

Intent

Our Geography curriculum is intended to ensure that our pupils have a secure understanding of the world that they live in. We wish to inspire in them a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Skills	Nursery and Year R	Year 1	Year 2	Year 3	Year 4
National Curriculum	ELG- Pupils should be taught: People Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - 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.	Pupils should be taught: 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.	Pupils should be taught: 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.		
	The Natural World - 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.				
Locational Knowledge	1) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	1) Name and locate the world's seven continents.	1) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 2) Name and locate the world's seven continents and five oceans.	1) Name and locate the main countries of Europe. 2) Name and locate the counties and cities within the UK. 3) Identify the environmental regions, key physical and human characteristics and major cities of a European country (Italy). 4) Identify geographical regions and their identifying physical and human features, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns. 5) Identify the position and significance of the Prime Meridian and time zones (including day and night).	1) Name and locate the main countries of North and South America. 2) Name and locate specific counties and cities of the United Kingdom. 3) Name and locate countries where volcanoes can be found. 4) Identify the environmental regions, key physical and human characteristics and major cities of a North American country (Mexico). 5) Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.
Place Knowledge	1) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.	1) Observe and describe the physical and human geography of the local area. 2) Understand geographical similarities and differences through studying the human and physical features of a small area of the United Kingdom (Flitwick) and of a small area in a contrasting non-European country (Kenya).	1) Describe the physical and human geography of the countries within the United Kingdom. 2) Understand geographical similarities and differences through studying the human and physical features of a small area of the United Kingdom (Flitwick) and of a small area in a contrasting non-European country (India - Chembakolli).	1) Understand geographical similarities and differences through the study of human and physical geography of different regions within a country.	1) Understand geographical similarities and differences through the study of physical and human geography of a region in a North American country (Mexico –Chiapas and Tabasco Region).
Human and Physical Geography	1) Understand some important processes and changes in the natural world, including the seasons. 2) Know some similarities and differences between the natural world around them and contrasting environments.	1) Identify seasonal and daily weather patterns in Flitwick. 2) Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles. 3) Use basic geographical vocabulary to refer to key physical features e.g woods, river, field, beach, coast, lakes, sea, vegetation, season.	1) Identify seasonal and daily weather patterns in the United Kingdom. 2) Use basic geographical vocabulary to refer to key physical features e.g. forest, hill, mountain, river, ocean, cliff, coast, weather, soil, valley. 3) Use basic geographical vocabulary to refer to key human features e.g. landmarks, city,	1) Describe and understand key aspects of physical geography including climate zones and mountains. 2) Describe and understand key aspects of human geography including types of settlement and land use.	1) Describe and understand key aspects of physical geography including climate zones, biomes vegetation belts and volcanoes. 2) Describe and understand key aspects of human geography, including economic activity and trade links.

		4) Use basic geographical vocabulary to refer to key human features e.g school, supermarket, railway station, leisure centre, city, town, village, farm, shops.	town, village, houses, office, shops, leisure facilities.		
Geographical Skills and Fieldwork		1) Use world maps, atlases and globes to identify the continents and countries studied. 2) Use locational and directional language to describe the location of features and routes on a map e.g. near, far, left, right. 3) Use aerial photographs to recognise basic physical and human features. 4) Devise simple picture maps. 5) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical and human features of the surrounding area.	1) Use maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied. 2) Use simple compass directions (North, South, East, West) to describe the location of features and routes on a map. 3) Use aerial photographs and plan perspectives to recognise landmarks and basic physical and human features. 4) Devise simple maps; use and construct basic symbols in a key. 5) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical and human features of the surrounding area.	1) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 2) Use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.	1) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 2) Use the eight points of a compass, four-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.
Vocabulary	Home, houses, school, park, farm, buildings, post office, doctors, dentists, shops, library, police station, hospital, fire station, vets, garage, country, United Kingdom, The World, town, map, weather, seasons, same, different, globe	Continents, physical and human geography, United Kingdom, weather, seasonal, Equator, North and South Poles, woods, river, field, beach, coast, sea, lake, vegetation, season, school, supermarket, railway station, leisure centre, city, town, village, farm, shops, near, far, left, right, aerial photographs	Continents, oceans, seas, United Kingdom, capital cities, physical and human geography, weather patterns, seasonal, forest, hill, mountain, river, ocean, cliff, coast, weather, soil, valley, landmarks, city, town, village, houses, office, shops, leisure facilities, North, South, East and West, aerial photographs, plan perspectives, symbols, key	Countries, Europe, cities, East Anglia, environmental regions, human and physical features, European country, geographical regions, topographical features, hills, mountains, coasts and rivers) and land-use, Prime Meridian and time zones (including day and night), climate zones, grid references.	Countries, cities, United Kingdom, volcanoes, environmental regions, the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of cancer and Capricorn, including climate zones, biomes and vegetation belts, economic activity and trade links.