

Geography Overview

Caring Learning Growing

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The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Pupils are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

National Curriculum Knowledge

EYFS	KS1
<p style="text-align: center;">Understanding the world</p> <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. ● 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. <p>The natural world:</p> <ul style="list-style-type: none"> ● 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. 	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> ● name and locate the world’s seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place knowledge:</p> <ul style="list-style-type: none"> ● 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>Human and physical geography:</p> <ul style="list-style-type: none"> ● 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. ● use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> ● 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 ● 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 ● 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 ● 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.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Events	Harvest Festival Black History Month (October) Mental Health Day Show Racism the Red Card	Remembrance Day Anti-bullying Week Christingle	Children's mental health week Safer Internet Day	World Book Day Science Week	Diversity day GRT Month	Sports day

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (N)	Homes		Animals		Adventures around the world	
EYFS (R)	The local area		Animals around the world		Seasides and the world around us	
Year 1	Our local environment		The UK		Weather patterns	
Year 2	UK and Kenya comparison		Oceans and continents		Rainforests	

Year 1 and 2 coverage

Progression of Skills and Knowledge				
	Pre Reception	Reception	Year 1	Year 2
Locational knowledge	Explore and respond to different natural phenomena in their setting and on trips. Explore the nursery setting and different areas of the school. Know that there are different places in the world.	Name and locate different parts of their local community.	Name and locate the four countries and capital cities of the United Kingdom. Name and locate the surrounding seas of the United Kingdom. Name the seven continents of the world and talk about some well-known places in a continent.	Name and locate the seven continents on a world map and a world globe. Name and locate the five oceans on a world map and a world globe. Talk about some well-known features of a continent and an ocean.

Place knowledge	Talk about the different areas of the classroom and school.	Compare and contrast characters from stories from different places. Recognise some similarities and differences between life in this country and life in other countries.	To recognise similarities and differences of geographical features in my own immediate environment. To talk about people and places within my local environment.	To identify and name the key features of a location in order to say whether it is village, town or city. To compare the key features of a village, town or city.
	Talk about the differences in countries they have experienced or seen in photos.	Recognise some environments that are different to the one in which they live.	To compare Iver with a contrasting place in the UK (coastal town UK) To identify the key features of a location in order to say whether it is village, town or city.	To compare a local city/town in England with a contrasting city/ town in a non-European country. To compare people and places beyond my local environment.
Human and physical Knowledge	Use some basic vocabulary to talk about the human and physical world e.g. house, tree.	Compare and contrast settings from stories from different places.	To talk about the weather in the UK, what happens in different seasons and how weather changes on a daily basis. To identify land use around the school.	To compare hot and cold parts of the world, discussing the equator and the North/South Poles. To ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?
	Use a wider range of vocabulary to talk about the world.		To use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.	To compare and contrast the human and physical features of a British locality with a non European locality, including land use differences.
			To use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.	

Geographical skills map and fieldwork	Explore positional language through movement.	Draw information from a simple map. 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.	To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities. To use aerial images to recognise landmarks and basic physical features.	To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. To use aerial images and plan perspectives to recognise landmarks and basic physical features.
	Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with (playground, classroom)	To use simple fieldwork to observe, measure and record the human and physical features in the local area. To create a simple map of my local environment (school, highstreet). To use a simple key to recognise physical or human features on a map.	To learn and use the four points of a compass to describe the location of features on a map (North, South, East and West). To use locational and directional language such as: near, far, left, right to describe the location of features on a map. To use fieldwork to observe, measure and record the human and physical features in the local area. To devise a simple map and construct basic symbols for a key. To use simple grid references (A1, B1) to describe the location of physical and human features.