



# The Federation of St Mary's Catholic Schools

"I can do all things through Christ who strengthens me" Philippians 4:13



## Geography Curriculum Document

INTENT	KS1 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.			
	Locational and Place knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Vocabulary
Nursery	<ul style="list-style-type: none"> <li>Use all their senses in hands on exploration of natural materials.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>			
Reception	<ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>			
Year 1	<ul style="list-style-type: none"> <li>Locate the continents on a paper map</li> <li>Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</li> <li>Use simple compass directions</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain</li> <li>Use basic geographical vocab to refer to key human features, including: city, town, house and shop.</li> </ul>	<ul style="list-style-type: none"> <li>Study maps and aerial photographs and use simple compass directions (North, South, East and West)</li> <li>Draw own maps of the local area; use and construct basic symbols in a key.</li> <li>Observe and record the features</li> </ul>	city, country, globe, key local, map, people, place, town, village, weather, seasons, compass

	(North, South, East and West) to describe the location of features on a map.	<ul style="list-style-type: none"> <li>• Ask questions about the weather and seasons. <ul style="list-style-type: none"> <li>• Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</li> </ul> </li> </ul>	<p>around the school e.g. the different types of plants and animals</p> <ul style="list-style-type: none"> <li>• Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Use maps and globes to identify the continents and oceans and understand that both a map and a globe show the same thing. <ul style="list-style-type: none"> <li>• Express own views about a place, people and environment.</li> </ul> </li> <li>• Draw and label pictures to show how places are different to the uk</li> <li>• Give detailed reasons to support own likes, dislikes and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.</li> <li>• Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. <ul style="list-style-type: none"> <li>• Be able to verbalise and write about similarities and differences between the features of the two localities.</li> </ul> </li> <li>• Children to identify the equator and locate the places on the Equator which are the hottest.</li> <li>• Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use locational and directional language to describe the location of features and routes on a map</li> <li>• Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>• Create a simple map using and construct basic symbols in a key</li> </ul>	<p>beach, coast, east, forest, mountain, north, river, sea, south, west, weather, seasons, cliff, coast, forest, hill, ocean, river, soil, valley, vegetation</p>