



Grimley & Holt C of E Primary School

Excellence and excitement every day for every child

Geography

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Geography National Curriculum.

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

Intent

Our educational program is designed to help teachers cover all the necessary skills required to meet the objectives of the national curriculum. Geography is an integral part of our thematic approach, complementing History to provide a deeper understanding of the four areas of geography outlined in the curriculum. This helps develop contextual knowledge of globally significant locations and an understanding of the processes that shape key physical and human geographical features of the world, including how they undergo variation and change over time. Our aim is to instill in children a sense of curiosity and fascination with the world and its people that will remain with them throughout their lives. Our program's thematic nature provides an immersive, collaborative, and investigative approach to different places around the world, as well as physical and human processes. Our lessons aim to improve children's geographical vocabulary, map skills, and geographical facts, providing opportunities for consolidation, challenge, and variety to ensure sustained interest and progress in the subject.

Implementation

In Key Stage 1, children start to learn to use maps and recognize physical and human features related to their local area. This gradually leads to more advanced topics such as using maps to explore the continents and oceans of the world in Year 2. Additionally, in Year 2, children learn to compare their place of living to areas outside of Europe and ask and answer geographical questions. In Key Stage 2, map skills are further developed using digital maps, more keys and symbols, and children start to use more fieldwork skills. Our lesson plans and resources help children build on their previous knowledge and introduce new skills and challenges. Children learn to expand their skills in local knowledge, place knowledge, human and physical geography, geographical skills, and fieldwork. We provide engaging and practical tasks to allow children to experience geography beyond the classroom. Each lesson pack comes with end-of-unit assessments to give teachers and adults leading geography confidence in the development of skills and knowledge. Key words are highlighted in each lesson, which can be used by children to deepen their geographical knowledge.

Impact

Geography lessons will have a positive impact on both teachers and pupils across the school. By using these lessons as part of the foundation of the Mantle of the Expert curriculum, teachers have higher expectations and are able to present more quality evidence in books. This approach will help children develop a deep understanding of the Earth's key physical and human processes and accurately use geographical vocabulary. Moreover, children are able to make relevant links between geography and other subjects such as history and science. This interdisciplinary approach has led to an improvement in their enquiry skills and inquisitiveness about the world around them, as well as their impact on the environment. Children also develop a positive commitment to the future of the planet and understand the choices they can make to create a better world. They become competent in collecting, analyzing, and communicating a range of data gathered and can interpret a variety of sources of geographical information. Ultimately, all children in the school will be able to speak confidently about their geography learning, skills, and knowledge.

Commented [BD1]: Do you have the evidence to back up the statements here? (Past tense suggests it's all secure - different to the history doc?)

	KS1	LKS2	UKS2
Locational Knowledge	<p>As children grow and develop their understanding of the world around them, they begin to acquire knowledge about key places in the United Kingdom outside of their immediate surroundings. This includes learning the names of different regions, cities, and landmarks within the UK. In addition to this, children start to learn about the world's oceans and continents, gaining an awareness of the vastness and diversity of our planet. This foundational knowledge is an important step towards developing a broader perspective and appreciation for the world we live in.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name and locate the world's seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<p>During the early years of primary education in the UK, children are introduced to the basics of their own country. As they progress to the next stage, they start to learn about the rest of the world. Children develop an understanding of the different zones that exist in the world and their significance. Accurately locating places and features on maps also becomes an important part of their learning.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; c 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; d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<p>In the process of learning geography, children in upper Key Stage 2 start exploring Eastern Europe and South America. They use maps to locate these regions and apply their knowledge of longitude, latitude, coordinates, and indexes to pinpoint specific places on the map. Unlike Lower KS2, at this stage, children shift their focus towards finding locations beyond the UK.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Place Knowledge	<p>As children grow up, they start comparing different places within the UK to those outside its borders. This helps to enhance their knowledge and understanding of the world, people, and communities, which is a fundamental aspect of the Early Years Foundation Stage (EYFS) curriculum. This activity also encourages children to observe similarities and differences between places and people, thereby improving their cognitive skills.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. 	<p>As per the Key Stage 1 curriculum, children start developing their vocabulary related to physical and human geographical features. They gradually learn to compare different regions by focusing on specific features. As they progress, they begin to analyze and compare regions of the UK in greater depth. Eventually, they extend their analysis to areas beyond the UK. This way, they acquire a better understanding of the world around them and its diverse geographic features.</p> <p>KS2 Geography National Curriculum Children can 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>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. 	<p>One of the ways children can develop their analytical skills is by comparing different areas of the United Kingdom with areas outside of the country. This approach can help them gain a much deeper understanding of diverse places, individuals, resources, natural and human environments. By making connections to places beyond their own country and local area, children can expand their knowledge and appreciation of the world around them. Encouraging children to conduct independent research, ask questions, and find answers can also be an effective way to foster their curiosity and enable them to develop a range of essential skills.</p> <p>KS2 Geography National Curriculum Children can 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>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; c use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
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Human and Physical Geography	<p>In the early years of education, children start to develop an understanding of how environments can differ from one another. This knowledge forms the foundation for their learning about the physical and human features of geography. As they progress, children are able to identify and describe the various characteristics of different environments, which helps them better understand the world around them.</p> <p>KS1 Geography National Curriculum Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> a 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; b 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; c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>Children possess a heightened comprehension of the distinction between physical and human geography. They utilize more accurate terminology to describe the processes involved in physical and human geography and their respective importance. Furthermore, they gain knowledge about the intricacies of extreme weather, including the causes and effects of such phenomena, and begin to grasp the repercussions of human activity on the planet.</p> <p>KS2 Geography National Curriculum Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can: describe and understand key aspects of:</p> <ul style="list-style-type: none"> a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; b use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. 	<p>As children progress in their studies, they develop a better understanding of the distinction between physical and human geography. They become proficient in using relevant terminology to describe both aspects of geography, backed with a diverse range of examples. They also delve deeper into human geography, considering the impact humans have on the world. This includes studying trade links, resources, and how they are distributed around the globe. Additionally, children learn to distinguish between the different types of mountains, which is a crucial aspect of studying physical geography.</p> <p>KS2 Geography National Curriculum Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can: describe and understand key aspects of:</p> <ul style="list-style-type: none"> a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; b 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; c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
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Geographical Skills and Fieldwork	<p>As children build on their knowledge of the Early Years Foundation Stage (EYFS) curriculum, they are introduced to the use of maps. With the help of keys and symbols, they learn to locate different places and name the features of their environment. Furthermore, children are taught to observe and analyze how their surroundings have transformed over time. This process encourages children to develop a deeper understanding of their environment and how it evolves over time.</p> <p>KS1 Geography National Curriculum</p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; b use simple compass directions and locational and directional to describe the location of features and routes on a map; c devise a simple map; and use and construct basic symbols in a key; d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. 	<p>As children grow, they gradually develop their map skills by learning to identify various features on a map with the help of symbols and keys. Additionally, they start to acquire fieldwork skills that enable them to monitor and explain patterns in both human and physical features, leading to a better understanding of their surroundings.</p> <p>KS2 Geography National Curriculum</p> <p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. 	<p>As children progress in their learning, they develop their map skills by effectively communicating locations using grid references and coordinates. In addition to this, they learn to identify and describe what constitutes a good map symbol and the reasons behind it. Moreover, children learn to observe and record the gradual changes in human features over time, such as trade patterns. This helps them gain a deeper understanding of how our surroundings evolve and transform with time.</p> <p>KS2 Geography National Curriculum</p> <p>Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps, atlases, globes and digital/computer mapping to locate countries and describe features; b 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; c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
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