

As Geographers we expect our children to...



The knowledge that children have of Geography will come from the national curriculum map (see separate document).

Subject Coverage in the EYFS Curriculum:

In the EYFS at Henley Green we have worked with staff across the school to write our 'Intent Statement' with 3 key outcomes. This outlines what we want our children to achieve by the time they move into Year 1.

Geography:

In the **EYFS Statutory Framework** there are seven areas of learning. It identifies 'Geography' as part of the 'Understanding the World' area of learning. At the end of Reception, children are assessed against the '**Early Learning Goals**'. The **Educational Programme** for Geography is outlined in the Framework as: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. At Henley Green we use '**Development Matters**' to deliver the curriculum. This outlines everything we want the children to experience, learn and be able to do. Specific 'Geography' skills can be identified in the 'Understanding of the World' section. Our LTPs and MTPs show how we aim to achieve these aspects and are shared with subject leads half termly.

	2 & 3-year-olds will be learning to:	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
	<p><i>Our 'Little Acorns' provision focuses on developing the prime areas of:</i></p> <p><i>'Communication and Language', 'Physical Development' and 'Personal, Social and Emotional Development'. These early experiences work towards starting the children on their journey towards meeting our key outcomes for EYFS:</i></p> <ul style="list-style-type: none"> ● <i>Are independent and curious learners</i> ● <i>Are proud to be part of their school community</i> ● <i>Are confident communicators</i> 			

<p>Understanding the World</p>	<ul style="list-style-type: none"> • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. 	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	<p>People Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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.
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Geography Skills Progression					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ongoing Objective: I am learning to investigate places					
When planning for the learning you must develop this ongoing objective using the skills below:					
<p>-I can name and locate the four countries and the capital cities of the UK and surrounding seas. -I can locate the city and area where I live and go to school.</p>	<p>-I can name the characteristics of the four countries and capital cities. - I can compare the features of these countries and capital cities.</p>	<p>-I can name and locate countries and cities of the UK and compare some. -I can identify where the UK is in relation to the equator, Arctic and Antarctic circles and</p>	<p>-I can name and locate countries and cities in Europe (incl. Russia) and describe them in terms of size and population.</p>	<p>-I can name and locate the continent of South America, equator, N/S hemisphere, climate zones, Tropics of Cancer/Capricorn, Prime/Greenwich Meridian</p>	<p>-I can name and locate the continent of Africa (equator, N?S hemisphere, climate zones, Tropics of Cancer/Capricorn, Prime/Greenwich Meridian</p>

<p>-I can ask questions like: what is this place like?, what is in this place? Where is? Is there a...? what do people do here?</p> <p>-I can name the features in a location and know that some features are natural and some are man-made</p> <p>- I use books, stories, and other information to find out about places.</p> <p>-I look at places and draw features, sorting them into groups.</p>	<p>-I can name and locate the seven continents and five oceans.</p> <p>-I can identify where the equator, North and South Poles are.</p> <p>-I can locate another area in the world and say what it is like and compare it to my own.</p> <p>-I can ask questions like: what is this place like? What and who will I see in this place? Why are these people/features here?</p> <p>-I can identify the key physical and human features of a location</p> <p>I look at places and draw features sorting them into groups.</p> <p>-I know that roads, rail, sea and air link places to one another</p> <p>-I use books, stories, and aerial photographs to find out about places.</p>	<p>northern and southern hemispheres.</p> <p>-I can ask geographical questions such as: which physical/human features does this place have?</p> <p>-I can use sources of information to investigate a place.</p> <p>-I can name and locate key rivers and mountains in the UK.</p> <p>-I understand the reasons places are linked.</p> <p>-I use the internet to help find out about a location,</p> <p>-I use aerial photographs to find out about a location</p>	<p>-I can name and locate mountains and rivers in Europe.</p> <p>-I can investigate the human and physical features of a region in Europe/UK</p> <p>-I can compare and contrast these regions and give reasons for the similarities/differences.</p> <p>-I can use the terms physical and human accurately giving reasons for the location of them.</p> <p>- I can investigate a region using continent, country, compass points, cities, rivers and names of towns.</p> <p>-I can describe a country in terms of hemisphere, its relation to the equator and Arctic and Antarctic Circles and its time zone.</p> <p>-I understand the reasons places are linked</p> <p>- I use aerial photographs to match features on a map to the photograph.</p> <p>I use aerial photographs to help describe a location in more detail.</p> <p>I identify buildings and land use by using aerial photographs.</p>	<p>time zones, latitude and longitude.</p> <p>-I can lead a geographical enquiry into a region in S America.</p> <p>-I can compare and contrast this region with one in the UK in terms of features, climate, economy, land use and types of settlement.</p> <p>-When I describe somewhere I do so in terms of features as well as economy.</p> <p>-I can describe somewhere in relation to population, employment, ethnicity, weather, trade-imports/exports.</p> <p>I use aerial photographs to match features on a map to the photograph, identify land use and buildings.</p> <p>I use sources of information to help find out about a location (GIS)</p>	<p>time zones, latitude and longitude).</p> <p>- I can collect and analyse statistics and other information in order to draw clear conclusions about locations (use data from population, employment, ethnicity, weather, trade-imports/exports).</p> <p>-I can find out how a country uses and distributes its natural resources (food, energy, minerals and water).</p> <p>-I ask 'what may this place be like in the future? and give evidence.</p> <p>I use aerial photographs to match features on a map to the photograph, identify land use and buildings.</p> <p>I use sources of information to help find out about a location (GIS)</p>
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Ongoing Objective: I am learning to investigate patterns

When planning for the learning you must develop this ongoing objective using the skills below:

I can make observations about the weather in my own locality and make comparisons about day to day weather. I can identify the seasons	I can use technology to find out the weather in a different location (UK and non-European country) I can compare and contrast weather in two locations	I can use technology to find out the weather in a different location (UK counties). I can make comparisons between several locations. I can use technical language to describe the weather.	I can collect weather data across a range of countries. I can start to give geographical reasons for the weather in these countries. I can use technical language to describe the weather.	I can collect weather data across South America.	I can identify climate zones across the world I can explain extreme weather phenomena and its effect on its features.
I can identify land use around my school.	I can identify land use in my city.	I can give reasons for land use in a UK location.	I can give reasons for change in land use.	I can identify reasons for change in land use in locations in South America.	I can identify reasons for change in land use in locations around the world
		I can locate and describe mountains across the world I can give causes for these natural phenomena I can map out volcanic activity and earthquakes, using the name of the place, country and continent I can look for patterns in volcanic and earthquake activity I can describe the human and physical consequences.	I can identify the parts of a river and understand how land use is different along the river's course I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves) I can explain the process of erosion and deposition and know how this can affect people.	I can identify an environmental issue and suggest possible causes and solutions. I can summarise ways that people are trying to manage an environment.	I can identify reasons for and consequences of climate change.

Ongoing Objective: I am learning to use maps, atlases and globes (this all develops into fieldwork visits)

When planning for the learning you must develop this ongoing objective using the skills below:

I can mark on a map of the local area, the location of the school, where I live and other features. I can map the classroom (building up from a map of the desk that shows a '	I can mark on a map of the world, The British Isles, my country of birth and any other locations I have discussed in class. I can make a map of the things I see in the place I	I make detailed sketches of the features of a location. I look at maps of areas I am studying and identify features. I know what an Ordnance Survey map is.	I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g:05,15), a scale (e.g. 1 square =1KM), a compass rose indicating	I make detailed field sketches of the features of a location, labelling them with appropriate geographical words. I draw maps and plans of localities I have studied	I make detailed field sketches of the features of a location, labelling them with appropriate geographical words. I know that globes are divided into lines of latitude
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<p>birds' eye' view of the layout.) I can mark on a map the four countries, capital cities and surrounding seas of the UK. I can plan a route using a map-I take digital photographs of a locality and use them back in the classroom. -I can make drawings of an area I am finding out about.</p>	<p>am visiting or finding out about. I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the equator and the North and South poles. My maps have grid references, contain a key with symbols or colours to help identify features. I can plan a route using a map</p>	<p>I draw maps and plans of localities I have studied that include keys, grid references, a simple scale (e.g. 1 square =1KM), a compass rose indicating North and some standard Ordnance Survey symbols. I use the contents and index pages of an Atlas to find places quickly. I have used a globe to explore the nature of our world and can point out the North and South poles, equator, Arctic and Antarctic circles and northern and southern hemispheres. I can plan a route using 8 points of the compass.</p>	<p>North and standard and standard Ordnance Survey symbols. I have used a globe to explore the nature of our world and can point out the North and South poles, equator, Arctic and Antarctic circles and northern and southern hemispheres.</p>	<p>that include keys, grid references, four figure grid references (e.g. :05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols. I use the contents and index pages of an Atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the contents. I know that globes are divided into lines of latitude and meridian of longitude and those time zones are identified using meridian of longitude. I understand the term GMT.</p>	<p>and meridian of longitude and those time zones are identified using meridian of longitude. I understand the term GMT. I draw maps and plans of localities I have studied that include keys, four figure grid references and I can use these four figure references to find 6 figure references. (e.g.: 221,151), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols.</p>
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Ongoing Objective: I am learning to communicate geographically

When planning for the learning you must develop this ongoing objective using the skills below:

I can communicate geographically using ICT.
I can communicate geographically using writing.
I can communicate geographically using my Maths skills.
(Each teacher to refer to English, Maths and ICT expectations in order to plan appropriate opportunities across the curriculum).

Geographical Vocabulary

Children will build on their previous vocabulary taught.

Years 1 and 2	Years 3 and 4	Years 5 and 6
Agriculture, attractive, capital city, continent, country, region, environment, factory, grid references, human features, physical features, man-made, natural, landscape, location, leisure, plan, map, aerial view, birdseye view, directional and positional language, residential, rural,	Amenities, arable farming, business park, congestion, conservation, contour, cross-section, densely populated, earthquakes, economic activity, fertile, ford, fossil fuels, green belt, income, industry, industrialised, infertile, isolated, less developed. Mediterranean climate, mining,	Migration, non-renewable resources, hydro-electric power, , import, export, topological maps, biomes, vegetation belts, confluence, delta, polar, temperate, desert, equatorial, biome, vegetation belt, rainforest, tropics of Capricorn and Cancer, Greenwich and Meridian, economy,

<p>scenery, scenic, tourist attractions, transport, urban, trade, wildlife habitats, vegetation, countryside, place, city, town, village, coastal, inland, coastline, seaside, atlases, globes, oceans, fieldwork, geography, observe, surroundings, local, national, aerial, landmarks, countries, seas, land, seasons, weather (patterns), land use, beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, harbour, shop, farm, house, office, North, East, South, West, route, symbol, key, North and South pole, route/journey, patterns</p>	<p>natural resources, political map, pollution, poverty, prosperous, quarry, raw materials, redevelop, settlement, soil erosion, suburb, volcano, plateau, plates, county, city, Arctic, Antarctic, equator, northern and southern hemispheres, lowland areas, upland areas, environmental region, earth's crust, Ordnance survey, sketch map</p> <p>Volcanoes/earthquakes</p> <p>Rivers/Coastal Bridging point, deposition, erosion, flood plain, ford, meander, mouth, natural harbour, peninsula, port, reservoir, silt, source, tributary</p> <p>Mountains Contours, cross-section, gradient, peak, peninsula, plain, slope, valley, gorge</p>	<p>settlement, natural resources, coal, oil, tidal, gas, nuclear. manufacturing, industrial, employment, import, export, ethnicity,</p>
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