



Geography- Curriculum Overview

Curriculum Intent

Intent: Our geography curriculum is centred around our children's knowledge and understanding of the wider world and community around them. Through developing a sense of place, geography inspires a curiosity and appreciation of the environment. Our children are equipped with knowledge of diverse places and people. Through exploration and collaborative learning, they develop skills for life in observing, communicating and comparing what they learn about the world around them

In addition to the National Curriculum aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality geography sequences of learning:

- Pupils are happy in their learning and set high expectations of themselves in all areas
- Children taking ownership of their own learning journey
- We have an engaging, ambitious and inclusive curriculum which results in happy learners
- We celebrate and share our successes

The Geography curriculum reflects our school values in the following ways:

Ready:

We always try our best
We keep going when things get difficult
We set high expectations of ourselves
We are positive about new challenges

Respectful:

We look after our environment and our equipment
We respect difference and know that we are all equal

Responsible:

We look after ourselves and each other

Specific area of learning	ELG People, Culture and Communities	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in EYFS
	ELG: Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.	<ul style="list-style-type: none"> • Geographer • World • Ocean • Country • City • Town • Village • Place • Map • Season • Weather • Forest • Beach • Mountain • Planet • Space • Earth 	<ul style="list-style-type: none"> • Become familiar with the local environment • Explore school grounds-wildlife and spinney • Know about extended family • EAL knowing about family members in other places • Explore traditions and Christmas • Know about Farm animals • Exploring world through texts such as 'Were going on a bear hunt'. 	<ul style="list-style-type: none"> • Looking at where we live and talking about features we see on the way to school, (shops, roads, parks etc) • Exploring the school grounds to look at features of the environment. • Discussing where extended family members live on a map, including our EAL families place of birth. • Exploring traditions around the world. • Naming features of the world around us (farms, beach, woodland etc).
	ELG The Natural World			
	ELG: Exploring the Natural world around them, making observations and drawing pictures of animals and plants. Know some differences and similarities between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.			

Locational Knowledge- Knowledge and Skills Progression

	Y1	Y2
Knowledge	I can name the 4 countries of the United Kingdom I can name the 7 continents of the world. I can name the 5 oceans of the world. I can name the 4 countries of the United Kingdom I can name the capital cities of the 4 kingdoms of the UK. I can name the seas that surround the UK	I know what human features are. I know what physical features are. I can name features of our local area.
Skills	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a contrasting non-European country.	Fieldwork and map skills are further developed with a study of the local area. Children retrieve and apply knowledge about human and physical features in their local context.

Locational Knowledge- Knowledge and skills progression

	Y2
Knowledge	<p>I can discuss where the continent of Africa is? I know where Kenya is? I can discuss the physical and human features. I can describe Nairobi and compare the human and physical similarities and differences: I can talk about how London and Nairobi are similar and different?</p>
Skills	Extension of the use of the map, aerial photos and atlases.

Human & Physical – Knowledge and Skills Progression

	Y1	Y2
Knowledge	<p>I can compare hot and cold places. I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas in relation to the Equator and the North and South Poles. I can use locational language.</p>	<p>I can use basic geographical knowledge to refer to human features and physical features. I can name some features our local area have.</p>
Skills	Developing map skills and the use of a key. Begin to use locational and directional language.	Further development of recognition of human and physical features that give a place its character.

Geographical skills and Fieldwork– Knowledge and Skills Progression

	Y1	Y2
Knowledge	<p>I know what a map is. I can make an imaginary map. I can make a real map.</p>	<p>I can use basic geographical vocabulary to refer to physical features and key human features throughout each term. I can use geographical skills and fieldwork in each of the areas of study.</p>
Skills	<p>Children will use concrete examples of stories and routes to learn about spatial awareness. They will draw places and show how spaces are connected.</p>	<p>Make a map of the local area; use and construct basic symbols in a key. Study the geography of our school and its grounds and the key human and physical features of its surroundings.</p>

Vocabulary

	Year 1	Year 2
Locational Knowledge	Country, city, canal, river, stream, bridge, church, flats, detached, semi-detached and terraced houses, bungalow, church, shops, farm	town, village, factory, port, harbour, transport, route, north, south, east, west, compass, coordinate, map, key, city, countryside, farm, skyscraper, ferry tram, cable car, pie
Place Knowledge	Prepositional language – up, down, left, right	
Human & Physical Knowledge	Wood, forest, hill, mountain, river, season, land, stream, map	Beach, cliff, coast, ocean, valley, vegetation, equator, tropics, climate, continent, planet, universe, Earth, Amazon rainforest, canopy, forest floor, understory, emergent layer, island, mainland, river, estuary, lake, mud flats, sand dunes, salt marsh, shore
Geographical enquiry skills and Fieldwork	Compass, North, South, East, West, location moist misty scorched freezing tropical	increase decrease align symbol observe sketch

