

GEOGRAPHY CURRICULUM

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 provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

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.

NURSERY	RECEPTION	YEAR 1	YEAR 2
<p>Understanding the World *use all their senses in hands-on exploration in natural materials. *Begin to understand the need to respect and care for the natural environment and all living things. *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Understanding the World *Explore the natural world around them. *Recognise some environments that are different to the one in which they live. *Draw information from a simple map. *Recognise some similarities and differences between life in this country and life in other countries.</p> <p>EARLY LEARNING GOALS *Understand some important processes and changes in the natural world around them, including the seasons. <i>(The Natural World)</i> *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. <i>(The Natural World)</i> *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <i>(People, Culture and Communities)</i> *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. <i>(People, Culture and Communities)</i></p>	<p>Location 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</p>	<p>Location knowledge * name and locate the world’s seven continents and five oceans</p>
			<p>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</p>
		<p>Human and physical geography * identify 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: forest, sea, ocean, soil, vegetation, season and weather key human features, including: city, town, village</p>	<p>Human and physical geography * identify 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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
		<p>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 * devise a simple map;</p>	<p>Geographical skills and fieldwork * 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 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</p>