

Geography Curriculum 23-24

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Begin to name, locate the four countries and capital cities of the UK and surrounding seas. 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	Name and locate counties and cities of the United Kingdom, Develop the ability to locate the world's countries, using maps to focus on Europe (including the location of Russia). Name and locate a wider range of places in their locality, the UK and wider world, including mountains Make observations about places and features that change over time.	Name and locate geographical regions and their identifying human and physical characteristics, the equator, key topographical and environmental 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, 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)	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.
Vocabulary	Seven Continents Five Oceans Countries of the UK England Scotland Wales Northern Ireland Seas North Pole South Pole	Countries Capital cities London Edinburgh Cardiff Belfast Irish Sea North Sea English Channel	Countries in the world, focusing on Europe including Russia Counties of the UK		Latitude Longitude Equator Northern Hemisphere Southern Hemisphere Tropics of Cancer and Capricorn Arctic and Antarctic Circle Prime/Greenwich meridian time zones	
Place Knowledge	Study of the school grounds and surrounding area of school.	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.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a European country – Italy.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a tropical Rainforest (South America) Describe how features and places change and the links between people and environments – South America.		Recognise geographical issues affecting people in different places and environments. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Europe – Scandinavian Countries.

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Vocabulary	Local area vocabulary	Area vocabulary linked to contrasting localities both in the UK and a contrasting non-European country.	Area vocabulary linked to the study of a region of the UK and a European country	Area vocabulary linked to the study of a region of the UK and a tropical rainforest (South America)		Area vocabulary linked to the UK and Europe
Human/Physical Geography	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold places of the world in relation to the equator and North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: forest, hill, river, soil, valley, season and weather</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key human features, including: city, town, house, and shop</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, mountain, sea, ocean, river, vegetation,</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key human features, including: village, factory, farm, office, port, harbour</p> <p>Make observations about features that give places their character</p>	Describe and understand key aspects of physical geography including climate zones, mountains, volcanoes and earthquakes.	<p>Describe and understand key aspects of physical geography including biomes, rivers and the water cycle.</p> <p>Recognise geographical issues affecting people in different places and environments.</p>	Describe and understand key aspects of physical geography including climate zones, vegetation belts.	<p>Describe and understand key aspects of types of settlement and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Understand the use of solar power and also its use at St Peters school.</p> <p>Begin to know about the distribution of natural resources including solar energy and it's use at St Peters school</p>
Vocabulary	<p>Human features, city, town, house, hospital, office and shop</p> <p>physical features, river, soil, valley, vegetation, season and weather- hail, fog, wet, dry</p>	<p>key human features - including: port, harbour and shop</p> <p>key physical features- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,</p>	<p>Settlement</p> <p>Volcanoes</p> <p>Earthquakes</p> <p>Mountains</p>	<p>Biomes</p> <p>the water cycle</p>	<p>vegetation belts,</p> <p>Climate zones</p>	<p>Land use</p> <p>Trade links</p> <p>Natural resources</p> <p>Energy</p> <p>Food</p> <p>Minerals</p> <p>Economic activity</p> <p>Environment</p>

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<p>Geographical skills and Fieldwork</p>	<p>Begin to 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</p> <p>Begin to use compass directions to observe direction that the school solar panels face</p> <p>Begin to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map</p> <p>Begin to notice</p> <p>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.</p> <p>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</p>	<p>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</p> <p>Use compass directions to observe direction that the school solar panels face</p> <p>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</p> <p>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.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate European countries and describe features studied.</p> <p>Begin to use the eight points of a compass and build knowledge of the United Kingdom.</p> <p>Use the eight points of a compass to observe the placement of the school solar panels in comparison to another point in school</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate a tropical rainforest and describe features studied.</p> <p>Use four figure grid references, symbols and key to build knowledge of the United Kingdom and South America.</p> <p>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, and digital technologies.</p>	<p>Use six figure grid references, symbols and key (including the use of ordnance survey maps) to build knowledge of the United Kingdom and the wider world.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p> <p>Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</p> <p>Use scaled maps to identify position of school solar panels</p> <p>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.</p>	<p>Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</p> <p>Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</p> <p>Use scaled maps to identify position of school solar panels</p> <p>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.</p>
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Fieldwork questions	What features are man-made (human) and which are natural (physical)?	What is special/different about this area? (Fulwood)	Which direction is busiest with traffic in the morning or....	Why do people go on holiday to Greece?	How is the land used in Fulwood around the school?	Is there a lot of pollution in Preston/Fulwood?
Vocabulary	North, South, East, West Near, far, left, right, Map Symbols Atlas globe	Aerial view Plan Landmarks directions route	Compass North East South East North West South West Key	Four figure grid references	six figure grid reference	Scale Projections Thematic digital Ordnance survey maps

See below for EYFS links to Geography

Mapping and fieldwork, such as finding pirate treasure
Leading in imaginative play such as travelling in a boat out to sea, or making shelters and pretending that it is a cave

The children choose activities in the EYFS each day and using the environment and resources. For example they can choose small world play to learn about environments and also different people in the communities such as nurses and doctors.



Children are encouraged to be independent and choose their own resources /activities and develop play in EYFS for example using sand outside to hide treasure or creating a telescope to look out to sea.

Indoor and outdoor provision is practical and develops real life experiences, as do visits

The environment changes throughout the year to enrich experiences and the children love to explore the school grounds as the seasons change

We learn about cold places such as the Arctic

Begin to learn about solar panels, where they are and why we use them

The children enjoy stories to develop knowledge of the world, for example 'we're going on a Bear Hunt'. They explore human and physical features in the school grounds and also on trips. They look at globes and maps during different topics. They use the Beebot to learn about direction.

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Reception links to Geography				
UOW links	Autumn	Spring	Summer	Vocabulary
Locational knowledge	<p>Begin to know that we live in England and in a city called Preston</p> <p>Begin to know about the North and South Pole</p>			<p>England</p> <p>Preston</p> <p>Poles</p> <p>Globe</p>
Place knowledge	Getting to know our school and making their own maps	China-linking to Chinese New Year and customs	<p>Begin to know our school area and draw their own maps. Look at google maps.</p> <p>People who help us-the jobs that they do and place, such as doctors and nurses working at the hospital</p>	Vocabulary linked to school area
Human/physical Geography	Learning about the seasons and weather and also polar regions are the coldest places in the world.	Looking after the environment-climate change, solar panels		<p>hill, forest, field, woodland, river, beach</p> <p>Autumn, Spring, Summer, Winter, sunny, hot, cold, snowy, windy, rain,</p>
Geographical skills and fieldwork			<p>look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p> <p>Talk about what features are the same and what are the differences- Going to the seaside topic/water.</p>	<p>map</p> <p>compass</p>

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Nursery links to Geography				
UOW links	Autumn	Spring	Summer	Vocabulary
Locational knowledge	Talk about the place where they live		Talk about the places they have visited	Shops, park, beach, zoo
Place knowledge	Getting to know our school and looking at features. People Who Help us in the community			Vocabulary linked to school area
Human/physical Geography	Changing seasons	Changing seasons Physical and human features in traditional stories	Changing seasons Different physical features such as at the seaside, jungle, rainforest	Physical features such as beach, forest, hill Vocabulary linked to features in stories such as forest, house
Geographical skills and fieldwork			Teddy Bears picnic-Use the school grounds to have a teddy bears picnic. Can they find teddy's toys?	on, over, under, around map