



EYFS Areas of study:

EYFS DFE Understanding the world Definition:

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 fire-fighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Level Expected at the End of EYFS

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

People, Culture & Communities

ELG:

Children at the expected level of development will:

Place knowledge

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Location knowledge

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.

Geographical skills and fieldwork

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

KS1 Areas of study:

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.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

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

Pupils should be taught to:

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

Pupils should be taught to:

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

Pupils should be taught to:

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 recognize 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.

Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

Intent

At Alumwell Infant School, our aim through the *Geography* curriculum we have designed is to develop our children's interest in both the local surroundings of Walsall and of the wider world they live in by allowing them plenty of opportunities for learning about the different physical and human conditions. Through a fun and varied teaching of *Geography* across the school, we want to encourage our children to explore as much of our wonderful world as they possibly can. Wherever possible, we allow the children to gain early knowledge and skills through first hand experiences, which will ignite their love of *Geography* and encourage them to want to build on their skills across the school and as they move up into the next year group. We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum.

Implementation

The core of our *Geography* curriculum is the statutory National Curriculum. We build our school curriculum upon this and reference our local area wherever possible. Our curriculum is designed on a base of skills and knowledge that we want our children to learn in *Geography*. We then deliver these skills and knowledge through our topics, which we select to excite and motivate our young children.

The curriculum map ensures that *Geography* is taught in a logical sequence and makes links with the children's previous learning across the school. We have developed a set of statements that the children will cover across Reception, Year 1 and Year 2. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork.

Impact

The outcomes of the broad teaching of *Geography* across the school is seen in the children's topic books, floor books and also through various displays that are put up showcasing their work throughout the year.

This shows evidence of a broad and balanced *Geography* curriculum and allows us to show the children's development of their geographical skills and knowledge.

Geography assessment is on-going, to inform teachers with their planning, lesson activities and differentiation. *Geography* teaching is also monitored regularly using a variety of strategies, such as book trawls (where exemplar evidence is also collected and put in a floor book), lesson observations, feedback and by conducting pupil interviews. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet.

We aim for all Children to achieve age related expectations in *Geography* at the end of the Key Stage and that they will have a good understanding of the world around them and be able to speak confidently about their geography learning, skills and knowledge.

EYFS Topics

All about me- immediate environment, school name, tour of school.

Celebrations - visit to a farm- Google maps of journey, route and location-link with Christmas story journey. Compare environment to local environment.

Under the sea-pirates -simple features of maps/globe. Features of the world e.g. land and sea. Compare environments. How is human activity impacting on our world? (Rubbish on the beach affecting sea life etc.) Look at maps - create treasure maps.

Fairy tales and superheros- directional language through play and stories. Including ICT. Features of environments in fairy stories. -e.g. the woods,

Mini beasts and growing -visit butterfly farm- know how to care for the natural environment around them. **Where does our food come from?** Food: where does food grow best? Hot and cold areas of the world. Explore food from different climates, countries. Comment on buildings, open spaces, roads- explore Google maps.

Wild animals-visit to the zoo. - compare contrasting environments including natural and built environments for animals. Look at natural habitats. Comment on buildings, open spaces, roads- explore Google maps

Weather and seasonal changes on going throughout the year. Comparing different countries where applicable e.g. - animals and food topics. Hot and cold climates of the world.

ELG

Year 1 Topics:

Weather

Forms of water

Simple plans

Walsall - Map work (school, local area)

The Great Fire of London - Map work (London, landmarks)

The United Kingdom - countries, capital cities, seas/oceans around the UK

Year 2 Topics:

Castles: Visit Tamworth Castle - Map work (using a key)

Titanic - Countries, Oceans/seas

Pirates - Map work (using keys), oceans/seas, continents, compass directions

Habitats - Countries, oceans/seas, weather - Equator, North and South Poles, compare an area of the UK with a non-European country

Holidays - Countries, seas, capital cities, geographical features, landscapes - e.g. beach, cliff, coast etc

	EYFS	KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance
	EYFS	Year 1	Year 2	Year3/KS2
Vocabulary	Walsall, Alumwell, building, town, road, park, path, people, beach, sea, lake, pond, water, mountain, hill, forest, wood, weather, seasons, map, local, place, globe, world, shop, land, house, home, flat, bungalow, Motorway language, Directional language left, right, near, next to, in front, behind, compass, North, South, East, West	Include and build on EYFS vocab Walsall, West Midlands, Great Britian, England, Scotland, Wales, Northern Ireland, United Kingdom, town, village, city, shop Similar, different, equator, map, key, near, far, distance, school, village, town, city Capital, London, Belfast, Cardiff, Edinburgh Climate, similarity, difference, changeable, blizzard, hurricane, mountain, soil, office, factory, North Pole, South Pole Direction, compass, address, countryside, travel, fieldwork, observe, route Land use, environment, climate Aerial view, landmark, temperate, drought, equator	Include and build on EYFS and Year1 vocab Earth, globe, continent, country, ocean, island Compare Population, Sand, ocean, weather, sea, water, seaside, town, map, shop, marine, port, harbor, shore, coast, beach, cliff, village, town Map, atlas, key, globe, farm, symbol Asia, Africa, Europe, North America, South America, Australia, Antarctica, Arctic, Atlantic, Pacific, Indian, Southern (ocean) Pacific Ocean, island, climate Compass, location, north, east, south, west Northern hemisphere, Southern hemisphere, Inhabitants, Physical features, human features, vegetation	Include and build on EYFS and Key Stage1 vocab county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative,

				economic, social, environmental.
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Locational Knowledge	• Name the school they attend and the town that the school is in and where they live. • Recognise that some environments are different to the one in which they live. • I know features of the world and earth. • Ocean/land	• Name and locate some places in their locality and the UK • Recognise similarities and differences in their own environment • Locate, name and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	• Name and locate significant places in their locality, the UK and the wider world • Name and locate the world's seven continents and five oceans • (including the Equator) • Follow directions (including N,S,E,W)	• Know the names of and locate at least eight counties and at least six cities in England • Know the names of and locate at least eight European countries. • Know the names of a number of European capitals • Know the names of four countries from the southern and four from the northern hemisphere. • Know the names of and locate at least eight major capital cities across the world.
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	EYFS	Year 1	Year 2	Year3
Place Knowledge	- Explore the area in which we live- is it 'busy' or 'quiet' - Explore pollution- close to the motorway. - Hot and cold areas of the world - Identify differences between seasons- Summer- hot, sunny. Winter- cold, frost, snow - Look at appropriate clothing. - Food: where does food grow best? - Explore food from different climates, countries. - Similarities and differences between life in this country and life in other countries.	- Name, describe and compare familiar places - Know about some changes that are happening in the local environment - Express their views on some features of their environment e.g. What they do or do not like - Understand geographical similarities and differences through studying the human and physical geography of a small area of The United Kingdom.	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 (e.g. Asia, Africa, Australasia, Arctic)	; Know at least five differences between living in the UK and a Mediterranean country.

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| <ul style="list-style-type: none">• Talk about seasonal and daily weather changes.• Compare children here with children in other parts of the world. Similarities and differences between children in their class.• Understand the effects of changing seasons on the natural world around them.• Explain that human activity can influence and impact on the world, meaning things can happen as a result of our actions. (links with leaving rubbish on the beach/floor and not put in a bin or taken home)• Talk about the changes they see- motorway being repaired. Seasons. | <ul style="list-style-type: none">• Identify seasonal and daily weather patterns in the United Kingdom.• Describe features of their school, it's grounds and the surrounding environment using basic geographical vocabulary to refer to: key physical features, including: forest, hill, soil, season, weather and key human features, including: city, town, village, factory, farm, house, office | <ul style="list-style-type: none">• Identify seasonal and daily weather patterns in the United Kingdom• 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, season and weather.• key human features including: city, town, village, factory, farm, house, office, port, harbour and shop• Make observations about features that give places their character. | <ul style="list-style-type: none">• Know and understand key aspects of human geography, including economic activity• Know the key physical and human characteristics of the Mediterranean• Know what causes and earthquake. Label the different parts of a volcano. |
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Geographical Skills and Fieldwork....	• Tour of school • Visit to the farm- talk about modes of transport-look on • Google maps to see the route/distance needed to travel • Know that ariel view maps are taken from above- like a birds eye view. • Look at the journey Mary and Joseph took to Bethlehem- where is Bethlehem? Look at map. Why didn't they go in car/plane/bike/train etc? link to history • I can use simple features to identify features on a map - create a treasure map. • Features of their own environment compare with features of an island and recognise some environments that are different to the one that we live in. • Identify the UK on a globe and map of the world- look at the oceans, how they have different names. • How could we travel to a different country? • Questions- what would happen if we left all of our rubbish on the beach? • Comment on buildings, open	• Ask and answer simple geographical questions .e.g. what is it like to live in this place? • Express their views on features of the environment of a locality • Use a range of sources such as information books, stories, simple maps, globes, atlases, pictures/photos and internet (Google Earth) as sources of information. • Use simple fieldwork and observational skills when studying the geography of their school, its grounds and the key human and physical features of its surrounding environment • Keep a weekly weather chart based on first-hand observations using picture symbols, Observing and describing daily weather patterns • Weather (temperature and rainfall) - measure weather in school grounds • Identify and recognise different seasons and the weather patterns • Use locational and directional language (e.g. near and far, left and right) to describe	• Ask and answer simple geographical questions when investigating different places and environments • Use information books, stories, maps, globes, atlases, pictures/photos and Internet (Google Earth) as sources of information • 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 • Identify seasonal and daily weather patterns in the United Kingdom • Compare weather in two places using Google satellite map • 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 (N, S, E, W) as well as locational and directional language (near, far, left, right) when describing the location of features and routes on a map	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features; • Know and name the eight points of a compass. Know how to plan a journey within the UK, using a road map • Use maps to locate European countries and capitals. • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Know how to plan a journey within the UK, using a road map. • Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian
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	spaces, roads (Google maps) – point out other countries on the globe or world map. - Describe some actions which people in their own communities do that help to maintain the area that they live in. - Such as: keeping their gardens tidy, putting rubbish in the bin, park keepers looking after the park-cutting the grass. - Refuse collectors emptying the bins - Road sweepers - To use directional language forwards, backwards, left and right to give instructions to a technological toy. Link to ICT - Children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. - Wild animals – look at their natural habitat / zoos	the location of features and routes - Use world maps, atlases and globes to identify the United Kingdom and its countries and other key features e.g. their locality, capital cities, land, sea, River Thames - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - View objects from above to make a simple plan. - Know that symbols can be used to represent things/areas on maps - Devise simple maps and other images to talk about everyday life e.g. where they live, journeys to school etc.	- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. - Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments - Express views about the environment and recognise how people can affect the environment. - Devise simple maps and use and construct basic symbols in a key	
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