

# Geography



## OUR CURRICULUM INTENT

To nurture independent, resilient, inquisitive learners, who have a breadth of knowledge, experiences and skills, with aspiration to succeed in the wider world.

The GOLDEN THREADS of our Intent

Oracy

Diversity

Independence

# Geography – EYFS / Reception

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>NC Area of Learning</b></p>	<p><b>Understanding the world</b> involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Early Learning Goals</b></p>	<p style="text-align: center;"><b><u>ELG: People, Culture and Communities</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>	<p style="text-align: center;"><b><u>ELG: The Natural World</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• 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;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Examples of what this looks like (Development Matters 2021):</b></p>	<ul style="list-style-type: none"> <li>• Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>• Familiarise children with the name of the road, and or village/town/city the school is located in.</li> <li>• Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</li> <li>• Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Teach children about places in the world that contrast with locations they know well.</li> <li>• Use relevant, specific vocabulary to describe contrasting locations.</li> <li>• Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.</li> <li>• Avoid stereotyping and explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide children with have frequent opportunities for outdoor play and exploration.</li> <li>• Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> <li>• Create opportunities to discuss how we care for the natural world around us.</li> <li>• Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</li> <li>• After close observation, draw pictures of the natural world, including animals and plants.</li> <li>• Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</li> <li>• Encourage focused observation of the natural world.</li> <li>• Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>• Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.</li> <li>• Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.</li> </ul>
<p><b>Key Vocabulary:</b> home, house, school, surroundings, mine, yours, ours, live, land, sea, air, planet, world, map, hot, cold, change, weather, different, same,</p>		

Geography – KS1 and KS2				
KS1 NC Objectives		Locational	Place	Human and Physical Geography
	Knowledge	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>Identify seasonal and daily 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</p> <p>Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop</p>
KS2 NC Objectives	Knowledge	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
Skills and Fieldwork				
		<p><b>Key Stage One:</b></p> <p>Use world maps, atlases and globes</p> <p>Use simple compass directions Use aerial photos, construct simple maps</p> <p>Undertake simple fieldwork within school locality</p>	<p><b>Key Stage Two:</b></p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	
<b>Key</b>		KS1	Lower KS2	Upper KS2

		compass, 4-point, direction, North, East, South, West, plan, left, right, near, far, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical, describe, landmark,	sketch map, map, aerial view feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.	
		<b>Geography – KS1</b>			
		<b>Locational</b>	<b>Place</b>	<b>Human and Physical Geography</b>	<b>Key Vocabulary</b>
<b>Year 1</b>	<b>Substantive Knowledge</b>	<p>Know what a country is. Know what UK means. Know what a sea is. Know the names of the four countries that make up the UK and name the three main seas that surround the UK</p> <p>Know what an address is. Know their address, including postcode.</p> <p>Know what the equator is. What the north and south poles are. Know where the equator, North Pole and South Pole are on a globe</p> <p>Know what a compass is. Know which is N, E, S and W on a compass.</p>	<p>Know features of hot and cold places in the world</p>	<p>Know what a season is. Know which the hottest and coldest season in the UK is. Know main weather symbols</p> <p>Know what a city is. Know what a village is. Know the main differences between city, town and village.</p>	<p>compass, 4-point, direction, North, East, South, West, plan, left, right, far, near, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, human, physical.</p>

Year 1	Disciplinary Knowledge (Skills and fieldwork)	<p>Children will be able to interpret geographical information from a range of sources. They will be able to communicate geographical information in a variety of ways.</p> <p>They will:</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map of the school grounds and its surrounding environment.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks; devise a simple map; and use and construct basic symbols in a key.</li> <li>• 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.</li> <li>• Use the key vocabulary to demonstrate their knowledge and understanding with increasing accuracy.</li> <li>• Give examples of hot and cold places in the world.</li> <li>• Name the seasons, stating which is the hottest and coldest.</li> <li>• Recognise the main weather symbols.</li> </ul>			
<b>Geography – KS1</b>					
		<b>Locational</b>	<b>Place</b>	<b>Human and Physical Geography</b>	<b>Key Vocabulary</b>
Year 2	Substantive Knowledge	<p>Know what an atlas / globe is. Know how to use an atlas / globe.</p> <p>Know what a continent is. Know the names of the seven continents of the world. Know how to locate them in an atlas / on a globe.</p> <p>Know what an ocean is. Know the names of and locate the five oceans of the world.</p> <p>Know what a city is. Know what a capital city is.</p> <p>Know the names of the four capital cities of England, Wales, Scotland and Northern Ireland.</p> <p>Know how to locate them on a map/globe.</p> <p>Know the terminologies: left and right; below, next to</p>	<p>Know the main differences between a place in England and that of a small place in a non-European country</p>	<p>Know what the term 'physical features' means.</p> <p>Know the representations for the following physical features: mountain, lake, island, valley, river, cliff, forest and beach</p> <p>Know some of the advantages and disadvantages of living in a city or village.</p>	<p>compass, 4-point, direction, North, East, South, West, plan, left, right, near, far, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical, describe, landmark,</p>

Year 2	Disciplinary Knowledge (Skills and fieldwork)	<p>Children will be able to interpret geographical information from a range of sources. They will be able to communicate geographical information in a variety of ways.</p> <p>They will:</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>• Use the key vocabulary to demonstrate their knowledge and understanding.</li> <li>• Explain, with examples, some differences between a place in England and a small place in a non-European country.</li> <li>• Name some examples of physical and human features.</li> <li>• Talk about advantages and disadvantages of living in a city or a village.</li> </ul>			
<b>Geography – Lower KS2</b>					
		<b>Locational</b>	<b>Place</b>	<b>Human and Physical Geography</b>	<b>Key Vocabulary</b>
<b>(Year 3, Year 4)</b>	<b>Substantive Knowledge</b>	<p>Know the names and location of some European countries focusing on key physical and human features. e.g. landmarks</p> <p>Know the names and location of some non-European world countries, including Russia, North and South America focusing on key physical and human features.</p> <p>Know the names and location of counties and some cities of the UK.</p> <p>Know name and location of main topographical features are e.g. River Witham/ Thames, Snowdon etc.</p> <p>Know what land patterns are.</p> <p>Know what topographical features and land patterns are and how they have changed over time.</p>	<p>Know at least five differences between living in the UK and a European country.</p>	<p>Know what a climate zone is.</p> <p>Know the features of a water cycle.</p> <p>Know and label the main features of a river.</p> <p>Know the name of and locate a number of the world's longest rivers.</p> <p>Know why most cities are located by a river.</p>	<p>sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>

		<p>Know where the equator, northern and southern hemisphere are.</p> <p>Know what is meant by the term 'tropics'.</p> <p>Know where the Tropic of Cancer, Capricorn and Arctic and Antarctic Circles are on a world map</p>			
	<b>Disciplinary Knowledge (Skills and fieldwork)</b>	<p>Children <u>will begin to</u> collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. Children <u>start to explain</u> how the Earth's features at different scales are shaped, interconnected and change over time. They <u>will start to</u> interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). N.B: Year 3 – beginning to...</p> <p>They will:</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li>• use symbols, keys, 8 points of a compass and 4-figure grid references (including Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</li> <li>• use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</li> <li>• use the key vocabulary to demonstrate their knowledge and understanding.</li> <li>• Locate some European and <b>non-European</b> countries.</li> <li>• Talk about the physical and human features of some European and non-European countries.</li> <li>• <b>Name and locate main topographical features within the UK.</b></li> <li>• <b>Discuss different in land patterns.</b></li> <li>• Explain what tropics are.</li> <li>• <b>Show / explain where the equator and northern and southern hemispheres are</b></li> </ul>			

## Geography – Upper KS2

		<b>Locational</b>	<b>Place</b>	<b>Human and Physical Geography</b>	<b>Key Vocabulary</b>
<b>(Year 5, Year 6)</b>	<b>Substantive Knowledge</b>	<p>Know where the Prime/Greenwich Meridian is on a world map</p> <p>Know the names of a number of European capitals.</p> <p>Know the names and location of a number of South or North American countries.</p> <p>Know the significance of latitude and longitude.</p> <p>Know about time zones and work out differences.</p>	<p>Know key differences between living in the UK, a region in a European country and in a country in either North or South America (both)</p>	<p>Know what is meant by biomes and about the features of a specific biome.</p> <p>Know the different layers of a rainforest and know what deforestation is.</p> <p>Know the names and location of some of the world's deserts.</p> <p>Know why are industrial areas and ports are important</p>	<p>atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe,</p>

				<p>Know main human and physical differences between developed and third world countries.          Know what causes an earthquake.          Know about the different parts of a volcano.          Know the names of a number of the world's highest mountains.</p>	<p>record, map, sketch, graph.</p>
	<b>Disciplinary Knowledge (Skills and fieldwork)</b>	<p>Children <u>will become confident</u> in collecting, analysing, and communicating a range of data. They will be able to explain how the Earth's features at different scales are shaped, interconnected and change over time. N.B: Year 5 - with increasing accuracy They will:</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</li> <li>• Use the 8 points of a compass, four and <b>six-figure</b> grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</li> <li>• Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</li> <li>• Use key vocabulary to demonstrate their knowledge and understanding.</li> <li>• Name a number of European capital cities.</li> <li>• Locate and name a number of South and North American countries.</li> <li>• Explain what latitude and longitude means.</li> <li>• <b>Locate Prime/Greenwich Meridian on a world map</b></li> <li>• Talk about and explain times zones.</li> <li>• Describe key differences between living in the UK, a region in a European country and in a country in either North or South America</li> <li>• <b>Explain what biomes are, giving examples of features.</b></li> <li>• <b>Talk about the different layers of a rainforest and discuss the significance of deforestation.</b></li> <li>• Name and locate some world deserts.</li> <li>• Discuss why industrial areas and ports are important.</li> <li>• Explain some human and physical differences between developed and third world countries.</li> <li>• Explain what causes an earthquake.</li> <li>• Label the different parts of a volcano.</li> <li>• Names some of the world's highest mountains.</li> </ul>			