



Geography



Early Learning Goals

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Before starting Reception, children should:	During Reception, the children will learn to:	By the end of Reception, children should:
Understanding the world	<ul style="list-style-type: none"> 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. Use all their senses in hands-on exploration of natural materials. 	<ul style="list-style-type: none"> 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. 	<p>People Culture and Communities</p> <ul style="list-style-type: none"> 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. <p>The Natural World</p> <ul style="list-style-type: none"> 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. Understand some important processes and changes in the natural world around them, including the seasons.
Maths	<ul style="list-style-type: none"> Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 		

National Curriculum Expectations:

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 formation 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.

	By the end of Year 2	By the end of Year 4	By the end of Year 6
Locational knowledge	<ul style="list-style-type: none"> 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 	<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 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	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: <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, inc. city, town, village, factory, farm, house, office, port, harbour, shop 	<ul style="list-style-type: none"> Describe and understand key aspects of: <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
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Locational Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> 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; <p>Key vocabulary: 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>	<p>Children can:</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) 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, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; <p>Key vocabulary: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, atlas, index, coordinates, continent, country, city, South America, border, key.</p>	<p>Children can:</p> <ul style="list-style-type: none"> use maps to locate the world's countries with a focus on Eastern Europe and North 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 and use longitude and latitude to find locations on a map; <p>Key vocabulary: tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>
Place Knowledge	<p>Children can:</p> <ul style="list-style-type: none"> compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/town in a different country; <p>Key vocabulary: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p>	<p>Children can:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom; explore similarities and differences, comparing the human and physical geography of a region of the UK and a region of South America; <p>Key vocabulary: Amazon rainforest, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>Children can:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of Eastern Europe and North America <p>Key vocabulary: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p>

Human and Physical Geography	<p>Children can:</p> <ul style="list-style-type: none"> 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; <p>Key vocabulary (physical features): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</p> <p>Key vocabulary (human features): city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Children can:</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: volcanoes, tornadoes, tsunamis, earthquakes, mountains, and the water cycle; human geography, including: types of settlement and land use; <p>Key vocabulary: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, deforestation, evaporation, water cycle, condensation, precipitation, cooling, filter, pollution, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental, settlement, settler, site, need, shelter, food.</p>	<p>Children can:</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts; 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>Key vocabulary: 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, tourism, positive, negative, economic, social, environmental.</p>
Geographical Skills and Fieldwork	<p>Children can:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key; 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; <p>Key vocabulary: 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>	<p>Children can:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; <p>Key vocabulary: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>	<p>Children can:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features; 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 human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; <p>Key vocabulary: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>