

National Curriculum - Geography Statutory Coverage

EYFS	Key Stage One	Key Stage Two
<p>Early Learning Goals (ELGs):</p> <p>Understanding the World - The World:</p> <ul style="list-style-type: none"> • Children talk about similarities and differences in relation to places, objects, materials and living things. • They talk about their own immediate environment and how environments may vary from one another. • They make observations and explain why some things occur, and talk about changes. <p>Understanding the World - People & Communities:</p> <ul style="list-style-type: none"> • Children talk about similarities and differences between themselves, others, their families, communities and traditions. <p>Understanding the World - Speaking:</p> <ul style="list-style-type: none"> • Children develop their own narratives and explanations by connecting ideas and events. 	<p>Locational knowledge:</p> <ul style="list-style-type: none"> • 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. <p>Place knowledge:</p> <ul style="list-style-type: none"> • 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 <p>Human and physical geography:</p> <ul style="list-style-type: none"> • 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: <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 <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • 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. 	<p>Locational knowledge:</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. • 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) <p>Place knowledge:</p> <ul style="list-style-type: none"> • 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: <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. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • 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.

Geographical Enquiry

EYFS	Key Stage One	Key Stage Two
<ul style="list-style-type: none"> • Geography is covered throughout the year and is often taken from the children's interests or places they have visited. • Enhanced provision is planned within the EYFS classrooms to ensure the children have the opportunity to explore geographical resources such as globes, maps and images of their local area. • The children are asked age-related questions during their learning to help with their understanding. 	<ul style="list-style-type: none"> • In KS1, to encourage geographical enquiry and deeper thinking, we pose a main question to investigate. • The children must use the geographical skills, knowledge and vocabulary they are taught throughout the unit of work to find the answer to the main enquiry question. • Under skilful guidance, clear explanations, modelling, and scaffolding of learning, the children become successful geographers. 	<ul style="list-style-type: none"> • In KS2, an enquiry question is used to introduce new geographical focuses, excite our keen investigators and problem solvers. • These questions are posed to stimulate deeper thinking and to engage the children in a role as an expert geographer. • The children must use the geographical skills, knowledge and vocabulary they are taught to find the answer or solution to the enquiry question. • Under skilful guidance, clear explanations, modelling, and scaffolding of learning, the children become successful geographers.

Progression of Geographical Enquiry

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Teacher led enquiries where the children respond to simple closed questions. • Use pictures as sources of information. • Investigate their surroundings. • Make observations about where things are e.g. classroom 	<ul style="list-style-type: none"> • Teacher led enquiries where the children begin ask and respond to simple closed questions. • Use information books/pictures as sources of information. • Investigate their surroundings • Make simple observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> • Teacher led enquiries where the children begin ask and respond to simple closed questions. • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use non-fiction books, stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings • Make appropriate observations about why things happen. • Make simple comparisons between features of different places. 	<ul style="list-style-type: none"> • Teacher supported enquiries whereby the children begin to ask/initiate geographical questions. • Use non-fiction books, stories, atlases, pictures, maps and internet as sources of information. • Investigate places and themes at more than one scale • Begin to collect and record evidence with support. • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> • Teacher supported enquiries whereby the children ask and respond to questions and offer their own ideas. • Look at satellite images, terrain images, aerial photographs and OS Maps. • Investigate places and themes at more than one scale • Collect and record evidence with some support • Analyse evidence and draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures, maps in different locations. 	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas. • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence mostly independently • Analyse evidence and draw conclusions e.g. comparing maps on land use or from field work data. 	<ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas. • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. compare maps of varying scales e.g. historical, or topography of various locations or influence on people/ everyday life.