



# Geography Curriculum



## Early Years Foundation Stage

Understanding the World		
	Children will be learning to...	Examples of how to support this...
Birth to Three	Explore natural materials, indoors and outside.	<p>Provide open-ended play materials inside and outdoors.</p> <p>Suggestion:</p> <ul style="list-style-type: none"> <li>• Treasure Baskets for repeated exploration of textures, sounds, smells and tastes.</li> <li>• Offer lots of different textures for exploration with fingers, feet and whole body e.g. wet and dry sand, water, paint and playdough.</li> </ul>
	Explore and respond to different natural phenomena in their setting and on trips.	<p>Encourage toddlers and young children to enjoy and explore the natural world.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> <li>• standing in the rain with wellies and umbrellas</li> <li>• walking through tall grass</li> <li>• splashing in puddles</li> <li>• seeing the spring daffodils and cherry blossom</li> <li>• looking for worms and minibeasts</li> <li>• visiting the beach and exploring the sand, pebbles and paddling in the sea</li> </ul>
3 and 4 year olds	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Provide interesting natural environments for children to explore freely outdoors.</p> <p>Make collections of natural materials to investigate and talk about e.g. contrasting pieces of bark, different types of leaves and seeds, different types of rocks, different shells and pebbles from the beach. Provide equipment to support these investigations e.g. magnifying glasses or a tablet with a magnifying app.</p> <p>Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: "I wonder if...?"</p> <p>Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.</p>
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<p>Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.</p> <p>Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</p>



Children in Reception	Draw information from a simple map.	<p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Familiarise children with the name of the road, and or village/town/city the school is located in.</p> <p>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.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>
	Recognise some similarities and differences between life in this country and life in other countries.	<p>Teach children about places in the world that contrast with locations they know well.</p> <p>Use relevant, specific vocabulary to describe contrasting locations.</p> <p>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.</p> <p>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.</p>
	Recognise some environments that are different from the one in which they live.	<p>Teach children about a range of contrasting environments within both their local and national region.</p> <p>Model the vocabulary needed to name specific features of the world, both natural and made by people.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
	Understand the effect of changing seasons on the natural world around them.	<p>Guide children's understanding by draw children's attention to the weather and seasonal features.</p> <p>Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.</p>



		<p>Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p>
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Early Learning Goals	
People, Culture and Communities	The Natural World
<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>• 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;</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>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>



## Key Stage 1

### Purpose of study

A high quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes and of the information and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography					
	Locational knowledge	Place	Human and Physical	Geographical skills	Environmental issues
Year 1	<ul style="list-style-type: none"> <li>Know that they live in the city of Peterborough</li> <li>Understand and be able to use the vocabulary: village, town, city, country</li> <li>Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.</li> <li>Identify the UK and some countries where members of the class come from.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe the human and physical geography of a small area of the U.K.</li> <li>Discuss similarities and differences between this area and Peterborough</li> <li>Know that the River Nene runs through Peterborough</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> <li>Use basic geographical vocabulary to refer to key physical and human features of their school and its grounds and of the surrounding environment.               <ul style="list-style-type: none"> <li>Key <b>physical features</b>, including: woodland, river, soil, vegetation, season and weather.</li> <li>Key <b>human features</b>: including: city, factory, house, office, station and shop.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the U.K. and its countries.</li> <li>Use locational and directional language (e.g. near, far, left and right) to describe the location of features and routines on a map</li> <li>Use maps and photographs to recognise local landmarks and basic human and physical features</li> <li>Devise simple picture maps.</li> <li>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment e.g. note taking, videoing, data collection, sketches, photos, observations.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop an understanding of human impact on our world</li> <li>Talk about ways to look after our world e.g. reduce, reuse and recycle</li> <li>Discuss a current environmental issue or event in the UK or further afield e.g. flooding, volcanic eruption, pollution</li> </ul>



## Geography

	Locational knowledge	Place	Human and Physical	Geographical skills	Environmental issues
Year 2	<ul style="list-style-type: none"> <li>• Name and locate the world's 7 continents and 5 oceans.</li> <li>• Understand the terms 'continent' and 'ocean'.</li> <li>• Understand that a world map shows all the countries in the world.</li> <li>• Recap on the UK and the countries where members of the class come from.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</li> <li>• Identify the human and physical features of the two localities studied.</li> <li>• Use basic geographical vocabulary to refer:               <ul style="list-style-type: none"> <li>○ Key <b>human features</b>: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ Key <b>human features</b>: including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the continents and oceans studied at this key stage.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Devise a simple map; and use and construct basic symbols in a key when studying their school and surrounding areas.</li> <li>• Use simple fieldwork in the local area/close proximity to the school e.g. the road, park, river and shops.</li> <li>• Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop an understanding of human impact on our world</li> <li>• Demonstrate an understanding of personal impact on the world by for example recycling</li> <li>• Discuss a current environmental issue or event in the UK or further afield e.g. flooding, volcanic eruption, pollution</li> </ul>