



Purpose of Study

At The Radstone a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography in the Early Years

In Reception children will be beginning to develop their geographical understanding through a variety of planned and independent play based tasks. The EYFS aims for the children to develop the following:

- know about similarities and differences in relation to places, objects, materials and living things.
- talk about the features of their own immediate environment and how environments might vary from one to another.
- make observations of animals and plants and explain why some things occur and talk about changes.

Aims of the Geography national curriculum

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



EYFS Overview

In the EYFS the children will explore geographical understanding through everyday exposure to a variety of different tasks, resources and direct teaching, for example, maps, globes and images of different countries. This will be accompanied by specific topics coverage which includes an 'Around the World' term where the children first look at their local environment, then UK and then choose a range of contrasting countries (often those which children have visited or have links with). Each country will be the theme for the week and all activities will link to the country.

Key Stage 1 Overview

	Autumn	Spring	Summer
Year 1	Own location	Hot and cold countries	World Countries (Barnaby Bear)
Year 2	Using atlases and maps	Island homes	Seaside location

Working geographically

During Years 1 and 2 pupils will be taught to:

- Develop knowledge about the world, the United Kingdom and their locality.
- Understand basic subject-specific vocabulary relating to human and physical geography.
- Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.



Year 1

These are the outcomes expected for each topic in Year 1:

Own location

- Use basic geographical vocabulary to refer to:
- Identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- 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.

Hot and cold countries

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.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world

World Countries

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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.

Year 2

These are the outcomes expected for each topic in Year 2:

Uses atlases and maps

- 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
- 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

Island homes

- 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
- Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Seaside Location

- 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:
- Identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.



Lower Key Stage 2 Overview

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 geographical knowledge, understanding and skills to enhance their locational and place knowledge.

	Autumn	Spring	Summer
Year 3	World countries cities and maps	Settlements	
Year 4	India	Hemispheres and climate zones	

<p><u>Year 3</u></p> <p>These are the outcomes expected for each topic in Year 3:</p> <p>World countries, cities and maps</p> <ul style="list-style-type: none"> ➤ 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 ➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Settlements</p> <ul style="list-style-type: none"> ➤ Understand the key aspects of human geography, including types of settlement and land use ➤ recognise geographical similarities and differences through the study of human and physical geography ➤ Use sketch maps, plans, graphs and digital technologies 	<p><u>Year 4</u></p> <p>These are the outcomes expected for each topic in Year 4:</p> <p>India</p> <ul style="list-style-type: none"> ➤ Understand about 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 <p>Hemispheres and climate zones</p> <ul style="list-style-type: none"> ➤ Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ➤ 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)
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