



## St Anne's Catholic Primary School

*'Loving God in all we do'*

*St Anne's curriculum aims to inspire pupils to learn.*

*The school's carefully sequenced curriculum provides the opportunities for children to develop their knowledge, understanding and skills in all aspects of their education.*

### **Early Years Foundation Stage Curriculum Understanding the World - Geography**

#### **Understanding the World EYFS Statutory Educational Programme**

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.

***Through the children's learning opportunities***, such as listening to a broad selection of stories, non-fiction, rhymes and poems they will foster an understanding of our culturally, socially, and ecologically diverse world.

**3 and 4-year-olds:**

#### **Areas of learning:**

##### Understanding of the world

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

##### Communication and Language

- Talk about what they see.
- Explore how things work.
- Use a wider range of vocabulary.

##### Mathematics

- Discuss routes and locations using words such as 'in front of' and 'behind'.
- Understand position through words alone
- Describe a familiar route

##### Literacy

	<ul style="list-style-type: none"> <li>• Print as meaning – looking at different places in the world.</li> </ul> <p><u>Expressive Arts and Designs</u></p> <ul style="list-style-type: none"> <li>• Respond to what they have heard expressing their thoughts and feelings</li> </ul>
<b>Reception:</b>	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>
<b>End of Reception Early Learning Goals</b>	<p><u>ELG: Past and Present</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul> <p><u>ELG: Understanding the World - People, Culture and Communities</u></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>• 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> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> </ul> <p><u>ELG: Understanding the World –The Natural World</u></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>

## National Curriculum Key Stage 1 and 2 Geography

The National Curriculum 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, analyse 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

<b>Aims</b>	<b>Locational and Place knowledge</b>	<b>Human &amp; physical geography</b>	<b>Geographical Skills: Enquiry and Investigation</b>	<b>Geographical Skills: Fieldwork</b>	<b>Geographical Skills: Interpret a range of sources of Geographical Information</b>	<b>Geographical Skills: Communicate Geographical Information</b>
<b>Year 1</b>	Name and locate some places in their locality, the UK and wider world.	Describe some places and features using basic geographical vocabulary.  Express their views on some features of their environment e.g. what they do or do not like.	Ask and answer simple geographical questions.  Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Observe and describe daily weather patterns.  Use simple fieldwork and observational skills when studying the geography of their school and its grounds.	Use a range of sources such as simple maps, globes, atlases and images.  Know that symbols mean something on maps.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.  Draw, speak or write about simple geographical concepts such as what they can see where.
<b>Year 2</b>	Name and locate significant places in their locality, the UK and wider world.	Describe places and features using simple geographical vocabulary.  Make observations about features that give places their character.	Ask and answer simple geographical questions when investigating different places and environments.  Describe similarities, differences and patterns e.g. comparing their	Identify seasonal and daily weather patterns.  Develop simple fieldwork and observational skills when studying the geography of their school and local environment.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.  Use simple compass directions as well as locational and	Express views about the environment and can recognise how people sometimes affect the environment.  Create their own simple maps and symbols.

			lives with those of children in other places and environments.		directional language when describing features and routes.	
<b>Year 3</b>	Name and locate a wider range of places in their locality, the UK and wider world.	Use geographical language to describe some aspects of human and physical features and patterns.  Make observations about places and features that change over time.	Ask and answer more searching geographical questions when investigating different places and environments.  Identify similarities, differences and patterns when comparing places and features.	Observe, record, and name geographical features in their local environments.	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.  Use the eight compass points and recognise some Ordnance Survey symbols on maps.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.  Communicate geographical information through a range of methods including the use of ICT.
<b>Year 4</b>	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.	Use geographical language to identify and explain some aspects of human and physical features and patterns.  Describe how features and places change and the links between people and environments.	Ask and respond to more searching geographical questions including 'how?' and 'why?'  Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Observe, record, and explain physical and human features of the environment.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.  Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	Express their opinions on environmental issues and recognise that other people may think differently.  Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.

<p><b>Year 5</b></p>	<p>Name and locate an increasing range of places in the world including globally and topically significant features and events.</p>	<p>Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</p> <p>Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</p>	<p>Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</p> <p>Recognise geographical issues affecting people in different places and environments.</p>	<p>Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</p>	<p>Use a range of maps and other sources of geographical information and select the most appropriate for a task.</p> <p>Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p>	<p>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</p> <p>Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</p>
<p><b>Year 6</b></p>	<p>Name and locate an extensive range of places in the world including globally and topically significant features and events.</p>	<p>Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</p> <p>Explain some links and interactions between people, places and environments.</p>	<p>Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</p> <p>Make predictions and test simple hypotheses about people, places and geographical issues.</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>Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</p>	<p>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p> <p>Communicate geographical information using a wide range of methods including writing at increasing length.</p>

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