



Geography in the Early Years- Understanding of the World

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.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Understanding the World	<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.Use all their senses in hands-on exploration of natural materials.	<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.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. <p>The Natural World</p> <ul style="list-style-type: none">Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.Understand some important processes and changes in the natural world around them, including the seasons.
Maths	<ul style="list-style-type: none">Understand position through words alone. For example, “The bag is under the table,” – with no pointing.Describe a familiar route.Discuss routes and locations, using words like ‘in front of’ and ‘behind’.		

EYFS Coverage in GOPA- Geography- Understanding of the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS - Nursery	Understanding of the world Know that they live in Northampton	Understanding of the world Know the type of house they live in- features of their home	Understanding of the world Can explain what daily life is like in our country	Understanding of the world Talk about what they see in their environment	Understanding of the world Know what a map is. Talk about local environments	Understanding of the world Know there are other countries around the world. Identify features on a simple map
EYFS – Reception	Understanding of the world Local knowledge of school. Different places around school. Finding bearings. Talk about my own immediate environment, places in school.	Understanding of the world Looking at Earth (Tim Peake- in science)- Moon Landing. Which countries do we know?	Understanding of the world Observe and talk about change in seasons. Making comparisons. Maps to find objects in Forest school		Understanding of the world World Culture Day- Comparing different languages and countries	

Transition from Reception to Year 1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Understanding the World: 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p>Understanding the World: The Natural World</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p style="text-align: center;">Geography</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <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 a small area in a contrasting non-European country. Human and Physical Knowledge • 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 studies at this key stage. • Use simple compass directions (North, South, East, 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

KSI National Curriculum Coverage- Geography

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
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	Autumn	Spring	Summer
Year 1	This is Me- Northampton	Turrets and Tales	Let's Explore London
Enquiry Question(s)	Where do I live and what is it like?	Why do we have castles?	How is London different to where I live?
NC Coverage	<p>Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use locational and directional language to describe features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human features of its surrounding environment</p>	<p>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</p> <p>Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use aerial photographs [...] to recognise landmarks and basic human and physical features</p>	<p>Name, locate and identify characteristics of the four countries [...] of the United Kingdom</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>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</p> <p>Use world maps, atlases, and globes to identify the United Kingdom and its countries</p>

Curriculum Links	DT – photo frame English – fact file about themselves English – senses poetry Computing – technology around us	Trip – Warwick Castle DT – castle with moving drawbridge. Art – press printing Music – medieval music English – castle writing unit.	
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Year 2	Heroes and Heroines (Aerial photography / Maps Human and physical features)		Home and Away (Using maps, atlases and globes-Continents and oceans. Compare and contrast UK and non-European)
Enquiry Question(s)	What information can be retrieved from a map? How do aerial perspectives help our emergency service heroes? What human and physical features are in our local area?		What geographical information can be identified using maps, atlases, and globes? What are the names of the continents, oceans and seas? How does the UK (London) compare to Tanzania?
NC Coverage	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 Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop Use simple compass directions and locational and directional language to describe features and routes on a map		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 Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country

	<p>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</p> <p>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</p>		<p>Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as continents and oceans</p>
Curriculum Links	<p>Orienteering- P.E</p> <p>Art- drawing maps</p> <p>IT- Google Earth and Street Maps</p> <p>Math- Grid References</p> <p>Local Area walk to Bradlaugh Fields</p>		English- Africa link- story from another culture

KS2 National Curriculum Coverage- Geography

Pupils should be taught to:

- **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
- 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)

- **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 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

- **Geographical skills and fieldwork**

- 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.

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
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Year 3	As Time Began- Stone Age to Iron Age Britain (Hunsbury Hill- then and now/local study)	Walk Like an Egyptian (Comparison of UK and Egypt)	Invaders and Settlers (Volcanoes and European Country)
Enquiry Question(s)	Why was Hunsbury Hill important in prehistoric times?	Why did the ancient Egyptians settle next to the Nile? What are the locational similarities and differences between the UK and Egypt?	What happened when Vesuvius erupted above Pompeii? What is Italy like today?
NC Coverage	<p>Name and locate countries and cities of the United Kingdom, geographical regions, and their identifying human and physical characteristics, key topographical features, and land use patterns, and how some of these have changed over time.</p> <p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in</p>	<p>Name and locate countries 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</p> <p>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 [...]</p>	<p>Locate the world's countries, using maps to focus on Europe [...] concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Understand geographical similarities and differences through the study of human and physical geography of [...] a region in a European country [...]</p> <p>Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>

	the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	<p>Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p> <p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied</p>	<p>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</p> <p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied</p>
Curriculum Links			Art/English - Venice posters, art gallery leaflets Science – Rocks and Soils

Year 4	Shoe Town (Local Study- Northampton and Shoe industry) Field Work	Frozen Kingdom (Water Cycle, Polar Regions, Climate Change)	Tudors- How horrible was Henry VIII? (The World-Maps)
Enquiry Question(s)	Why is Northampton a good place for distributing products? How has Northampton grown and why does Northampton have a growing population?	What is it like in the polar regions, and how does it contrast to life in the UK?	How have maps changed over time since the Tudor period?

NC Coverage	<p>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</p> <p>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</p>	<p>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> <p>Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied</p>	<p>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</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [...]</p> <p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied</p>
Curriculum Links	Trip to Northampton Museum	<p>Just read – Race to the Frozen North</p> <p>Art – Creating a frozen landscape collage</p> <p>Science – States of Matter and Water Cycle wheels</p> <p>Dance – States of Matter</p> <p>Maths – bar graphs of daylight hours</p>	

Year 5	A Journey Through South America (Rainforests and Rivers)	Raiders or Traders? (Exploring Scandinavia- mountains)	Under the Reign of Queen Victoria (The British Empire)
Enquiry Question(s)	<p>Why are the rainforests so important?</p> <p>What is the journey of a river?</p> <p>How do rivers impact the life we live?</p>	<p>What makes up Scandinavia and where is it located?</p> <p>How does Scandinavia compare to the United Kingdom in terms of geographical similarities and differences?</p>	Where did the British Empire rule?

<p>NC Coverage</p>	<p>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied</p>	<p>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</p> <p>Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p> <p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied</p> <p>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</p>	<p>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</p> <p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied</p>
<p>Curriculum Links</p>	<p>Visiting Explorer Workshop Just Read text linked to the Amazon Rain Forest (The Explorer by Katherine Rundell) Science link – Living things and their habitats</p>	<p>Art link – printing project linked to the Aurora Borealis Science link – Earth and Space</p>	<p>English stimulus to be linked to Victorian Britain Art project linked to the work of William Morris, Victorian artist and designer.</p>

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Year 6	A Child's War	Divergent! (North America/Extreme Weather)	It's All Greek to Me! (Ancient Greece- settlement)
Enquiry Question(s)	Where were the allies in geographical relation to each other?	Where is North America located? How does North America compare to the United Kingdom in terms of geographical similarities and differences?	Where did most Greeks settle and what was significant about those areas?
NC Coverage	<p>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.</p> <p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied</p>	<p>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</p> <p>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</p> <p>Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>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</p> <p>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</p> <p>Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied</p>

		Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied	
Curriculum Links		Computing spreadsheets weather and climate	