

## Geography

Intent statement:	At Westlands First School and Nursery, we will inspire in children a curiosity and fascination about the world and people within it. Through geography our children will learn to look closely at the world around them and develop the skills necessary to be able to interpret what they see. Our children will develop their ‘personal geography’ starting with them and their immediate locality before branching out and examining the national and international world. We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, exploration and discovery.
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### EYFS Curriculum

<p><b>People Culture and Communities</b> Children at the expected level of development will:</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>• 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;</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> </ul> <p><b>The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <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 and changing states of matter.</li> </ul>	
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<p><b>KS1 Curriculum (years 1-2)</b></p> <p>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:</p>	<p><b>KS2 Curriculum (years 3-4)</b></p> <p>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:</p>
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**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.

**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.

## Sequences of learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	We will explore where families come from around the world. We will explore the school grounds and observe seasonal changes.	We will learn about different festivals around the world. They will use globes to find where these festivals take place. We will explore winter and how this changes the school environment.	We will explore spring signs around the school and make careful observations.	We will explore food from around the world and learn to use simple maps.	We will explore the world around us and compare contrasting places from around the world. We will learn about London being our capital city and learn about features of the UK.	We will explore holiday destinations in the UK and around the world. We will find out what the weather is like in these places. We will explore seasonal summer changes.
Year 1	Our Country We will learn the 4 countries and capital cities of the UK. We will identify key features of London and compare it to Droitwich.		Our School We will explore our school and understand where we live in the local area. We will create simple maps and begin to recognise map symbols.		Seaside Towns We will use maps to find seaside locations in the 4 countries of the UK. We will explore routes on a map and describe what places are like.	
Year 2	What a Wonderful World We will name and locate the continents and oceans of the world. We will explore key features of different locations and focus on hot and cold countries.		Comparison of the UK and Madagascar We will explore features of the UK and Madagascar and what it is like to live there. We will use maps and make comparisons of the different places.		Local Area study We will explore our local area and create simple maps. We will use an atlas and explore aerial views. We will learn about human and physical features of our local area.	
Year 3	Local Rivers We will explore the water cycle and learn how rivers are created, and what they key features of a river system are. We will learn how rivers are used.		Natural disasters We will explore what is underground and how volcanoes are formed. We will look at the effect volcanoes have and explore some other extreme events.		European Cities We will explore the countries of Europe in more detail and some of the main cities. We will identify human and physical features of different places in Europe.	
Year 4	Settlements (Droitwich study) We will explore why settlements develop and use maps to explore different settlements. We will create maps of settlements in the local area.		Rainforests of South America We will identify areas of the world that have rainforest and focus on the key aspects of these places. We will compare 2 main rainforests and explore the effect humans have on them.		Countries and Cities of the UK We will name and locate main cities and counties of the UK. We will use maps and the 8 compass points. We will identify changes within the UK over time.	