



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

Pre-Nursery (2-year-old provision)

Understanding the World

- I can explore my new environment.
- I know where I put my coat in the morning.
- I can explore and respond to different natural phenomena, such as the change of the seasons.
- I know where things are kept in my classroom.

Communication and Language

- I can point to something I want and make sounds to communicate.
- I can identify familiar objects and properties when it is described such as blue car.

	<ul style="list-style-type: none"> • I can understand simple who and what questions.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • I can explore my new setting with support from my key person. • I can explore my classroom independently.
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 for the end of Reception (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.

Pre-Nursery	Learning Outcomes (by the end of each theme)
Autumn 1	
Theme: All About Me	<ul style="list-style-type: none"> • I can talk about people in my family. • I can talk about where I live. • I can talk about places I have visited (e.g. the shops, the park, my grandparent's house).
Autumn 2	
Theme: Night and Day	<ul style="list-style-type: none"> • I can talk about night and day. • I know what I do at night and during the day.
Spring 1	
Theme: Bears	<ul style="list-style-type: none"> • I can go on a woodland walk and talk about what I see. • I can role-play as a bear living in a cave.
Spring 2	
Theme: Colours	<ul style="list-style-type: none"> • I can go on a colour hunt in the woodland. • I know that some trees and leaves change colour in different seasons.
Summer 1	
Theme: Transport	<ul style="list-style-type: none"> • I can talk about some different modes of transport e.g. car, bus, walking, scooter, bicycle, airplane. • I can role-play in different modes of transport.
Summer 2	
Theme: Farm Life	<ul style="list-style-type: none"> • I can talk about some animals found on a farm. • I can role-play as a farmer or animals on a farm. • I can observe and talk about the chickens in our outdoor area.

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 be able to research which continent animals are from and label these on a world map 	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: Our Wonderful World	<ul style="list-style-type: none"> To be able to locate the continents, equator and poles on a world map To be able to identify the capital cities of England, Wales, Scotland, Northern Ireland and Ireland To be able to locate the world's oceans on a world map To know some similarities and differences between Ecuador and the UK To know some land features to make comparisons between Ecuador and the UK To know where the Galapagos Islands are located and name some animal species that can be found there To know what a landmark is and be able to name some in the UK and Ecuador To be able to use basic geographical vocabulary to refer to key physical and human features To know what aerial photos and satellite maps are and be able to identify physical and human geographical features on them 	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
Spring 1		
Topic: Food Journeys	<ul style="list-style-type: none"> To know that different types of foods are sold locally or on the high street To understand what farming is and what a farmer does To be able to identify foods that come from plants and animals To recognise that different foods come from different parts of the UK To understand why some foods are imported to and exported from the UK To understand that some of the foods we eat have been changed (processed) To understand what is meant by the term 'Fairtrade' 	journey, farm, farmer, crops, animals, meat, produce, processed, plants, animals, factory, delivery, United Kingdom, England, Scotland, Northern Ireland, Wales, regional, grocery shop, supermarket, Fairtrade, sustainable, export, import
Summer 1		
Topic: Weather and Seasons	<ul style="list-style-type: none"> To identify weather symbols and make simple observations and predictions about the weather To be able to describe what the four seasons of the year are like 	weather maps, seasonal, year, annual, change, rainy, sunny, windy, snowy, stormy, hot, cold, icy, foggy, cloudy, wet, dry, dusty, hail, sunny showers, rainbow, warm, cool, Spring, Summer, Autumn, Winter

	<ul style="list-style-type: none">• To know the different types of wind that bring different weather to the UK• To be able to use a weather map to describe the weather in different locations• To know that the Earth's tilted axis causes the seasons• To be able to observe, discuss and record changes in weather• To know what climate change is and be able to explain how we can look after the Earth	
--	--	--

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 2		
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, tsunami, 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 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, compass, points, North, South, East, West, North West, North East, South West, South East, locate, find, Google Earth, region, similarity, difference, landscape, population, landmarks, economic activities, locate, describe, environmental region, Amazon Rainforest, Andes Mountains, Great Plains, Rocky Mountains, vegetation, human impact, Route 66, highway, Main Street of America, Mother Road, transport, connect, Great Depression, Dust Bowl era, symbol, freedom, adventure, physical feature, human feature, Route 66,

		highway, landscape, vegetation, wildlife, human activities, towns, cities, communities
--	--	---

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 clothes can come from all over the world To understand that our food can come from all over the world To understand that fruits grow 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		
Topic: Global Warming and Climate Change	<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 	sustainability, ecosystem, environment, greenhouse effect, carbon footprint, carbon neutral, deforestation, pollution, emissions, natural resources, fossil fuels, biodiversity, renewable energy, climate crisis, observe, measure, record
Spring 2		
Topic: South America – The Amazon	<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 	rainforest, river, tropical, equator, climate, rainfall, thunderstorm, temperature, forest floor, understorey, canopy, emergent layer, deforestation, endangered, farming, exported, unsustainable, tribes, exploited
Summer 2		
Topic: Our World in the Future	<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 in the UK 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 	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