



Geography curriculum

**STATUTORY**

Nursery and Reception	Year 1 and Year 2
<p><b>Early Learning Goal: Children at the expected level of development will:</b></p> <p><b><u>Understanding the World</u></b></p> <p><b>ELG: People, Culture and Communities</b></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><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <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.</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>● Name and locate the world’s seven continents and five oceans</li> <li>● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>● Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>● Use basic geographical vocabulary to refer to: key physical features key human features,</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>● Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>● Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map</li> <li>● 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</li> <li>● 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.</li> </ul>

## THELWALL INFANT SCHOOL AND NURSERY AGE EXPECTATIONS

### EYFS

PEOPLE CULTURE AND COMMUNITIES (PLACES)	FEATURES (HUMAN & PHYSICAL) AND VOCABULARY	SKILLS AND FIELDWORK
<ul style="list-style-type: none"> <li>● Through stories, begin to understand about different places e.g. the seaside, countryside (farms) and towns.</li> <li>● Talk about places seen in books, videos and on the internet.</li> <li>● Begin to notice similarities and differences in places.</li> <li>● Find out about other countries through stories and experiences.</li> <li>● Recognise some similarities and differences between life in this country and life in other countries.</li> <li>● Talk about and show interest in people who are familiar to them including their occupation.</li> <li>● Make connections between features of their family and other families e.g. why do you wear a scarf round your head? Why does her hair feel different to mine?</li> <li>● Notice differences between people. Model positive attitudes about the differences between people including differences in race and religion e.g. positive images of people who are disabled, books and play materials that reflect diversity. Materials that confront gender stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>● Use floor maps and play mats to represent their immediate environment – identify some features such as roads, grass, buildings.</li> <li>● Describe and build (using wooden blocks/construction) different types of buildings in their immediate environment e.g. tall/short towers, houses with windows and doors.</li> <li>● Describe places using their characteristics and simple vocabulary – e.g. house, street, wood.</li> <li>● Discuss daily weather conditions e.g. rain, cloud, sun, snow, wind.</li> <li>● Observe and understand what is changing in the natural world during each season.</li> <li>● Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>● Make simple sketches and draw simple routes of familiar places.</li> <li>● Make simple maps and plans and talk about them.</li> <li>● Identify the setting/place of stories using a map/globe.</li> <li>● Explore the school setting and local area through field trips e.g. Welly Days, trip to local park etc.</li> <li>● Fill in and use simple charts e.g. class daily weather chart.</li> </ul>

### KEY STAGE 1

PLACES	FEATURES (HUMAN & PHYSICAL) AND GEOGRAPHICAL VOCABULARY	SKILLS AND FIELDWORK
<ul style="list-style-type: none"> <li>● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> <li>● Name the seas around Britain: Irish Sea; North Sea; Atlantic Ocean; English Channel</li> <li>● Name and locate the world's seven continents and five oceans <i>(Europe, Asia, North America, South America, Australasia, Africa, Antarctica),</i>  <i>(Atlantic, Pacific, Indian, Artic, Southern/Antarctic).</i></li> <li>● Understand geographical similarities and differences in places by looking at a small area of the UK and a contrasting non-European country</li> </ul>	<p><b><u>WEATHER</u></b></p> <ul style="list-style-type: none"> <li>● Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>● Identify different types of weather and extreme weather and begin to understand the impact of these</li> <li>● Begin to recognise effects of human behaviour on weather and climate.</li> <li>● Record information on weather charts</li> <li>● Collect rainfall/temperature data using suitable instruments</li> </ul> <p><b><u>HUMAN AND PHYSICAL FEATURES (Vocab)</u></b></p> <ul style="list-style-type: none"> <li>● Use basic geographical vocabulary to refer to: <b>key physical features</b> <b>key human features,</b></li> <li>● Identify some physical features in the local area/ in a contrasting locality e.g. field, forest, hill, stream/river, lake, sea, beach, coast</li> <li>● Identify some human features in the local area/ in a contrasting locality e.g. canal, road, houses, farm, stables, shops, church, village, town, city, (field work)</li> </ul>	<p><b><u>GLOBE/MAP/PLAN SKILLS</u></b></p> <ul style="list-style-type: none"> <li>● Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, 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; devise a simple map; and use and construct basic symbols in a key</li> <li>● Use different types of maps: e.g. of the school grounds, street maps of local area, road atlas, World and British wall maps, globes and atlases.</li> <li>● Create simple maps to show journeys e.g. from a walk in local area or from a story.</li> <li>● Work out routes on maps and plans.</li> <li>● Look at how things look from above- create plan view.</li> </ul> <p><b><u>SCHOOL FIELDWORK</u></b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Mark the location of school on a simple map and find out about the school grounds, including key features. (school grounds/immediate area fieldwork)</li> </ul> <p><b><u>DIRECTION/COMPASS WORK</u></b></p> <ul style="list-style-type: none"> <li>● Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map</li> <li>● Use vocab to describe routes and movements e.g. up, down, near, far, left, right</li> <li>● Plan routes using the 4 points of the compass (N, E, S, W)</li> <li>● Use map skills to follow a planned route (orienteeing).</li> </ul>