



Geography: Whole-School Curriculum Map

EYFS Overview

'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.

The table below outlines the most relevant statements taken from the 2020 Development Matters framework for three-and four-year olds and Reception. These are pre-requisite skills for Geography within the National Curriculum. Early learning goals related specifically to 'Understanding the World' are also included.

The most relevant statements for Geography are taken from the following areas of learning:

- Mathematics
- Understanding the World
- Communication and Language
- Personal, Social and Emotional Development

Nursery

Mathematics	<ul style="list-style-type: none"> • Understand position through words alone. For example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
Understanding the World	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Communication and Language	<ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Give children appropriate tasks to carry out. For example, they can recycle milk cartons and put fruit peels onto the compost heap. • Talk together about how others might be feeling. Bring these ideas into children’s pretend play: “I wonder how the chicken is feeling, now the fox is creeping up on her?”
Reception	
Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map. • 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 to the one in which they live.
Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary and use it throughout the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. For example, “I knew it must be cold outside because he was putting on his coat and hat.” • Describe events in some detail. For example, “We went outside to explore the woodland for minibeasts.” • Listen to and talk about stories to build familiarity and understanding. • Take on different roles in imaginative play, to interact and negotiate with people in longer conversations. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. • Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. Ask parents about the child’s history, family members and culture. • Express their feelings and consider the feelings of others. Undertake specific activities that encourage talk about feelings and their opinions. • Think about the perspectives of others.

Early learning goals (Understanding the World)

People, Culture and Communities	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

The following pages will outline the half-termly themes covered in Nursery and Reception at St. Joseph's Catholic Primary School. Specific Learning outcomes related to 'Understanding the World' and pre-requisites for Key Stage 1 Geography are listed for each theme.

Nursery	Learning Outcomes (by the end of each theme)
Autumn 1	
Theme: All About Me	<ul style="list-style-type: none"> • I am curious about people and show interest in stories about myself and my family. • I can talk about where I was born and where I live. • I can talk about places I have visited (e.g. the shops, the park, my grandparent's house).
Autumn 2	
Theme: Stories and Celebrations	<ul style="list-style-type: none"> • I show interest in different occupations. • I enjoy celebrating my birthday and that of others. • I can make observations about my immediate environment. • I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.
Spring 1	
Theme: Animal Fun	<ul style="list-style-type: none"> • I can identify where things belong in my environment. • I can talk about environments in stories. • I can name some animals and environments where they live.
Spring 2	
Theme: Growing Up	<ul style="list-style-type: none"> • I can follow positional language instructions. • I am beginning to notice changes in my environment. • I can talk about an animal life cycle.
Summer 1	
Theme: Adventures Under the Sea	<ul style="list-style-type: none"> • I can see my new friends have similarities and differences that connect them to and distinguish them from others. • I can talk about what I can see. • I can talk about what is special in our world. • I can name some creatures that live in the sea.
Summer 2	
Theme: A Taste of the World	<ul style="list-style-type: none"> • I can use simple positional language. • I am beginning to talk about and describe changes in my environment. • I can talk about different places.

Reception	Learning Outcomes (by the end of each theme)
Autumn 1	
Theme: Who Helps Us?	<ul style="list-style-type: none"> • I can talk about what I do with my family and places I have been with my family. • I can draw similarities and make comparisons between other families. • I can ask questions about aspects of my familiar world such as the place where I live or the natural world.
Autumn 2	
Theme: Into the Woods	<ul style="list-style-type: none"> • I can recognise and describe special times or events for family or friends. • I can draw a simple map. • I can talk about things I have observed such as animals. • I show care for living things. • I can recognise that people have different beliefs and celebrate special times in different ways. • I can describe and comment on things I have seen outside including plants and animals.
Spring 1	
Theme: Space	<ul style="list-style-type: none"> • I can say what I see. • I know that people have different beliefs and respect difference. • I can talk about experiences at different points in the year (class calendar for each month). • I can talk about the changing seasons and understand the effects of changing seasons on the world around me. • I know there are different countries in the world and can name a few.
Spring 2	
Theme: Minibeasts and Megabeasts	<ul style="list-style-type: none"> • I can understand the key features of the life cycle of a plant and an animal. • I can show care and concern for living things in the environment. • I can start to develop an understanding of growth, decay and changes over time. • I can talk about some of the things I have observed such as plants, animals, natural and found objects.
Summer 1	
Theme: Food, Glorious Food	<ul style="list-style-type: none"> • I know some simple similarities and differences between countries/environments. • I can use maps to track our journey to school. • I can tell you what a plant needs to grow (growing the beanstalk). • I can talk about where some foods come from.
Summer 2	
Theme: Imagine	<ul style="list-style-type: none"> • I can draw information from a simple map. • I can talk about ways in which I can look after the environment.

Year 1	Learning Objectives	Key vocabulary
Autumn 2		
Topic: Our Local Area	<ul style="list-style-type: none"> • To describe the places that we go often and rarely, and what we see on the way to school • To understand what is near to school, far away from school and to gain a sense of place • To use and understand a simple plan of the classroom • To understand and use a local area map • To identify the destination of our fieldtrip and recall the journey to get there • To be able to remember a local journey and the stages in order 	local area, locality, landmark, green space, human features, physical features, natural environment, map, route, compass, directions, urban, rural, transport links, population density, settlement, river, borough, council, parish, maps, internet, tourism
Spring 2		
Topic: People and Their Communities	<ul style="list-style-type: none"> • To describe the location and place that we live in as part of the UK • To understand what the coast is like • To understand what living in a rainforest is like, and to compare it with our own lives • To understand how and why different buildings are built to suit different places • To understand what a city is, and to locate world cities on a map • To explain reasons for going on a journey to another country, and imagine what a journey would be like 	people, community, local area, location, coast, rainforest, dry, desert, city, country, continent, similarity, contrast, physical geography, human geography, distant place, near, far, long way away, North, South, East, West, aerial photograph, climate, landscape
Summer 1		
Topic: Animals and their Habitats	<ul style="list-style-type: none"> • To locate and describe the home of emperor penguins • To locate and describe the home of emperor penguins • To describe specific place knowledge about the location of whale sharks • To describe the landscape in Namibia where African elephants can be found • To understand a swallow's yearly movements, and describe the countries it passes over • To explain and understand the locations and places studied in the different continents 	animal, habitat, country, continent, hot area, cold area, Europe, Africa, Asia, North America, South America, Oceania, Antarctica, ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Arctic Ocean, Southern Ocean, world map, atlas, globe, panda, penguin, shark, elephant, swallow

Year 2	Learning Objectives	Key vocabulary
Autumn 1		
Topic: Food Journeys	<ul style="list-style-type: none"> • To identify foods that can be bought on the local high street • To understand what cereal crops become and where everyday products like milk come from • To understand what farming is and what a farmer does • To recognise that some foods can be processed into new products • To name regional foods from different parts of the UK • To identify foods that are exported from and imported to the UK • To know what is meant by 'Fairtrade' 	journey, farm, farmer, crops, animals, meat, rear, produce, processed, plants, factory, delivery, United Kingdom, England, Scotland, Northern Ireland, Wales, regional, grocery shop, supermarket, market stall, fair trade, sustainable, export, import
Spring 1		
Topic: Our Wonderful World	<ul style="list-style-type: none"> • To name and locate the world's seven continents and five oceans • To name and locate the four countries and capital cities of the United Kingdom • To identify and name key sights and landmarks in the UK and Ecuador • To identify physical and human features of the UK and Ecuador in aerial photos and satellite maps • To compare weather and climate in the UK and Ecuador • To identify similarities and differences between capital cities - London and Quito • 	United Kingdom, England, London, Scotland, Edinburgh, Northern Ireland, Belfast, Wales, Cardiff equator, North pole, South pole, Northern hemisphere, Southern hemisphere, continent, Europe, Africa, Asia, North America, South America, Oceania, Antarctica, ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Arctic Ocean, Southern Ocean, country, capital city, United Kingdom, Ecuador, compare, similarities, differences, aerial photos, satellite maps, human features, physical features
Summer 1		
Topic: Weather and Seasons	<ul style="list-style-type: none"> • To know and describe different types of weather • To observe the weather and understand changes around us • To understand weather data from pictures, words and symbols • To understand why weather changes, and know that there are different types of wind which bring about these changes • To be able to name and describe the four seasons that occur in the UK • To know why the weather can be different across the UK 	weather, seasons, year, change, rainy, sunny, windy, snowy, stormy, hot, cold, icy, foggy, cloudy, wet, dry, dusty, hail, sunny showers, rainbow, warm, cool, spring, chick, blossom, nest, new life, summer, paddling pool, barbecue, beach, ice-cream, autumn, fireworks, conkers, leaves, winter, gloves, snowman, scarf, hat, earmuffs, ice-skating, hot chocolate

Year 3	Learning Objectives	Key vocabulary
Autumn 2		
Topic: Climate and Weather	<ul style="list-style-type: none"> • To develop an understanding of climate, climate zones and biomes • To find out about the polar climate zone, and to learn about the tundra biome • To name and locate the hottest, driest places on Earth, and learn about the desert climate zone • To name and locate the hottest, wettest places on Earth, and learn about the tropical rainforest biome • To understand the temperate climate zone and the deciduous forest biome, and to begin to consider climate change • To understand how climate and biome affects lives, using geographical vocabulary learned during the topic 	weather forecast, season, climate zone, polar, temperate, equatorial, tropical, rainforest, biome, flora, fauna, vegetation, temperature, frozen/freeze/freezing, glacier, ice cap, Arctic, Antarctic, tundra, alpine, penguin, Northern and Southern hemispheres, taiga, desert, arid, monsoon, rainfall map
Spring 2		
Topic: Our World	<ul style="list-style-type: none"> • To understand that flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways • To demonstrate the relationship between maps and globes, and explore the idea of addresses • To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn, and the Polar circles, Arctic and Antarctic, and the North and South Poles • To know what is meant by longitude, and the Earth's daily rotation and its effects • To develop an understanding of the International Date Line and time around the world • To describe the significance of latitude and longitude, and how they are used to describe the location of points on the Earth's surface 	globe, map, longitude, latitude, continent, ocean, equator, North pole, South pole, Northern hemisphere, Southern hemisphere, address, postcode, county, country, continent, Earth, solar system, universe, satnav, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, longitude, Greenwich/Prime Meridian, Earth's rotation, axis, clockwise, anti-clockwise, International Date Line
Summer 2		
Topic: Coasts	<ul style="list-style-type: none"> • To be able to locate UK coastal places on a map • To explain how varied the coastlines are in different parts of the UK • To be able to describe, compare and contrast natural features found at the coast, using appropriate geographical vocabulary • To identify activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features • To understand the threat of rising sea level changes along different coastlines • To show knowledge and understanding of aspects of the geography of coasts (presentation) 	coast, cliff, shoreline, beach, waves, coastal path, horizon, seaweed, sea life, coastline, ocean, tide, harbour, port, sand dunes, mudflats, saltmarsh, estuary, lighthouse, pier, tide, tidal wave, coastguard

Year 4	Learning Objectives	Key vocabulary
Autumn 1		
Topic: Rivers and the Water Cycle	<ul style="list-style-type: none"> • To introduce the land part of the water cycle using geographical vocabulary • To introduce the sky (atmosphere) and its role in the water cycle • To know a major UK river – the River Thames – and to follow it from source to mouth • To explore the ways in which people use and change some of the world’s major rivers • To describe how water has helped to make mountain ranges the shapes they are today • To model a river or stream, and explain how changes in water flow affect it 	evaporation, transpiration, condensation, precipitation, hail, sleet, rain, snow, runoff, clouds, warm air, cool, condense, riverbank, river basin, riverbed, canal, current, delta, downstream, source, mouth, freshwater, erosion, saltwater, stream, tributary, meander, watershed, floodplain.
Spring 1		
Topic: Earthquakes and Volcanoes	<ul style="list-style-type: none"> • To show an understanding of the causes, outcomes and location of earthquakes • To show an understanding of the causes, outcomes and locations of volcanoes • To be able to explain distribution of earthquakes and volcanoes, and know where the world’s most active earthquake and volcanic zone is today • To understand why people live near volcanoes and identify measures can be taken to make life safer • To show an understanding of a recent earthquake or volcanic eruption and the associated issues • To show an understanding of the structure of a volcano 	aftershock, epicentre, fault line, magnitude, Mercalli scale, Richter scale, Ring of Fire, seismograph, seismologist, tectonic plates, tremor, tsunamis, magma, eruption, mantle, sill, vent, lava, crust, core, dormant, active, extinct, ash, crater
Summer 2		
Topic: The Americas	<ul style="list-style-type: none"> • To use the eight points of the compass, with an atlas, map and/or Google™ Earth, to locate cities in the continent of North America • To develop an understanding of South American regions, countries and cities, and improve knowledge about the differences between continent, country and city • To identify similarities and differences between countries and cities in North and South America • To be able to name, locate and describe some of the main environmental regions of North and South America • To know about the historic Route 66 and name some of the cities it went/goes through • To identify and compare human and physical geography features along Route 66 	continent, country, city, states, North America, South America, climate, biomes, human, physical, land use, residential, industrial, business, retail, leisure, Northern hemisphere, Southern hemisphere

Year 5	Learning Objectives	Key vocabulary
Spring 1		
Topic: Changes in Our Local Environment	<ul style="list-style-type: none"> To name and locate some key topographical features of the UK To understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable To understand that regions change over time and that change is continual To understand that change is happening in the local area, and that changes will continue to happen To use appropriate geographical vocabulary to describe change in my local area To develop an opinion on what my local area is like now and the changes that might happen in the future 	continent, country, region, city, county, borough, compass points, physical, human, British Isles, Great Britain, UK, sustainability, legacy, region, city, regeneration, development, roads, houses, canals, cathedral, city, enquiry, past, present, future
Spring 2		
Topic: Europe – A Study of the Alpine Region	<ul style="list-style-type: none"> To be able to use physical and political maps to identify a region in Europe To understand how fold mountain ranges are formed, and that mountains form over millions of years because the Earth is continually changing To understand how homes are designed to suit their physical location To understand the importance of the tourist industry to Alpine communities and to understand that tourism brings advantages and disadvantages To be able to explain how avalanches have influenced the Alpine landscape To share my knowledge about a European region in a format that is useful to tourists 	continent, country, region, unifying characteristics, physical, human, cultural, settlement, city, town, village, longitude, latitude, Tropic of Cancer, north, south, east, west, fold mountains, tectonic plates, avalanche, The Alps, climate, industry, agriculture, tourism
Summer 2		
Topic: Trade	<ul style="list-style-type: none"> To understand that our food and clothes can come from all over the world To understand that fruits grows in particular climatic conditions so may have to travel long distances to reach our fruit bowl To understand that clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed To be able to identify locally sourced and imported products available in our area To understand that what people buy affects the lives of others To be able to explain the journey of a product to my home 	import, export, trade, raw materials, man-made, native, season, biome, climate, recycle, reuse, fair trade, country of origin, producer, retailer, consumer, sustainability, locally sourced

Year 6	Learning Objectives	Key vocabulary
Spring 1		
<p>Topic: Global Warming and Climate Change</p>	<ul style="list-style-type: none"> • To understand the threats to the health of our planet and explain some possible solutions • To know what minerals are and question if they can be used sustainably • To show an awareness of the different types of energy available as well as their advantages and disadvantages • To understand the importance of protecting the world's oceans • To suggest some ways in which I could make my school and home more sustainable • To be able to explain how a particular environmental issue has been caused and suggest some possible solutions 	<p>sustainability, ecosystem, environment, greenhouse effect, carbon footprint, carbon neutral, deforestation, pollution, emissions, natural resources, fossil fuels, biodiversity, renewable energy, climate crisis, observe, measure, record</p>
Spring 2		
<p>Topic: South America – The Amazon</p>	<ul style="list-style-type: none"> • To understand what the Amazon is, and where it is located • To understand the Amazon's climate, and how the native animals are adapted to it • To describe some of the ways in which the Amazonian city of Manaus differs from where I live • To understand what life is like in the Amazon, and how it is changing • To explain how the Amazon is being damaged and suggest how it can be protected • To recognise the value of the Amazon and how it can be protected 	<p>rainforest, river, tropical, equator, climate, rainfall, thunderstorm, temperature, forest floor, understorey, canopy, emergent layer, deforestation, endangered, farming, exported, unsustainable, tribes, exploited</p>
Summer 2		
<p>Topic: Our World in the Future</p>	<ul style="list-style-type: none"> • To plan and carry out fieldwork to answer a given enquiry question • To understand how and why housing needs change over time • To understand the importance of local work opportunities to the community • To know that communities need a range of accessible amenities and public services • To understand how the geography of communities affects community spirit • To explain how developments can be sustainable and plan for a sustainable future in my area 	<p>human and physical features, topography, region, enquiry, future, housing: detached, semi-detached, terraced, flats/apartments, bungalow, amenities, accessible, public services, public spaces, industry, employment, primary, secondary, tertiary, quaternary, community spirit, public spaces, sustainable development</p>