristics of different places, explain how culture, history, politics, and environment shape identity, and critically analyse representations of place using multiple perspectives and sources.
Geographical Skills and Fieldwork 'Students can...'	Use maps and geographical tools to represent and interpret places, progressing from creating simple maps with basic symbols to using maps, atlases, and globes to identify locations and apply keys, and finally to employing digital tools and fieldwork to observe, present, and explain human and physical features accurately using advanced geographical vocabulary.	Use maps, digital tools, and fieldwork to observe, present, and interpret geographical information, progressing from applying basic map skills and simple fieldwork to using grid references, scales, and data presentation, and finally to integrating GIS and multi-source data for advanced analysis and interpretation.	Design and conduct geographical enquiries, collect and analyse data through fieldwork and secondary sources, and present findings using maps, graphs, GIS, and digital tools, applying critical evaluation to patterns, processes, and sustainability issues.	Final I can statements

Area of competence		Competency goals						
		After KS1						
Locational Knowledge	Students can identify and describe their own country and other countries using maps and geographical tools, progressing from naming Denmark and recognising basic symbols to using maps, globes, and digital tools to locate a wide range of countries and explain key physical and human characteristics with appropriate geographical vocabulary.	Understanding Own Country & World Locations		Using Maps, Atlases, and Globes		Recognising Physical & Human Features		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC1	Name their country and identify Denmark on a simple map.	Knows that Denmark is different from other countries and can recognise basic map symbols.	Point to Denmark on a simple map with support.	Knows simple directional terms (e.g. near, far) and basic map symbols.	Recognize basic physical features (land, water) on a map.	Knows simple terms for land and water features.
		IC2	Identify countries, continents, and oceans using maps and globes.	Knows basic geographical vocabulary for countries and continents.	Use maps and atlases to create simple maps with keys.	Knows vocabulary for location and direction and understands how maps represent places.	Use geographical vocabulary to describe key physical and human features.	Knows terms for mountains, rivers, towns and cities.
IC3	Locate a wide range of countries and describe Denmark's physical and human characteristics.	Knows advanced map skills and key geographical terms for physical and human features.	Use map, globes, and digital tools to locate countries and interpret features.	Knows advanced mapping techniques and digital tools for geographical representation.	Describe and explain physical and human characteristics of Denmark and other countries.	Knows detailed vocabulary for physical and human geography and understands how features relate to location.		
Place Knowledge	Students can compare and explain similarities and differences between places, progressing from making simple comparisons between Denmark and another country to using geographical language to compare towns and regions, and finally to exploring and explaining human and physical geography in detail, including cultural diversity.	Comparing Countries		Comparing Towns & Regions		Cultural & Environmental Context		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC1	Compare Denmark with one contrasting country in simple terms.	Knows basic facts about own country and one other country.	Recognise simple differences between their local area and another place.	Knows basic features of their own town.	Identify simple cultural elements (e.g. food, clothing) from another country.	Knows that cultures differ between countries.
		IC2	Compare Denmark and another country using simple geographical language.	Knows vocabulary for human and physical features and understands basic cultural differences.	Compare a local town with a contrasting town in another country using geographical vocabulary.	Knows terms for towns, cities, and basic human features.	Describe basic cultural differences and similarities between Denmark and another country.	Knows examples of traditions and lifestyles in difference countries.
IC3	Explore and explain similarities and differences between Denmark and another country in terms of human geography.	Knows key aspects of physical and human geography and cultural diversity.	Explain similarities and differences between regions in Denmark and another country.	Knows detailed vocabulary for regional human and physical geography.	Discuss cultural diversity and environmental factors influencing human geography.	Knows how cultural and environment shape human geography.		

Place Knowledge	Students can use maps and geographical tools to represent and interpret places, progressing from creating simple maps with basic symbols to using maps, atlases, and globes to identify locations and apply keys, and finally to employing digital tools and fieldwork to observe, present, and explain human and physical features accurately using advanced geographical vocabulary.	Map Making & Symbols		Using Tools & Technology		Observing & Presenting Features		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC1	Devise a simple map and use basic symbols with support.	Knows simple directional terms (e.g. near, far) and basic map symbols.	Use a simple map to find familiar places.	Knows that maps represent real places and basic positional language.	Observe and describe simple feature in the local area.	Knows basic terms for physical and human features (e.g. park, road, river).
		IC 2	Create maps with keys and apply symbols accurately.	Knows vocabulary for location and direction and understands how maps represent places.	Use maps, atlases, and globes to identify locations and features.	Knows how to interpret map scales and keys for basic geographical understanding.	Record observations using simple sketches or plans.	Knows how to use basic fieldwork techniques and simple presentation methods.
IC 3	Create detailed maps using a wide range of symbols and keys, including Ordnance Survey conventions.	Knows advanced mapping conventions and how to interpret complex map features.	Use digital mapping tools and fieldwork to locate and describe human and physical features.	Knows how to use digital tools and interpret data collected through fieldwork.	Present observations using maps, plans, and digital technologies with accuracy.	Knows advanced fieldwork methods and presentation techniques for geographical data.		
Area of competence	Competency goals	After KS2						
Locational Knowledge	Students can identify and analyse locations and features in Denmark and globally, progressing from locating regions and major cities to understanding latitude, longitude, hemispheres, and time zones, and finally to evaluating spatial patterns and resource distribution using advanced mapping and GIS tools.	Understanding Own Country & World Location		Using Maps, Atlases, & Globes		Recognising Physical & Human Features		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC 4	Identify Denmark's regions, major cities, and surrounding seas, and locate countries in Europe and beyond.	Knows Denmark's position in Europe and names of major countries and continents.	Use maps, atlases, and digital tools to locate Danish and global features; apply compass directions and simple grid references.	Know basic map symbols and simple directional language.	Describe key physical and human characteristics of Denmark and compare with other regions.	Knows terms for settlements, land use, rivers, hills, and coasts.
		IC 5	Locate major regions, cities, and natural features in Denmark and globally, and explain hemispheres and times zones.	Knows latitude, longitude, and Denmark's position relative to Europe and the world.	Use maps, atlases, globes, and digital tools confidently; apply six-figure grid references and map scales.	Knows advanced map symbols and how to interpret scale and grid references.	Compare regions in Denmark and internationally, focusing on human and physical features.	Knows climate zones, biomes, and vegetation belts.
IC 6	Identify key regions worldwide and analyse distribution of resources in Denmark and globally.	Knows significance of latitude, longitude, equator, tropics, and polar circles.	Use maps, atlases, globes, and GIS tools to analyse Danish and international locations accurately.	Knows contour lines, advanced mapping conventions, and GIS applications.	Analyse interactions between people and environments in Denmark and globally.	Knows global patterns of resources, trade, and settlement.		

Place Knowledge Students can compare and evaluate physical and human characteristics of places, progressing from describing local and international regions to explaining how environmental conditions shape life, and finally to critically analysing interactions between people and environments and global interconnections.	Comparing Countries		Comparing Towns and Regions		Cultural and Environmental Context		
	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
	IC 4	Compare Denmark with other regions in Europe and globally.	Knows basic similarities and differences in physical and human features.	Describe local features and compare with other regions.	Knows key features of Danish towns and countryside.	Recognise how natural features shape human activity locally and internationally.	Knows examples of how rivers, coasts, and climate affect communities.
	IC 5	Explain how environmental conditions shape life in Denmark and abroad.	Knows how climate and geography influence human activity.	Compare Danish regions with international regions using detailed geographical language.	Knows terms for land use, settlements, and economic activity.	Explain how environment shapes livelihoods and cultural practices.	Knows cultural adaptations to different environments.
IC 6	Evaluate similarities and differences between urban and rural areas in Denmark and internationally.	Knows interactions between human and physical characteristics globally.	Critically analyse how human and physical characteristics interact to shape global regions.	Knows global interconnections and Denmark's role in the world.	Evaluate global challenges (e.g., climate change) and Denmark's contribution to solutions.	Knows sustainability strategies and global environmental issues.	
Geographical Skills and Fieldwork Students can use maps, digital tools, and fieldwork to observe, present, and interpret geographical information, progressing from applying basic map skills and simple fieldwork to using grid references, scales, and data presentation, and finally to integrating GIS and multi-source data for advanced analysis and interpretation	Map Making & Symbols		Using Tools & Technology		Observing & Presenting Features		
	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
	IC 4	Create maps with simple keys and symbols.	Knows basic map symbols and compass directions.	Use maps, atlases, and digital tools to locate features.	Knows basic map-reading skills and simple digital tools.	Conduct local fieldwork and present findings using sketches and charts.	Knows basic fieldwork techniques and presentation methods.
	IC 5	Apply six-figure grid references, map scales, and symbols accurately.	Knows advanced mapping conventions and scale interpretation.	Analyse locations using maps, atlases, globes, and digital tools.	Knows how to interpret patterns and trends using mapping tools.	Collect and present data from fieldwork and identify patterns.	Knows how to use graphs and diagrams for interpretation.
IC 6	Use contour lines and GIS tools for detailed mapping.	Knows advanced cartographic techniques and digital mapping tools.	Integrate GIS and multi-source data for advanced analysis.	Knows how to use GIS for spatial analysis and global comparisons.	Present and interpret data using graphs, diagrams, and reports to draw conclusions.	Knows advanced data analysis and reporting techniques.	

Area of competence		After KS3						
Locational Knowledge	Students can identify, locate, and analyse places and features at local, national, and global scales, using maps, atlases, globes, and GIS to interpret spatial patterns and relationships, and explain how physical and human characteristics are distributed across the world.	Global & Regional Location		Spatial Patters & Distribution		Map Interpretation		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC7	Locate Denmark, major European countries, and key physical features using maps and atlases.	Knows continents, oceans, and basic latitude/longitude concepts.	Describe simple patterns of population and resources globally.	Knows basic distribution of population and natural resources.	Use OS maps and atlases with simple grid references and compass directions.	Knows map symbols, scale, and basic orientation.
		IC 8	Locate major world regions, countries, and physical features using maps and GIS.	Knows latitude, longitude, equator, tropics, and time zones.	Analyse patterns of population, climate, and resources globally.	Knows global distribution of biomes, climate zones, and economic activity.	Apply grid references, scale, and contour lines to interpret OS maps and GIS layers.	Knows advanced mapping conventions and digital tools for spatial analysis.
Place Knowledge	Students can compare and evaluate physical and human characteristics of different places, explain how culture, history, politics, and environment shape identity, and critically analyse representations of place using multiple perspectives and sources.	Local & Global Comparisons		Cultural & Environmental Influences		Representations of Place		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC 7	Compare physical and human features of Denmark with another European region.	Knows basic indicators of development and land use.	Explain how environment influences settlement and economic activity.	Knows examples of climate and terrain affecting human activity.	Identify different representations of places in maps and media.	Knows that perspectives and sources can shape place identity.
		IC 8	Compare Denmark with contrasting global regions using multiple indicators.	Knows development indicators and cultural factors influencing place identity.	Explain how culture, politics, and environment interact to shape regions.	Knows examples of human-environment interactions and cultural diversity.	Critically analyse representations of place in media and digital maps.	Knows how societal perspectives and bias affect interpretations of regions.
Geographical Skills and Fieldwork	Students can design and conduct geographical enquiries, collect and analyse data through fieldwork and secondary sources, and present findings using maps, graphs, GIS, and digital tools, applying critical evaluation to patterns, processes, and sustainability issues.	Enquiry and Data Collection		Digital Tools		Presentation		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC7	Carry out simple fieldwork and record observations using sketches and tables.	Knows basic fieldwork techniques and safety rules.	Use online maps and simple GIS layers to locate features.	Knows basic functions of digital mapping tools.	Present findings using simple graphs and annotated maps.	Knows how to organise data visually and interpret basic patterns.
		IC 8	Design structured enquiries and collect data through fieldwork and secondary sources.	Knows methods for measuring, sampling, and validating data.	Use GIS and digital models to analyse spatial patterns and environmental processes.	Knows how to apply digital simulations and mapping tools for interpretation.	Present findings using graphs, diagrams, maps, and digital formats, interpreting patterns critically.	Knows techniques for visualising data and evaluating reliability of evidence.
IC 8	Students can construct and interpret frequency tables, pie charts, and scatter	Extend to grouped data, scatter graphs, correlation,	Students can use tree diagrams, Venn diagrams, and sample spaces to calculate probabilities; design simulations; and	Extend to combined events, sample spaces, and systematic listing methods.				



graphs; draw lines of best fit; and evaluate reliability and bias in data.

and critical evaluation of data.

compare experimental and theoretical results.