



Geography Whole School Curriculum – Ellel St. John's C of E Primary School

EYFS

Subject specific focus from statutory framework for Early Years Foundation Stage

These statements are taken from the 2020 Development Matters are prerequisite skills for geography within the national curriculum

The **Geography curriculum in EYFS** is organised across seven areas of learning rather than subject areas.

The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

3 & 4-year-olds will be learning to:

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Begin to understand the need to respect and care for the natural environment and all living things.

Children in Reception will be learning to:

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

ELG – People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- 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.

KS1

KS1 National Curriculum

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:

Locational knowledge

- 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

Place knowledge

- 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

Human and physical geography

- 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.

Geographical skills and fieldwork

- 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.

YEAR 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Home Sweet Home –</p> <p>Local Area</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom • key human features, including: city, town, village, factory, farm, house, office and shop. • 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 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 	<p>Polar Region</p> <ul style="list-style-type: none"> • Human and Physical, Identify hot and cold areas – science linked • 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 • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 			<p>Holidays –</p> <ul style="list-style-type: none"> • Human & Physical features. <ul style="list-style-type: none"> ▪ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - 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, harbor and shop. 	

YEAR 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center">Our Local Area</p> <p>Aerial photographs and simple fieldwork</p> <ul style="list-style-type: none"> ▪ 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 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. • 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 	<p align="center">The Great Fire of London</p> <ul style="list-style-type: none"> ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 		<p align="center">Royal Family –</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p align="center">Africa – Kenya</p> <ul style="list-style-type: none"> ▪ name and locate the world’s seven continents and five oceans ▪ 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 ▪ 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 	

• 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
 Revisited throughout years 1 & 2. Science linked.

KS2

KS2 National Curriculum

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 and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught:

Locational knowledge

- 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
- 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
- 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)

Place knowledge

- 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

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

YEAR 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stone Age to Iron age 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. Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,		Extreme Earth describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	North America & UK comparison, <ul style="list-style-type: none"> 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	Romans & European study (Italy) 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. <ul style="list-style-type: none"> 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 	

YEAR 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shang Dynasty (History) and an overview of other dynasties. Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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		Rivers and Mountains(Geography) describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources	Anglo Saxons & Scots (History)	A region of the UK (Geography) Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,	European Study - ? Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	<p>including energy, food, minerals and water</p> <p>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>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>	
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YEAR 5							
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
<p>Ancient Greece</p> <p>▪ locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>		<p>Amazons</p> <p>Human and physical geography</p> <p>▪ describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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>Locational knowledge</p> <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>▪ 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>Vikings</p> <p>Geographical skills and fieldwork</p> <p>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>European study</p> <p>Place knowledge</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>Geographical skills and fieldwork</p> <p>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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</p>	

			United Kingdom and the wider world
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YEAR 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WW1 & 2 (History & Geography) ▪ 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.		Crime & punishment <u>Place knowledge</u> ▪ 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.	Rivers & Coasts <u>Geographical skills and fieldwork</u> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ 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 <u>Human and physical geography</u> ▪ describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - 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	Benin – Africa (History)	Heroes/Vilians – if all hist/geog statements covered.