



Our Geography Curriculum

Our Geography curriculum is guided by the National Curriculum (2014) for KS1 Geography, and the statutory early years foundation stage and development matters frameworks.

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.

Intent

Our intent is that geography teaching will give children a good understanding of the world in which they live. This begins in the EYFS as children learn familiar places that are important to them such as their home and their school. In KS1 we aim to build on this foundation of knowledge extending beyond their locality to the country in which they live, building to the United Kingdom's place in the wider world. Through teaching of geography children will become confident in recognising geographical features and through field work and exploration they can record their findings using maps, keys etc. Our geography teaching is supported by our history teaching which builds on a local, national and global theme all building children's understanding of the world. Overall, our aim is to give children the best possible introduction to geography which will give them a good base to stick further knowledge to as they move through their education. Our aim is that children become confident, enthusiastic geographers who understand and respect the world in which we live.

EYFS - In the EYFS children have learned about their home and their school. Through books and stories they have explored some different locations such as a forest. Children have read stories set in other countries and cultures. They have started to record their findings through simple drawings and maps.

Year 1

Autumn term

Living is castle times

(Living locally)



Introducing Pontefract and South Kirkby as local towns (linked to Pontefract castle) children learn about the UK and the 4 countries and UK capital city. Children explore the physical and human features located in both Pontefract and South Kirkby.



Year 2

Autumn term

Magnificent miners

(Living locally)

Building on their previous knowledge children will learn about their town of South Kirkby and where it is located. They will explore where South Kirkby sits in the UK and the 4 countries and capital cities of the UK.



Year 1

Summer term

Inventors

(Our big, wide world)

Children explore Canada, they compare the climate in Canada, a non-European country are able to make comparisons to their own country England.



Year 1

Spring term

The Rescue

(Our Island)

Exploring a coastal town (Scarborough linked to RNLI), they plot this on a map and make comparisons with South Kirkby. They observe and discuss physical and human features at both locations.



Year 2

Spring term

The unsinkable ship

(Our Island)

Building on the knowledge of the four countries of the United Kingdom they will plot the Titanic's journey from Ireland to Southampton. This knowledge will then build beyond our island.



Year 2

Summer term

Explorers

(Our big, wide world)

Building on their understanding on continents and oceans children will track where the explorers have been in the world, learning the names of the seven continent and five oceans.

Progression in skills overview

	EYFS	Year 1	Year 2
Locational knowledge	<p>Development matters (2019) Draw simple information from a map - Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>ELG (2021) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<ul style="list-style-type: none"> Using their observations children can describe their immediate, local area. They know that they live in the United Kingdom and in England. They know where the UK is on a world map. 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.
Place knowledge	<p>ELG (2021) 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</p>	<ul style="list-style-type: none"> Be able to talk about their local area and some of its features. Talk about another location in the UK they have learned about identifying its features. Compare the two places based on observation. 	<ul style="list-style-type: none"> Be able to talk about their local area and some of its features. Talk about a non-European country they have learned about identifying its features. Compare the two places based on observation and evidence using geographical terms.
Enquiry (builds on questions from previous years)	<p>Development matters (2019) Draw simple information from a map - Look at aerial maps of the school setting, encouraging children to comment on what they see.</p>	<ul style="list-style-type: none"> Ask geographical questions e.g. What is it like to live in this country? What is the weather like? How far away is it? 	<ul style="list-style-type: none"> Ask geographical questions e.g. What continent is this country in? What is the climate like? What is the capital city? How has it changed? Why does it look like that?

<p>Human and physical geography</p>	<p>Development matters (2019) Draw simple information from a map - Familiarise children with the name of the road and the town the school is located in.</p>	<ul style="list-style-type: none"> • Locate the equator on a map or globe. • Compare the weather of two contrasting places. • Identify some physical and human features. 	<ul style="list-style-type: none"> • Locate places North and South of the equator. • Know where the North and South Poles are. • Compare the weather of countries close to/ away from the equator. • Identify physical and human features and use these to describe the places they study.
<p>Geographical skills and field work</p>	<p>Development matters (2019) Draw simple information from a map - Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment</p>	<ul style="list-style-type: none"> • Use field work skills to study the school and local area creating maps and plans including key physical and human features identified during fieldwork studies. • Identify key places such as school on a map and describe its location. • Label a map of the UK. 	<ul style="list-style-type: none"> • Label the world map with countries studies, continents and oceans. • Begin to use simple compass directions when discussing geographical location.

	Autumn	Spring	Summer
Year group	EYFS Introduced in nursery and deepened in reception.	EYFS Introduced in nursery and deepened in reception.	EYFS Introduced in nursery and deepened in reception.
Theme	All about me	Once upon a time	One World
Overview	Through the theme of 'All about me' children have the opportunity to look at their immediate environment. This includes places of familiarity, their home and their school.	Children will explore locations through a series of Traditional tales, they will look at the story setting and compare this to where they live.	Children will explore stories and places around the world. Children will explore where they live and look at a contrasting countries through stories such as Handa's surprise.
Taught historical knowledge through KUW	<ul style="list-style-type: none"> • Know and identify the place where they live and call their home. • Know the name of their school. • Draw simple maps of these two familiar places and discuss these with an adult. • Know some of the buildings that are in their hometown of South Kirkby e.g. Church • Know that Father Christmas lives at the North Pole. • Know that Mary and Joseph travelled to Bethlehem on a donkey. 	<ul style="list-style-type: none"> • Identify the different buildings stories take place in e.g. castle, cottage, house. • Compare these buildings to their own houses/homes. • Identify different story settings e.g. forest, wood, mountains and desert. • Compare the story setting to our school setting. • Use these different settings in their stories and drawings. 	<ul style="list-style-type: none"> • Talk about where they live and some of the key features such as the weather, what we wear etc. • Identify differences and similarities from where we live to where the story takes place, clothing, footwear, homes and weather. • Know and use some associated vocabulary such as hot/cold, sandy, dry, rainy and green. • Know that families around the world celebrate festivals including Chinese New Year, Diwali, Ramadan.
Key vocabulary	Home, house, school, map, Church, shop, playground.	Castle, cottage, house, forest, wood, mountain, desert.	Hot, cold, rainy, windy, sunny, snowy, sandy, dry, green, hat, gloves, sunglasses, shorts, skirt, t-shirt. Celebration, festival.

Year group	1	1	1
Theme	Living is castle times – Living locally	The Rescue - Our Island	Inventors - Our big, wide world
Overview	Building on the EYFS children recap their learning about their home and their school. They are then introduced to Pontefract and South Kirkby as local towns (linked to Pontefract castle) Children learn about the UK and the 4 countries and UK capital city. Children explore the physical and human features located in both Pontefract and South Kirkby.	Children explore a coastal town (Scarborough linked to RNLI), they plot this on a map and make comparisons with South Kirkby. They observe and discuss physical and human features at both locations. The compare what is similar and what is different.	Children explore Canada (where Alexander Graham Bell lived) and plot Canada on a map. They explore and compare the climate in Canada, a non-European country are able to make comparisons they learn where the equator is and what is North/South of the equator. This also includes exploring and being able to some of the world's oceans
Previous knowledge	Children have learned about their home and their school. Through books and stories they have explored some different locations such as a forest. Children have read stories set in other countries and cultures. They have started to record their findings through simple drawings and maps.		
Taught geographical knowledge	<ul style="list-style-type: none"> • We live in South Kirkby. • It is a town. • It is our hometown. • It has physical and human features. • A human feature in South Kirkby is a shop. • A physical feature in South Kirkby is a hill. • South Kirkby is in England. • England is a country. • The capital city of England is London. • England is part of the United Kingdom, also known as the UK. • The UK is made up of 4 countries (England, Scotland, Wales, N. Ireland) 		

Specific vocabulary	United Kingdom England Scotland Wales Northern Ireland London South Kirkby place town map human feature physical feature compare hill shop	land water river map costal town mining colliery Scarborough lighthouse coastline cliff North Sea coast	North, East, South, West equator world countries continents/oceans human physical climate/weather lake/river sea river Atlantic Ottawa Pacific Mountain City
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Year group	2	2	2
Theme	Magnificent miners – Living locally	The unsinkable ship - Our Island	Explorers - Our big, wide world
Overview	<p>Building on their previous knowledge children will learn about their town of South Kirkby and where it is located. They will explore where South Kirkby sits in the UK (In the county of Yorkshire) and recap the 4 countries that make up the UK. Children will learn the capital cities of the UK. Children will learn more about the physical and human features of their town. They will complete fieldwork exploring where mines were located and using their fieldwork and mapping skills to record their location. They explore the physical and human processes linked to their local area.</p>	<p>Building on the knowledge of the four countries of the United Kingdom they will plot the Titanic’s journey from Ireland to Southampton. This knowledge will then build beyond our island looking at the Atlantic crossing, the continents of Europe and North and South America.</p>	<p>Building on their understanding on continents and oceans children will track where the explorers have been in the world, learning the names of the seven continent and five oceans. They make comparisons between South Kirkby and Cook’s birthplace Whitby, they then compare Whitby with Botany Bay, Australia where Cook first landed in Australia.</p>
Previous knowledge	<p>Building upon the EYFS in Year 1 children have explored their local area and know that they live in South Kirkby. They have learned about some of the human and physical features of their town. They know that we live in England, that England’s capital city is London and that England is a country in the United Kingdom. They have learned about the four other countries in the UK. They have compared two towns in the UK their home town and the coastal town of Scarborough. They have compared a non-European country and explored the continents and oceans linked to the places studied.</p>		
Taught geographical knowledge	<ul style="list-style-type: none"> • We live in South Kirkby. • South Kirkby has human features such as shop, Church, school. • South Kirkby has physical features such as hills, fields. • There was a mine in South Kirkby. 		

	<ul style="list-style-type: none"> • Mines are a human feature designed to get to physical features such as coal. • South Kirkby is in the county of Yorkshire. • South Kirkby is in the country of England, UK. • The UK is made up of 4 countries (England, Scotland, Wales, N. Ireland) • The capital city of England is London. • The capital city of Scotland is Edinburgh. • The capital city of Wales is Cardiff. • The capital city of Northern Ireland is Belfast. 		
<p>Specific vocabulary</p>	<p>United Kingdom England Scotland Wales Northern Ireland Yorkshire London Edinburgh Cardiff Belfast</p> <p>place town map human feature physical feature compare locate location county</p>	<p>Ireland Belfast Southampton United Kingdom Europe New York America Atlantic Irish sea Europe North America</p>	<p>climate South America, Africa, Antarctica, Asia, Australasia Arctic Ocean, Indian Ocean, Southern Ocean Australia Botany Bay Whitby Easter Island</p>