

Overview: Geography curriculum (Layer 1)

| | Statutory Framework for EYFS 2021 -Early Learning Goals | Statutory Framework for EYFS 2021 -Characteristics of effective learning | Development Matters 2021 |
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| Reception | <p><u>People, Culture and Communities</u></p> <p>Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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.</p> | <p><u>Playing and Exploring</u></p> <p>Respond to new experiences that you bring to their attention.</p> <p><u>Creating and thinking critically</u> Use pretend play to think beyond the ‘here and now’ and to understand another perspective. Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p> | <p><u>Understanding the world</u></p> <p>Name and describe people who are familiar to them. Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p> |
| | Locational and place knowledge | Human and physical geography | Geographical skills and fieldwork |
| Key Stage 1 | Name and locate the world’s seven continents and five oceans | 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 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. |

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| | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 | 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 |
| | 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 | | 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 |
| Key Stage 2 | 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 | Describe and understand key aspects of: <ul style="list-style-type: none"> 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 | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| | 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 | | 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 |
| | Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer | | Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including |

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| | and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | | sketch maps, plans and graphs, and digital technologies. |
| | 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 | | |