

## Curriculum Toolkit for Geography

### Reception

#### **Development Matters**

##### **UW**

#### **Pupils Should be taught:**

##### **3-4 years**

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

##### **Reception Statements**

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- 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.

##### **ELG**

##### **People culture and communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps

##### **The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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 and changing states of matter

<b>Area of Geography</b>	Skills
<b>People and Communities</b>	<ul style="list-style-type: none"> <li>• I can talk about my family</li> <li>• I can talk about other people familiar to me</li> <li>• I know that people live and work in different places</li> <li>• I can name similarities and differences between life in this country and life in other countries</li> </ul>
<b>The World</b>	<ul style="list-style-type: none"> <li>• I know the name of my country</li> <li>• I can name some other countries</li> <li>• I can talk about what it is like where I live</li> <li>• I can talk about what it is like in some other countries</li> <li>• I can say similarities and differences between the physical landscape of this country and other countries</li> <li>• I can comment on what I notice in the natural world</li> </ul>

<u>Covered in these topics:</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Topic Title:</b>	Starting school Whatever Next - Space	Explorers Pongo at the South Pole On the farm	Ship Ahoy!
<b>Content</b>	Exploration of classroom school and outdoor areas  Following the route of the bear hunt	Similarities and differences between here and Antarctica Climate/weather Finding places on map and globe Noticing signs of spring and landscape changing Different jobs people do. - explorers	Simple maps and plans- treasure maps

## National Curriculum Key Stage 1 Overview

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

### Locational knowledge

- 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

### Place knowledge

- 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

### Human and physical geography

- 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:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- 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.

## National Curriculum Key Stage 2 Overview

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.

<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>• I can ask simple geographical questions</li> <li>• I can use simple observational skills to study the geography of the school and its grounds</li> <li>• I can use and make simple maps of the local area</li> <li>• I can use words such as near and far, left and right to talk about where things are</li> </ul>
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>• I can understand how some places are linked to other places e.g. roads, trains</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>• I can describe seasonal weather changes</li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>• I can name, describe and compare places I know</li> <li>• I can link home with other places in my area</li> </ul>

	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>Covered in these topics:</u></b>	Map school and forest school Little Turtle – explore environmental issues of ocean pollution.	Brunel Trains and Journeys	Weather patterns (forest school) Seaside (comparison to Woodmancote)

Year 2	
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>• I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</li> <li>• I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features</li> <li>• I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment</li> </ul>
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>-I can name and place the world's seven continents and five oceans</li> <li>• I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>• I can identify weather in hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river and valley</li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>• I can show I know about changes that are happening in the local environment e.g. at school</li> <li>• I can suggest ideas for improving the school environment</li> </ul>

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b><u>Covered in these topics:</u></b>	Where in the world is traction man?	Antarctic explorers (Autumn term)	New Zealand - comparison with non European country

Year 3	
<b>Geography skills and fieldwork</b>	<ul style="list-style-type: none"> <li>• I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures</li> <li>• I can understand and use geographical terms such as meander, floodplain, location, cliff, ocean, valley, mountain, port, harbour</li> <li>• I can make more detailed fieldwork sketches/diagrams</li> <li>• I can use and interpret maps, globes, atlases and digital mapping to find countries and key features</li> <li>• I can make plans and maps using symbols and keys</li> </ul>
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>• I can point to where counties and major cities are within the UK and their major rivers</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>• I can show I know the physical and human features of my locality</li> <li>• I can explain how physical geography has influenced how humans have settled</li> </ul>

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b><u>Covered in these topics:</u></b>		UK geography (Romans)	Rivers Cheltenham

	<b>Year 4</b>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>• I can draw accurate maps with more complex keys</li> <li>• I can understand and explain the water cycle</li> </ul>
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>• I can recognise the different shapes of continents</li> <li>• I can show I know features nearby and beyond the UK</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>• I can describe how people have been affected by changes in the environment</li> <li>• I can explain about key natural resources e.g. water in the locality</li> <li>• I can understand how human geography has changed as a direct result of trade links and economic activity</li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>• I can understand why there are similarities and differences between places</li> </ul>

	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>Covered in these topics:</u></b>		Canals	Greeks

Year 5	
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts</li> </ul>
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>I can identify different time zones</li> <li>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>I can understand about weather patterns around the World and relate these to climate zones</li> <li>I can understand how humans affect the environment</li> <li>I can explain about changes to the World environment</li> </ul>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>I can compare the physical features of a region of the UK and a region in South America, identifying similarities and differences</li> </ul>

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b><u>Covered in these topics:</u></b>	Rainforest	Map skills	Local study – Cheltenham

Year 6	
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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 his/her knowledge of the United Kingdom and the wider world</li> <li>• Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</li> </ul>
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>• locate Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.</li> <li>• Describe and understand key aspects of 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</li> </ul>

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b><u>Covered in these topics:</u></b>	North and South America Europe (countries)		Egypt