



GEOGRAPHY CURRICULUM OVERVIEW

YEAR NURSERY

PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p>22-36 - Listening and attention Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained-using child's name helps focus.</p> <p>22-36 - Understanding Identifies action words by pointing to the right picture e.g. 'Who's jumping?' Understands more complex sentences, e.g. 'Put your toys away then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?). Developing understanding of simple concepts (e.g. big/little).</p> <p>22-36 - Speaking Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. Uses a variety of questions (eg: what, where, who). Uses simple sentences (e.g. Mummy gonna work). Beginning to use word endings (e.g. going, cats).</p>	<p>22-36 - Moving and handling Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show preference for dominant hand.</p> <p>22- 26 - Health and self-care Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.</p>	<p>22-26 - Self-confidence and self-awareness Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.</p> <p>22-36 - Managing feelings and behaviour Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p>22-36 - Making Relationships Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.</p>
<p>30-50 - Listening and attention Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).</p> <p>30-50 - Understanding Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions.</p> <p>30-50 - Speaking Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>30-50 - Moving and handling Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p> <p>30-50 - Health and self-care Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>30-50 - Self-confidence and self-awareness Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.</p> <p>30-50 - Managing feelings and behaviour Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>30-50 - Making Relationships Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>

IN EYFS WE HAVE SPECIFIED ACTIVITIES WE PLAN FOR, BUT SOME ACTIVITIES WILL BE UNIQUE TO EACH COHORT AND WILL COME FROM THEIR EXPERIENCES.

Topics	All about me	Festivals	Animals (bears)	Story building (Traditional tales)	Growth	Our World/ Changes	EARLY LEARNING GOALS – EXPECTED FOR THE END OF RECEPTION
GEOGRAPHY UNDERSTANDING OF THE WORLD STRAND The World	School – immediate environment Locality – village and home Wider world – around the world in 5 days	Celebrations from around the world	Finding out about animals that live in different areas. Looking at different habitats – water and polar	Stories from around the world		Local environment – trip to Devil’s Dyke	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. They make observations of animals and plants and explain why some things occur, and talk about changes.



GEOGRAPHY CURRICULUM OVERVIEW

YEAR RECEPTION

PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p>40-60 - Listening and attention Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p>40-60 - Understanding Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>40-60 - Speaking Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p>40-60 - Moving and Handling Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>40-60 - Health and self-care Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely.</p>	<p>40-60 - Self-confidence and self-awareness Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>40-60 - Managing feelings and behaviour Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>40-60 - Making relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>

<p>ELG - Listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Practices some appropriate safety measures without direct supervision.</p> <p>ELG - Moving and handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>ELG - Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>ELG - Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>ELG - Managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>ELG - Making relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
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IN EYFS WE HAVE SPECIFIED ACTIVITIES WE PLAN FOR, BUT SOME ACTIVITIES WILL BE UNIQUE TO EACH COHORT AND WILL COME FROM THEIR EXPERIENCES.

Topics	Me, Myself and I	Lights, Camera, Action	Where the land meets the sea	5, 4, 3, 2, 1, Blast Off	Heads, Shoulders, knees and toes	Journeys	40-50	EARLY LEARNING GOALS – EXPECTED FOR THE END OF THE YEAR
<p>GEOGRAPHY UNDERSTANDING OF THE WORLD</p> <p>STRAND The World</p>	<p>School – immediate environment</p> <p>Locality – village and home</p> <p>Wider world – around the world in 5 days</p>	<p>Celebrations from around the world</p>	<p>Exploring land, sea and air.</p> <p>Finding out about animals that live in these areas.</p> <p>Find out about transport.</p> <p>Looking at different habitats – land, sea and air</p>	<p>Exploring outer space and investigating what is beyond the sky.</p>		<p>Journeys</p> <p>The Train Journey</p> <p>Travel to different places</p>	<p>The world Looks closely at similarities, differences, patterns and change.</p>	<p>The world They talk about the features of their own immediate environment and how environments might vary from one another.</p>



GEOGRAPHY CURRICULUM OVERVIEW

Key Stage 1 – Subject Content Scheme of Work – Connected Geography / Scholastic National Curriculum	Year 1			Year 2		
	What is the Geography of where I live?	Why don't penguins need to fly?	Why do we love being beside the seaside?	How does the Geography of the Amazon compare to where I live?	How does the weather affect our lives?	Why does it matter where our food comes from?
Locational Knowledge Develop knowledge about the world, United Kingdom and their locality	✓	✓	✓	✓	✓	✓
Human and physical geography Understand subject specific vocabulary relating to physical and human geography	✓	✓	✓	✓	✓	✓
Geography skills and fieldwork Begin to use geographical skills, including first hand observation, to enhance their locational awareness	✓	✓		✓	✓	✓
Locational Knowledge Name and locate the world's seven continents and five oceans		✓		✓		✓
Locational Knowledge 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		✓	✓ (two areas of the UK)	✓ (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			✓		✓	
Human and physical geography 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) and key human features (including: city, town, village, factory, farm, house, office, port, harbour and shop)	✓	✓	✓	✓	✓	✓
Geography 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	✓	✓	✓	✓	✓	✓
Geography skills and fieldwork Use simple compass directions and locational and directional language to describe the location of features and routes on a map	✓			✓		✓
Geography skills and fieldwork 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						
Geography skills and fieldwork 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	✓			✓		



GEOGRAPHY CURRICULUM OVERVIEW

	Year 3			Year 4		
Key Stage 2 – Subject Content Scheme of Work – Connected Geography / Scholastic	How can we live more sustainably?	What's in a Region? North West/East Anglia	Why do some earthquakes cause more damage than others?	How and why is my local environment changing?	Why different weather around the world? Combined with What can we discover about our local area?	Beyond the Magic Kingdom – What is the sunshine state really like?
National Curriculum						
Locational Knowledge Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America	✓	✓	✓		✓	✓
Human and physical geography Identify the location and characteristics of a range of the world's most significant human and physical features		✓	✓	✓	✓	✓
Locational Knowledge / Place Knowledge Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge	✓	✓	✓	✓	✓	✓
Locational Knowledge 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	✓		✓		✓	✓
Locational Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time		✓		✓		
Locational Knowledge 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 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		✓ (UK)				✓ (North America)
Human and physical geography 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 and physical geography Describe and understand key aspects of 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	✓					✓
Geography skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		✓	✓	✓	✓	✓
Geography skills and fieldwork Use the eight points of a compass, four and six figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		✓		✓	✓	
Geography skills and fieldwork Use fieldwork to observe, measure, record and present physical and human features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies				✓	✓	



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	Year 5			Year 6		
Key Stage 2 – Subject Content Scheme of Work – Connected Geography / Scholastic National Curriculum	Who are Britain's National Parks for?	How is climate change affecting the world?	What is a river? (local)	How do volcanoes affect the lives of people on Hiemaey?	What a State! California (Scholastic)	Why is fair trade fair?
Locational Knowledge Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America	✓	✓	✓	✓	✓	✓
Human and physical geography Identify the location and characteristics of a range of the world's most significant human and physical features	✓	✓	✓	✓	✓	✓
Locational Knowledge / Place Knowledge Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge	✓	✓	✓	✓	✓	✓
Locational Knowledge 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	✓	✓		✓	✓	
Locational Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time	✓		✓	✓		
Locational Knowledge 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 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 physical geography including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		✓	✓	✓	✓	
Human and physical geography Describe and understand key aspects of 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						
Geography skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	✓	✓	✓	✓	✓	✓
Geography skills and fieldwork Use the eight points of a compass, four and six figure grid references, symbols and key (including Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	✓			✓	✓	
Geography skills and fieldwork Use fieldwork to observe, measure, record and present physical and human features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies			✓			



Curriculum Drivers

Subject: Geography

Challenge	<p>Making the subject fully enquiry based and encourage children to think of themselves as young geographers</p> <p>Encourage pupils to teach each other through personal experiences</p> <p>Allowing children to succeed in Geography even if their English isn't strong</p> <p>Allow time to research and allow pupils to extend their own learning meaning they can be positive and independent</p> <p>Look at assessment criteria to ensure we can demonstrate clear progression</p> <p>Questioning at the end of units</p> <p>Sharing assemblies allow pupils to share what they have learned</p>
Inclusion	<p>Think about the history of the village of Wheathampstead.</p> <p>Expanding their outlook based on their own life experiences.</p> <p>Allowing children to succeed in Geography with specific skills even if their English isn't strong.</p> <p>Pre-teaching/over-learning of vocabulary.</p> <p>Encouraging learning for enjoyment.</p> <p>Sharing assemblies to celebrate success.</p>
Positive Minds	<p>Resilient tortoise Discovering that predictions may be wrong, especially in field work</p> <p>Independent rhino Independence of thought</p> <p>Risk-taking penguin Being brave enough to make predictions which may be wrong</p> <p>Reflective owl Analysing and reflecting on results/discoveries</p> <p>Team Bee Working together</p> <p>Curious and creative chameleon Develop in order to become more enquiry based and work as young geographers</p>