GEOGRAPHY

End of EYFS Expectations

Learning within Geography begins in the Early Years through 'Understanding 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 (Statutory Framework for the EYFS, 2021).

People, Culture and Communities – EARLY LEARNING GOAL
Children at the expected level of development will:

- 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.

The Natural World – EARLY LEARNING GOAL
Children at the expected level of development will:

- 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 and changing states of matter.

Key Stage 1 National Curriculum Expectations

Locational Knowledge
Pupils should be taught to:

- 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.

Place Knowledge
Pupils should be taught to:

- 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.

Human and Physical Geography
Pupils should be taught to:

Key Stage 2 National Curriculum Expectations

Locational Knowledge
Pupils should be taught to:

- 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).

• 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: - 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. **Geographical Skills and Fieldwork** Pupils should be taught to: • 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; • 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.	**Place Knowledge** Pupils should be taught to: • 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** Pupils should be taught to: • describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, and the water cycle; • 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. **Geographical Skills and Fieldwork** Pupils should be taught to: • 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.

Throughout our Geography curriculum and by annually signing our 'Eco Charter', pupils will be empowered to be stewards of Creation.
Every member of our school community is responsible for the world in which we live and is a model to others for how we should care and respect our environment. As active citizens in our community, we are all responsible for promoting environmental education and action.

CURRICULUM COVERAGE			
	AUTUMN	SPRING	SUMMER
Year 1	Seasons and Weather (→ throughout year) Our School	Our Local Area	The United Kingdom
Year 2	Our World	Epsom and Contrasting Localities	Seaside and Coastlines
Year 3	UK Counties and Cities of the UK Physical features of the UK (inc. rivers and mountains)	Volcanoes and Earthquakes	Epsom as part of the county of Surrey: Map Skills Use the eight points of a compass 4 figure grid references Symbols and keys
Year 4	Europe with a specific focus on Sicily	Rivers and The Water Cycle link to major European rivers	Changing Land Use across UK Regions (within 'Saxon Settlements')
Year 5	Longitude/Latitude (inc. climate zones and time zones)	South America and the Andes (mountains)	Economic Activity (to include trade links and distribution of natural resources)
Year 6	North America (Comparing regions- Western United States and South East England)	Biomes and Vegetation Belts	Locality fieldwork study to include 6 fig grid references

Eco Leader	**ECO Leaders at St. Martin's will lead learning for other pupils and teach them to:** • Understand the importance of switching off lights when they are not in use • Take ownership of putting any waste in the correct bin, including food waste • Value the importance of and be mindful of resources used e.g. lids on glue, pens, waste paper • Value the importance of turning off the tap when it is not in use • Model taking action to make a difference • Attending whole school meetings to monitor impact and ensure sustainability • Drive forward initiatives within the class and wider school community					
	YEAR 1	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**
Vocabulary	Building on EYFS: Near, far, up, down, left, right, England; London, Scotland; Edinburgh, Wales; Cardiff, Northern Ireland; Belfast, globe, atlas, map, forest, hill, mountain, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, recycling.	In addition to Year 1: North, South, East, West, compass, beach, cliff, coast, sea, ocean, Pacific, Atlantic, Indian, Arctic, Antarctic, Europe, Asia, Africa, North America, South America, Oceania/Australia, port, harbour, pollution, similarities, differences, reduce, plastic.	In addition to KS1: continent, equator, northern hemisphere, southern hemisphere, settlement, grid reference, coast, human characteristics, physical characteristics, highlands / uplands, forest, tectonic plates, crust, mantle, core, lava, magma, re-use, recycle, London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West.	In addition to Year 3: London, North East and Cumbria, North West, Yorkshire and the Humber, East Midlands, West Midlands, South East, East of England, South West, farming, tourism, industry, source, waterfall, floodplain, estuary, mouth water cycle, precipitation, evaporation, condensation, deforestation	In addition to Lower KS2: longitude, latitude, equator, Greenwich meridian, time zone, tropic, Capricorn, Cancer, degree, population, settlement, land use, physical, human, hemisphere, meridian, reference, environment, eco-systems, global trade, trade links, export, import, fairtrade, energy, minerals, renewable, sustainable	In addition to Year 5: USA, Western United States, South East England, natural resources: energy, food, minerals, water Arctic and Antarctic Circle, biomes (aquatic, forest, desert, grassland, tundra), vegetation belts (including desert and ice sheet), flora, fauna , biodiversity, adaptation, climate change

Locational Knowledge	Use a range of maps (world, country, street maps, aerial views – Google Earth and plans) to locate places and landmarks in the locality. Use aerial photographs to recognise and describe the basic human and physical features of the capitals of the UK: London, Edinburgh, Cardiff and Belfast.	Name and locate the seas surrounding the UK. North Sea, English Channel, Irish Sea, North Atlantic Ocean. Name and locate the world's seven continents and five oceans. Europe, Asia, Africa, North America, South America, Oceania/Australia. Pacific, Atlantic, Indian, Arctic, Antarctic.	Locate the UK in the northern hemisphere and in relation to the Equator. Name and locate Surrey, and other counties and cities of the United Kingdom. Name and locate key topographical features of the UK (including hills, mountains, coasts and rivers). Name and locate the 9 geographical regions of England(London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West), Scotland -Scottish Highlands, Central Lowlands , Southern Uplands Scottish Islands) Wales – North, West,	Contrast land use patterns in the UK today with those of the past. Locate the countries of Europe (including the location of Russia) and name some of the countries and their capital cities. Identify and name the major European rivers (Rhine, Danube, Loire, Rhone, Elbe, Seine, Thames) along with some of the key human and physical characteristics they flow past.	Locate and name some of the countries of South America and name and find some of the major cities Identify some of the key physical and human characteristics of South American countries, mentioning key cities, Rainforests and the Andes. Identify some of their main land uses, including farming, industry and tourism. 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).	Locate North America; Name some of the States and find some of the major cities including Washington D.C. and New York. Identify some of the key physical and human characteristics of North American States, including some of the National Parks, Tourist Attractions and memorials. Identify some of their main land uses, including farming, industry and tourism.

			South and Mid) Northern Ireland (North, East, South, West) and identify some of their main land uses, including farming, industry and tourism.			
ACC	**Great Fire of London - Y2**	**Living Things and their Habitats- Y2** **Rivers and the Water Cycle - Y4**	**Romans Invasion – Y4** **Vikings and Anglo Saxons land use – Y4/5**	**WW2 – Y6** **Ancient Greece – Y6**	**Maya Civilisation – Y5** **Time - Y1**	**WW2 – Y6**
Place Knowledge	Identify the local places which give our School Houses their names: Woodcote, Maidstone, Hylands, Durdans. Understand and identify geographical human features in the local area including: houses, shops, roads, schools, playgrounds and physical geography including: hills, rivers, landscapes of Epsom	Understand geographical similarities and differences by comparing and contrasting the human and physical geography of Epsom, Limuru (Kenya) and Drobak (Norway).	Area of the UK – Surrey. Understand geographical similarities and differences by noting and exploring some key topographical features of counties with some human characteristics.	European Region – Sicily Understand geographical similarities and differences by comparing and contrasting the human and physical geography, comparing UK and Sicily.	Region in South America – Andes Mountains Understand geographical similarities and differences by comparing and contrasting human and physical geography (region in South America and UK)	Region of North America - Western United States Understand geographical similarities and differences by comparing and contrasting features of Western United States with South East England
ACC	**Local study of Epsom – Y2**	**Local study of Epsom – Y2**	**Romans Invasion – Y4** **Vikings and Anglo Saxons – Y5**	**WW2 – Y6**	**Maya Civilisation – Y5** **Baking empanadas – Y5**	

					Beatriz Milhazes - Y5	
Human and Physical Knowledge	Order the months of the year and recognise seasons. Autumn, Winter, Spring and Summer. Identify seasonal and daily weather patterns in the United Kingdom. Autumn -can be mild and dry or wet and windy; Winter- cold, wet, rain and snow; Spring- cold and rainy to warm and sunny; Summer – sunny and hot. Use basic geographical vocabulary to refer to key human features (to include: city, town, village, factory, farm, house, office, and shop) and to describe key physical features (to include: forest, hill, mountain, river, soil, valley, vegetation, season and weather).	Identify the location of hot (Kenya) and cold (Arctic) areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: key human features, (including: port and harbor) and key physical features (including: beach, cliff, coast, sea, ocean, river)	Describe and understand the following key aspects of volcanoes and earthquakes: plates, crust, mantle, core, lava, magma.	Describe and understand the following key aspects of rivers: source, waterfall, floodplain, estuary, mouth and of the water cycle: precipitation, evaporation, condensation. Describe how UK settlements and land use have changed over time.	Describe and understand the 6 main climate zones (polar, temperate, arid, tropical, Mediterranean, and mountain) and the following key aspects of mountains: range, summit, face, snowline, plateau, slope, ridge, tree line, base	Describe and understand the key aspects of the 5 main biomes (aquatic, grassland, forest, desert, and tundra) and the 5 vegetation belts (forest, grassland, tundra, desert, and ice sheet).
ACC	**Stone Age – Y3**		**Science – Y3** **Design and make own landmark - Y3**	**Ancient Egypt – Y3 (River Nile)**	**Science – Climate Zones Y5**	**Ancient Egypt – Y3 (Deserts)** **Seasons – Y1** **Plants – Y2** **Living Things and Habitats - Y2**

			Design and explode own volcano - Y3			**Reproduction in plants - Y5**
Geographical Skills and Fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of St Martin's School and their grounds and the key human and physical features of Woodcote, Epsom (including the buildings our Houses are named after). Use simple directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Devise a simple map of the school, creating and using basic symbols in a key. (No more than 5 simple symbols).	Use world maps, atlases and globes to identify continents and oceans. In addition to fieldwork and observational skills, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Epsom, Sydney and The Arctic. Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.	Use maps, atlases, globes to locate countries and counties and to describe features studied, making reference to compass directions including North East, South East etc and beginning to use four-figure grid references, symbols and keys. Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps.	Use maps, atlases and globes to locate regions and to describe features studied, making reference to 8 compass directions and confidently using four-figure grid references, symbols and keys. Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps and plans.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; confidently use the eight points of a compass and begin to use six-figure grid references 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.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied and confidently use the eight points of a compass and six-figure grid references 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.

ACC	**Local Study – Y2**	**Local Study – Y2** **Great Fire of London – Y2 (Mapping origins of the fire)**	**Treasure maps – Y3**		**Maya Civilization – Y5 (map drawing of city)**	
Suggested fieldwork	Walk up Chalk Lane to make observations of Durdans stables, Maidstone House and Woodcote House Mapping the classroom	Mapping the immediate environment – Ks1 corridors and classrooms	Mapping the surrounding area of the school – human and physical characteristics.	Mapping Rosbery Park – how is our local green land used?	Mapping Epsom Downs – how does the physical characteristics of our local area effect human use?	Mapping Epsom Town Centre – How has land use changed since World War II?
ACC						
Exploring our Local Area	Locality study: immediate area around St. Martin's schools, to include Houses	Locality study: St. Martin's Schools as part of Epsom town	Epsom as part of the county of Surrey	Epsom's links with Sicily.		Locality study (link with History study – Epsom Town): Ordnance Survey Mapping
ACC						
Environmental Education and Action	**Every member of our school community is responsible for the world we live in and is a model to others for how we should care and respect our environment. As active citizens in our school community, we will all:** • Turn off electrical device when not in use, to include heating and lighting • Correct use of recycling bins and food waste bins • Respect for the environment, eg. picking up litter • Being mindful of resources and not being wasteful so as to elongate use of everyday materials and products (to include reprographics) • Be proactive in sharing ideas which may help to develop sustainability and improve the environmental education and action of all citizens.					
	Specific year group environmental focus (chosen so they can be linked to curriculum are in Geography or Science):					

	Identify the 'recycling' symbol and know some of the things which can be recycled in school and at home.	Identify an area for action within the school to promote positive change amongst the school community.	Distinguish between reusable, recyclable and single-use materials.	Identify an area for action within the local area to promote positive change amongst the wider community. Identify pollution of the oceans and understand that reducing the use of some plastics can help the planet.	Understand some of the problems caused by deforestation. Understand the importance of renewable and sustainable energy sources; understand what makes trade 'fair'.	Understand the impact of climate change on the Arctic ice and the consequences for the planet. Understand some of the problems of intensive farming.
ACC						