




Geography Curriculum Map – Becoming Geographers



<p>Geography Curriculum Intent at Ghost Hill</p> 	<p style="text-align: center;"><i>“Look deep into nature, and then you will understand everything better”</i> – Albert Einstein</p> <p>At Ghost Hill our Geography curriculum is designed to develop and foster our children’s curiosity, interest and fascination about the world and their place within it. Our children are provided with the scaffolding required to access the learning at all levels. Our carefully planned topics act as a vehicle for the delivery of our Geography curriculum which helps to immerse and excite our children in their learning and thus make learning more relevant and ‘real’ for them. Through carefully planned progression in skills, knowledge and vocabulary, our geography curriculum enables our children to develop and deepen their understanding over time drawing on prior learning to deepen and advance current learning.</p>		
<p>Composite (From National Curriculum)</p>	<p style="text-align: center;"><u>Progression Components (The building blocks to National Curriculum Composites)</u></p>		
<p>By the End of KS1 (Y2)</p>	<p>The Building Blocks of Knowledge in the Early Years Foundation Stage</p>	<p>Year 1</p>	<p>Year 2</p>
	<p><i>In Early Years these building blocks will be observed and provided through rich opportunities in the environment for children to access independently. Geography is predominantly observed within communication and language, mathematics and understanding of the world.</i></p>		
<p>LOCATIONAL KNOWLEDGE</p> <p>Name and locate the world’s seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • 	<p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Recognise some similarities and differences between life in this country and life in other countries • Use maps and globes to start discussions about what they can see and notice on a map 	<ul style="list-style-type: none"> • Use maps, atlases and a globe to identify the seas around the UK and understand that a map, atlas and a globe show the same thing • To use atlases and maps to name and identify the characteristics of the four countries and their capital cities of the UK • Be able to identify the 4 countries and capital cities of the UK verbally and find them on a map <ul style="list-style-type: none"> • Use maps, globes and atlases to identify and name the 7 continents and the oceans of the world (build upon 4 countries and capital cities and seas of UK). • To use basic geographical knowledge and language to identify similarities and differences between Norfolk and a small part of Africa

<p>PLACE KNOWLEDGE</p> <p>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</p>	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries • Explore the natural world around them • Recognise some environments that are different from the one in which they live 	<ul style="list-style-type: none"> • Study pictures/videos of a locality close to home and further away in the UK and ask geographical questions e.g. What is it like to live in this locality? How is this locality different to where I live? 	<ul style="list-style-type: none"> • Study pictures/videos of two differing localities, one in the UK and one in a contrasting non - European country, and ask geographical questions e.g. Where is this place? Is it near the equator? Is it near or far from where I live? • Study pictures/videos of two differing localities, one in the UK close to home and one in a contrasting non-European country, and answer geographical questions e.g. what human and physical features are there, how do these affect lifestyle? What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?
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<p>HUMAN AND PHYSICAL GEOGRAPHY</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>	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside • 	<ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside • Recognise some environments that are different from the one in which they live • Understand the effect of changing seasons on the natural world around them • Can name the 4 seasons 	<ul style="list-style-type: none"> • Verbalise and write about similarities and differences between the features of the two localities. • Observe and record the weather at different times of the year • To look at and record overtime the daily weather patterns in the UK • Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts • To use basic language to describe the four seasons • Ask questions about the weather and seasons • 	<ul style="list-style-type: none"> • Use both maps and globes, identify the coldest places in the world – The North and South Pole • To identify the location of hot and cold areas of the world in relation to the equator, north and south poles • Identify the equator and locate the places on the Equator which are the hottest • Use geographical vocab with increasing understanding and confidence to refer to the seasons and weather • Ask questions about the weather and seasons
<p>HUMAN AND PHYSICAL GEOGRAPHY</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 -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials 	<ul style="list-style-type: none"> • to begin to use geographical vocabulary relating to the learning environment 	<ul style="list-style-type: none"> • To use geographical vocabulary to identify and describe human features in the local vicinity; house, shop, office, farm, factory • Use basic geographical vocabulary to refer to key physical features including beach, coast, forest, sea, lake, hill, mountain and weather • Use basic geographical vocab to refer to key human features, including: city, office, church, house and shop. • Sort and justify why certain things in a locality are physical or human features. • 	<ul style="list-style-type: none"> • Use geographical vocab with increasing understanding and confidence to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation • Use geographical vocab with increasing understanding and confidence to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

<p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>Use world maps, atlases and globes Use simple compass directions (North, South, East and West) and locational and directional language 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.</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc 	<ul style="list-style-type: none"> • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Recognise some similarities and differences between life in this country and life in other countries • Describe a familiar route • Discuss routes and locations, using words like ‘in front of’ and ‘behind’ • Draw information from a simple map • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Describe what they see, hear and feel whilst outside • 	<ul style="list-style-type: none"> • To talk about and identify physical features and landmarks on a map – woods, mountain, city, coast, beach, hill • To use simple geographical vocabulary to describe where features on a map can be found; near to, left, right, far – link to and use Bee Bots • To design a simple map and to use a basic key / symbols to annotate its geographical features using the correct terminology (from imagination) • Label physical features between Norfolk and Lake District 	<ul style="list-style-type: none"> • To use simple geographical directional vocabulary to describe the locations of features and routes on a map; north, south, east, west • To use aerial photographs and plans to recognise landmarks and basic human and physical geographical features • To use knowledge obtained from aerial photographs to create a simple map and to use a basic key and symbols to annotate its features
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