



# Princefield First School

## Geography



Strand	Early Years	Key Stage 1		Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4
	<p>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 to another.</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 observation, to enhance their locational awareness.</p>		<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	
<p><b>Location Knowledge</b></p>	<p>Observe find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like and dislike. Use appropriate words eg town,village,road,path,house,flat,temple and synagogue, to help children make distinctions in their observations. Encourage children to express opinions on natural and built environments and give opportunities to hear different points of view on the quality of the environment.</p>	<p>Locate and number 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 it's surrounding seas.</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.  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>	

Place Knowledge	<p>They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Observe and identify features in the place they live and the natural world.</p> <p>Talk about features</p> <p>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</p> <p>Encourage use of words that help children to express opinions eg busy, quiet, pollution.</p>	<p>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.</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>
Human and physical geography	<p>They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Help children to notice and discuss patterns around them eg rubbings from bricks.</p> <p>Identify seasonal patterns focusing on plants and animals</p> <p>Explore their local environment and talk about changes they see</p> <p>Talk about similarities and differences between them and their friends as well as looking at photos of children and places around the world.</p>	<p>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.</p> <p>Use basic geographical vocabulary to refer to</p> <p>Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather.</p> <p>Key human features including</p> <p>city, town, village, factory, farm, house, office, harbour, shop.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Geographical skills and fieldwork</p>	<p>They talk about the features of their immediate environment and how environments might vary from one to another.</p> <p>They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Observe and identify features in the place they live and the natural world.</p> <p>Find out about their environment and talk about features they like and dislike</p> <p>Examine change over time.</p> <p>Pose carefully framed open questions 'How can we'.</p>	<p>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.</p> <p>Use simple compass direction North, South, East, West and locational and directional language left, right to describe the location of features and routes on a map.</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>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</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 (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>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>
--	---	---	---