

EYFS Aims

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently, through planned and independently explored opportunities in their environment. This emerging knowledge and understanding can be used to explore crucial early geographical skills. The aims and content address a number of key geographical concepts. These are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The early learning goals at EYFS aim to guide children to make sense of their physical world and their community by exploring, observing, and finding out about people, places, technology and the environment.

The aims of our EYFS curriculum is to develop children's early geographical skills by providing rich experiences to promote the following:

- Beginning to use geographical based language language associated with location, environments, plants, animals and places.
- Developing a sense of geographical awareness.
- Comparison and contrast, similarity and differences within places and environments in their locality.
- Read, handle and use geographical information such as simple maps, photographs and non-fiction texts
- Use simple fieldwork skills to observe and comment on the changes that they can see in their immediate environment.

ELG Content

ELG: People, Culture and Communities

Pupils should be given the opportunity to:

- Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction, texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences, and what they have 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 maps

FLG: The Natural World

Pupils should be given the opportunity to:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them.
- Understand some important processes and change in the natural world around them; including the seasons and changing matters

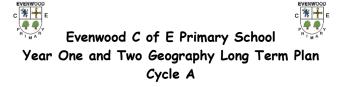
| Autumn | Spring | Summer |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Seasons/Weather | Seasons/Weather | Seasons/Weather |
| Possible Questions | Possible Questions | Possible Questions |
| What happens to the trees in? | What happens to the trees in? | What happens to the trees in? |
| What do we wear when? | What do we wear when? | What do we wear when? |
| Celebrations | Celebrations | Celebrations |
| Children to explore celebrations in their lives such | - Easter | - Father's Day |
| as birthdays as well as; | - Mother's Day | - St. George's Day |
| - Harvest Festival | - Chinese New Year (China) | - Ramadan (Muslim) |
| - Diwali (India) | - Holi (India) | - Tanabata - Star Festival (Japanese) |
| - Hanukah (Jewish) | - Valentine's Day | (|
| - Thanksgiving (America) | , | Possible Questions |
| - Christmas | Possible Questions | What are children around the world celebrating? |
| | What are children around the world celebrating? | |
| Possible Questions | The state of the s | Where is England? |
| What are children around the world celebrating? | Where is my school? | Possible Questions |
| | Possible Questions | Where is England on a map? |
| Where do I live? | Where is our school on a map? | and a supplied to a supplied t |
| Possible Questions | | |
| Where is my house on a map? | *make comparisons with our school and a school in a different country | |
| *make comparisons with our homes and a house in a different country | | |
| Key Vocabulary | Key Vocabulary | Key Vocabulary |
| N - Autumn, Winter, cold, rain, wind, trees, leaves, | N - Winter, Spring, snow, ice, frost, cloudy, | N - Summer, hot, sunshine, special celebration, |
| Harvest, fruit, vegetable, special celebration, | Easter, pancake, special celebration, Chinese New | England, country |
| Christmas, house, street, road, garden, yard | Year, school, playground, outside area | R - Summer, warm, blossom, Ramadan, St. George, |
| R - Autumn, Winter, shower, breeze, frost, dew, | R - Winter, Spring, hail, buds, Easter, Shrove | Tanabata, Britain, London, city |
| branches, Harvest, produce, Diwali, Hanukah, | Tuesday, Ash Wednesday, Chinese New Year, | , , , , , |
| Thanksgiving, Christmas, New Year, bungalow, flat, | lantern, Holi, field, building, map, hill, town name, | |
| village name, town name | village name | |
| Suggested Texts | Suggested Texts | Suggested Texts |
| Why Do Leaves Fall From Trees? By Ruth Owen | Shanyi Goes to China by Sungwan So (NF) | The Wind Blew by Pat Hutchins |
| Tree: Seasons Come, Seasons Go by Patricia | Children Just Like Me by Barnabas and Anabel | Let's Celebrate!: Festival Poems from Around the |
| Hegarty and Britta Teckentrup (NF) | Kindersley (NF) | World by Debjani Chatterjee and Brian D'Arcy |
| Elmer and the Rainbow by David McKee | We're Going on a Bear Hunt by Michael Rosen and | Tree: Seasons Come, Seasons Go by Patricia |
| Let's Eat! Children and their food around the | Helen Oxenbury | Hegarty and Britta Teckentrup (NF) |
| world by Beatrice Hollyer | Going to School in India by Lisa Heydlauff (NF) | Pussycat, Pussycat, Where Have You Been by |
| Mouse House by John Burningham | We go to school in Japan by Gwynneth Ashby (NF) | Russell Punter (NF) |

| Start small, dream big | | Bears from around the world (NF) |
|------------------------|---------|----------------------------------|
| Autumn | Spring | Summer |
| History | History | History |
| | | |
| | | |

Focus Content

Pupils should be given the opportunity to:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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
- 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
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- 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.



| Autumn | Spring | Summer | |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--|
| Mapping the World, describing maps of the wor | Mapping the World, describing maps of the world 1 and 2 used throughout. Fieldwork incorporated throughout. | | |
| United Kingdom | Climate | Oceans | |
| England London | | Arctic Atlantic Pacific | |
| London | | Indian | |
| Newcastle upon Tyne | | Southern | |
| | | | |
| | | | |
| Key Vocabulary | Key Vocabulary | Key Vocabulary | |
| England: United, Union, Monarchy, Democratic, Government, Archipelago | Climate: temperatures, climate, weather, polar, equatorial, tropical, extremely, vast, thrive | Arctic: entirely, connected, ports, natural resources, climate change | |
| London: Capital city, government, business, cultural | | Atlantic: connected, equator, ports, marine species, endangered, driftnet | |
| Newcastle: remnants, significant, ethnic | | Pacific: equator, tourist destinations, marine species, | |
| backgrounds, millennium, philanthropist, bridge | | inhabitants, atolls | |
| | | Indian: entirely, trade, beneath, fuel, gulfs, natural resource, artificially, canal | |
| | | Southern: ice-breaker, accompany, equator, roaring, | |
| | | furious, shrieking, invertebrate | |
| | | | |

Locational and place knowledge:

- 7 continents and 5 oceans
- Human and physical characteristics of the UK
- Similarities and differences between areas of the UK / World

Human and physical Geography:

- Seasonal and daily weather patterns (UK, equator, North, South Pole.
- Key terminology (Refer to list above)

- Maps, atlases, keys
- Compass points
- Ariel photographs / constructing simple maps
- Fieldwork within the grounds.

| Autumn | Spring | Summer |
|-------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------|
| Mapping the World, describing maps of the world | 1 and 2 used throughout. Fieldwork incorporated | throughout. |
| United Kingdom | Weather | Australia |
| Scotland | | Aboriginal People |
| | | Animals |
| Edinburgh | | Great Barrier Reef |
| | | Sydney |
| Northern Ireland | | Daintree Rainforest |
| Belfast | | |
| Key Vocabulary | Key Vocabulary | Key Vocabulary |
| Scotland: rural, emblem, archipelago, peak, | Weather: frequently, represented, symbols, | Australia: Commonwealth, democratic, urban, |
| munros, legend, remote, inhabitants | physical process, atmosphere, technique | surrounded, lone |
| Edinburgh: Gaelic, parliament, Firth, extinct, | Extreme weather: heatwave, drought, flood, | Aboriginal people; indigenous, descendants, |
| military tattoo | monsoon, blizzard, gale/storm. Cyclone/hurricane, tornado/twister | migrants, sacred, ancestors, vast, remote, inland |
| Northern Ireland: rural, Gaelic, emblem, | | Animals: monotremes, mammals, marsupials, |
| causeway, hexagonal columns, conflict | | plumage, nocturnal, carnivorous, rural |
| Belfast: RMS, maiden voyage, iceberg, Catholic, | | Great Barrier Reef: reef, barrier, species, |
| Protestant | | vibrant, marine, bacteria, recycling |
| | | Sydney: harbour, plateau, temperature, |
| | | settlement, convicts, urban |
| | | Daintree Rainforest: surviving, geologist, rare, |
| | | endangered, rediscovered, region |

Locational and place knowledge:

- 7 continents and 5 oceans
- Human and physical characteristics of the UK

- Maps, atlases, keys
- Compass points

• Similarities and differences between areas of the UK / World

- Ariel photographs / constructing simple maps
- Fieldwork within the grounds.

Human and physical Geography:

- Seasonal and daily weather patterns (UK, equator, North, South Pole.
- Key terminology (Refer to list above)

KS2 - Aims

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
- are competent in the geographical skills needed to:
- collect, analyze 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.

KS2 - Content

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 to:

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.

| Autumn | Spring | Summer |
|------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------|
| Describing maps of the world 2 and 3 used throughout. Fieldwork incorporated throughout. | | |
| Landscapes: weathering | International trade | The water cycle |
| | | |
| Rivers | Food | |
| Mountains | Natural resources | |
| | Tourism | |
| Erosion and Deposition | | |
| Coasts | | |
| Management | | |
| Key Vocabulary | Key Vocabulary | Key Vocabulary |
| Landscapes | International trade | The Water Cycle |
| Weathering: constantly, contributing, pollution, | Food: import, exporting, beverage | The cycle: atmosphere, continuous |
| landforms | Natural resources: international, natural, resources, | Clouds and precipitation: precipitation, |
| Rivers: watercourse, tributaries, source, mouth, | imported, exporting | cumulonimbus, stratus, cumulus, cirrus |
| channel, river bed, reaches, meanders, deltas, | Tourism: international, tourism, cultural, historical, | |
| estuary | intangibility | |
| Mountains: landform, summits, mountain ranges, | | |
| magma, plate tectonics | | |
| | | |
| Erosion and Deposition | | |
| Rivers: erosion, transportation, deposition. | | |
| Youthful, middle-aged, mature, meanders, ox-bow | | |
| lakes, delta | | |
| Coasts: erosion, deposition, tourist destinations | | |
| Management: natural physical process, artificial | | |
| structures, advantages, disadvantages, prevent, | | |
| promenade, boulders, maintain Focused Content: | | |

Locational and place knowledge:

- Locate countries identifying environmental regions and key physical and human characteristics.
- Counties, cities, Geographical Regions, topographical features of the UK
- Land use patterns and how they have changed.

Human and physical Geography:

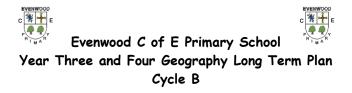
- Physical Refer to list above
- Human Refer to list above

Geography skills and fieldwork:

Maps, atlases, keys

- Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
- Similarities and differences between locations in the world.

- Grid references
- Fieldwork of the area including sketch maps



| Autumn | Spring | Summer | |
|------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------|--|
| Describing maps of the world 2 and 3 used throughout. Fieldwork incorporated throughout. | | | |
| Europe | Transportation | Earthquakes and volcanoes | |
| | | | |
| Population | Cities | Plate tectonics | |
| Rivers | National | Pacific Ring of Fire | |
| Mountains | International | Impact | |
| | | | |
| | | Climate Change | |
| Key Vocabulary | Key Vocabulary | Key Vocabulary | |
| Europe: landmass | Transportation | Earthquakes and volcanoes | |
| Population: population, city-state, enclave, | Cities: advantages, disadvantages, | Plate tectonics; earthquakes, volcanoes, erupt | |
| inhabitants | congestion, pollution, vulnerable | Pacific Ring of Fire: volcano, earthquake, dormant, | |
| Rivers; primary, numerous, traversing, source, | National: networks, frequently, bridleway, | collision | |
| remote, delta, commercial | conflict | Impact: magnitude, meteoric, intensity, tsunami | |
| Mountains: mountain ranges, peak, boundary, | International; international, destination, | - | |
| extends, summit | cargo | | |

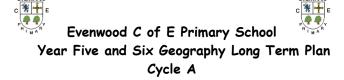
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- Similarities and differences between locations in the world.

Human and physical Geography:

- Physical Refer to list above
- Human Refer to list above

- Maps, atlases, keys
- Grid references
- Fieldwork of the area including sketch maps



| Spring | Summer | | |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Using maps: features used throughout. Fieldwork incorporated throughout. | | | |
| Ocean currents | Biomes and climate zones | | |
| | | | |
| Marine biome | Tropical Rainforest biome | | |
| | | | |
| Freshwater biome | Temperate deciduous forest biome | | |
| Key Vocabulary | Key Vocabulary | | |
| Ocean currents: continuous, gyres, pollution, | Biomes and climate zones: categorise, inhabit, | | |
| garbage | terrestrial, aquatic, climate | | |
| Marine biome: saline, vertical, detected, | Tropical rainforest biome: equatorial, sub- | | |
| significant, photosynthesis | equatorial, precipitation, emergent, canopy, under | | |
| Freshwater biome: ecosystem, aquifer, habitats, | storey, deforestation | | |
| migration | Temperate deciduous forest: temperate, | | |
| | deciduous, shrubs, timber, emissions | | |
| | incorporated throughout. Ocean currents Marine biome Freshwater biome Key Vocabulary Ocean currents: continuous, gyres, pollution, garbage Marine biome: saline, vertical, detected, significant, photosynthesis Freshwater biome: ecosystem, aquifer, habitats, | | |

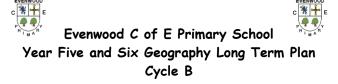
Locational and place knowledge:

- Locate countries identifying environmental regions and key physical and human characteristics.
- Counties, cities, Geographical Regions, topographical features of the UK
- Land use patterns and how they have changed.
- Identify latitude, longitude, Equator, Northern Hemisphere,
 Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
- Similarities and differences between locations in the world.

Human and physical Geography:

- Physical Refer to list above
- Human Refer to list above

- Maps, atlases, keys
- Grid references
- Fieldwork of the area including sketch maps



| Autumn | Spring | Summer | |
|--------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------------|--|
| Using maps: features used throughout. Fieldwork incorporated throughout. | | | |
| South America | Biomes and climate zones | Biomes and climate zones | |
| Danulation | Desert biome | Taiga hiama | |
| Population | | Taiga biome | |
| Rivers | Savannah biome | Tundra biome | |
| Mountains | Grassland biome | Ice biome | |
| | | | |
| Key Vocabulary | Key Vocabulary | Key Vocabulary | |
| South America; landmass, sparsely, landlocked, | Biomes and climate zones: categorise, | Biomes and climate zones: categorise, inhabit, | |
| indigenous, colony | inhabit, terrestrial, aquatic, climate | terrestrial, aquatic, climate | |
| Population: median, populous, sparsely | Desert biome; ecosystem, arid, evaporates, | Taiga biome; terrestrial, situated, favourable, | |
| Rivers: river basin, tributary, discharging | vegetation, nocturnal | uninhabited, nutrients, migrate, hibernate | |
| Mountains; topographic, subduction, seismic, citadel | Savannah biome: sporadic, raoming, grazing, | Tundra biome; permafrost, ecosystems, hibernate, | |
| | desertification, abundant, carviverous, | migrate, clusters | |
| | predators | Ice biome: latitude, majority, permafrost, | |
| | Grassland biome; expanses, precipitation, | microscopic | |
| | fertile | • | |

Locational and place knowledge:

- Locate countries identifying environmental regions and key physical and human characteristics.
- Counties, cities, Geographical Regions, topographical features of the UK
- Land use patterns and how they have changed.
- Identify latitude, longitude, Equator, Northern Hemisphere,
 Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
- Similarities and differences between locations in the world.

Human and physical Geography:

- Physical Refer to list above
- Human Refer to list above

- Maps, atlases, keys
- Grid references
- Fieldwork of the area including sketch maps