

**Geography End of EYFS and Key Stage Expectations
Bolton-on-Swale St Mary's Primary School**



EYFS Reception Early Learning Goals	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>ELG: Understanding the World</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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> <p>The Natural World 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> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Locational knowledge <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 • Place knowledge <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 of a small area in a contrasting non-European country (London and Kenya) • Human and physical geography <ul style="list-style-type: none"> • 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 <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 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. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Locational knowledge <ul style="list-style-type: none"> • name and 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 <ul style="list-style-type: none"> • 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 (UK region: North Yorkshire; Scorton, Richmond, Whitby, Yorkshire Dales; European Country regions: Athens, Greece; North America region: New York city) • Human and physical geography <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.
<p>Enrichment:</p> <ul style="list-style-type: none"> • Our Reception and KS1 children use the local school grounds and the locality of Scorton village for their fieldwork. They visit the Sea Life Centre at Tynemouth. • Our Y3/4 children visit Whitby; the port, town, lifeboat station, church and Abbey. They carry out fieldwork in Whitby. We have links with a school in North America and each child has a pen friend. • Our Y5/6 children visit Richmond; the Market Square for fieldwork, the Castle, River Swale and Georgian Theatre. They spend a residential week in the Yorkshire Dales, observing the environment of the Dales; using maps for orienteering. They visit Whitby where they carry out field work. In Whitby they visit the Whitby Museum and are inspired by great explorers-Captain James Cook and Ernest Shackleton. Our KS2 children all visit Bradford and the Hindu temple. • We have globes, atlases and maps for all ages. We have an excellent range of fiction and non-fiction books and artefacts which enrich our learning in Geography. As an Eco School and through our Charity work we seek a global perspective: Farm Africa Charity; Fairtrade Work; Christian Aid Charity; Sheoboxes at Christmas; challenging global warming and climate change through our Eco work. 		

