



Geography

Reviewed July 2022

The Geography curriculum at Horndale has been structured so that pupils develop their skills and knowledge from the EYFS into the Key Stage One curriculum. We begin by exploring local geography i.e. home, school, local area, Newton Aycliffe town centre, County Durham. As the pupils knowledge is secured in their local geography they begin to explore Global Geography i.e. UK, Capital Cities, 7 continents and 5 oceans, Hot and Cold contrasting places. It is our Intent that this approach will enhance pupils curiosity and fascination about the world and people around them (from local to global)

Nursery

Key Knowledge & Skills	Vocab	Opportunities and Experiences	Development Matters /ELG Links
<p>To know the features of their home and Nursery.</p> <p>To know which animals live in the Sea, the farm, Africa, the Arctic.</p> <p>To know that there are different countries in the world.</p>	<p>Physical vocab: home, house, school, path, road,</p> <p>Human Vocab: tree, leaf, puddles, grass, flower,</p> <p>world, globe, sea,</p>	<p>Give opportunities for children to explore the school buildings and grounds.</p> <p>Walk in the local area to look at human and physical features, from a key vocabulary list.</p> <p>Talk about animals that live in different habitats.</p> <p>Talk about any family links/holidays children may have.</p>	<p>3 & 4 year old will be learning to :</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>



Reception			
Key Knowledge & Skills	Vocab	Opportunities and experience	Development Matters /ELG Links
<p>To know and talk about the place we live and our home and the key features of what is around us.</p> <p>Look at the immediate environment.</p> <p>To know where they live and their own address.</p> <p>To know we go to Horndale School, on Scholars Path, Newton Aycliffe.</p> <p>To identify human and physical features on the journey between home and school.</p> <p>Look at aerial views of the school setting.</p> <p>To make simple maps and journeys.</p>	<p>To build on Nursery vocabulary.</p> <p>Human vocab: building, town, shop, Newton Aycliffe, County Durham, Horndale, Scholars Path, streets that children live in, park, underpass, map.</p> <p>Physical vocab: field, world, plants, woods, stream, pond, country</p> <p>Geography resources: Atlas, Globe aerial photograph,</p>	<p>Write and post letters to our home address and school. Make messy maps and then draw simple maps of their immediate environment.</p> <p>Look at features of the natural and man-made world.</p> <p>Extend knowledge of our local area of Newton Aycliffe, visit the woods, park, nature reserve, town centre, post office. Teach children about places in the world that contrast with places they know well (Africa, seaside, China)</p> <p>Bring the wider world into the classroom (food, artefacts, photos, video clips), listen to what children say about what they see.</p> <p>Talk about how children’s lives in other countries may be similar or different, (how they travel to school, what they eat).</p> <p>Walk in the local area to look at human and physical features and weather, from a key vocabulary list.</p> <p>How animals behave differently throughout the year.</p>	<p>Children in Reception will be learning to:</p> <p>Draw information from a simple map.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>ELG – People Culture and communities Children at the expected level of development will:</p> <p>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.</p>



Year One

Topic/Unit of Work	Key Vocabulary	Key Knowledge/ Skills
<p>Autumn Term: Me and My School Focus on: place, location, Fieldwork, Observational skills, Maps, compass points, aerial photographs</p> <p>Builds on: Early Years Outdoor Experiences: Making Simple Maps and Journeys Prepares for: Spring Term Fieldwork and Mapping skills; focussing on human and physical features</p> <p>Key Questions: 1. What does my table look like? 2. What does my classroom look like? 3. What is the route around my class? 4. Where is everything in my school located? 5. How do I follow directional language? 6. What can I find in my school grounds?</p> <p>Fieldwork Focus: Walk around the school grounds, planning of route, view on google earth then on a map, plan and use of simple recording strategies, use of findings back at school to answer the question 'What can we find in our school grounds'</p>	<p>left, right, forwards, backwards, map, aerial, key, location, compass, symbol, north, south, east, west</p>	<p>NC Objective/s: - use simple compass directions and locational and directional language to describe the location of features and routes on a map - 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 - 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</p> <p>Maps Skills: Draw basic maps Use photographs and maps to identify features Use a simple picture map to move around the school</p> <p>Fieldwork Skills: Gather information Use basic observational skills Draw simple features</p> <p>Sketching Create plans and draw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features</p>
<p>Spring Term: My Home, My Town: Newton Aycliffe Focus on: Fieldwork, Observational skills, Maps, labelling photographs, geographical language</p> <p>Builds on: Autumn Term Year One: Me and My School, Mapping and Fieldwork Skills Prepares for: Summer Term My County, My City, Using Geographical Language to describe human and physical features and recognising landmarks on a wider scale</p> <p>Key Questions: 1. What is my address? 2. What are the different compass points? 3. Where are things located in my town? 4. What human and physical features can I find in Newton Aycliffe? 5. How can I use symbols to represent key features on a map?</p> <p>Enrichment Activities Walk around the local area and town centre, identify human and physical features, children sketch what they see in different compass directions.</p>	<p>Builds on Autumn term vocabulary and consolidates learning North, East, South, West, Human, Physical, feature, compass, town, symbol</p>	<p>NC Objective/s: - use basic geographical vocabulary to refer to key physical features - use basic geographical vocabulary to refer to key human features - 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 - use simple compass directions and locational and directional language.</p>



<p>Summer Term: My County, My City: Durham Focus on: Fieldwork, Observational skills, Map skills, photographs, geographical language Builds on: Spring Term My Home, My Town: using basic language of human and physical features Prepares for: Autumn 1 Y2: My Country: Using Maps to identify the position of the UK in our world</p> <p>Key Questions: 1. What is a city (linked to human and physical features)? 2. Where is my nearest city? (Location and directional language) 3. Visit to Durham 4. What are the human and physical features of Durham? 5.. How are Durham and Newton Aycliffe different?</p> <p>Enrichment Activities Visit to Durham - identify the human and physical features of a city</p>	<p>Builds on Spring term vocabulary and consolidates learning</p>	<p>NC Objective/s:</p> <ul style="list-style-type: none"> - use basic geographical vocabulary to refer to key physical features - use basic geographical vocabulary to refer to key human features -use simple compass directions 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
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Year Two

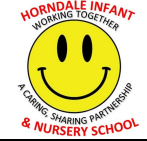
Topic/Unit of Work	Key Vocabulary	Key Knowledge/ Skills
<p>Autumn Term: My Country Focus on: map skills, photograph use, basic atlas introduction. Digital maps, continent, oceans, rivers Builds on: Summer Term Y1: My County, My City: Using basic maps, identifying cities</p> <p>Prepares for: Spring Y2: Let's go to the Arctic: identify seasonal and daily weather patterns</p> <p>Key Questions 1. Where do we live? 2. What countries are in the United Kingdom? 3. What is my country and its capital city? 4. Where is Cardiff? 5.. Where is Edinburgh? 6. Where is Belfast? 7. Where are the capital cities and surrounding seas of the UK?</p>	<p>Capital, England, Scotland, Wales, Northern Ireland, United Kingdom, continents, oceans, London, Edinburgh, Cardiff, Belfast, North sea, Irish Sea, Celtic Sea, Channel</p>	<p>NC Objective/s:</p> <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 - use basic geographical vocabulary to refer to key physical features - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans <p>Map Skills: Using maps Use directional language such as near and far, up and down, left and right, forwards and backwards Map knowledge Use world maps to identify the UK in its position in the world. Use maps to locate the four countries of the UK and its surrounding seas Use simple compass directions</p> <p>Making Maps Draw basic maps using symbols and pictures to represent places or features Use photographs and maps to identify features</p>
<p>Spring Term: My World Focus on: continents, oceans, North/South/East/West,</p> <p>Builds on: Autumn, My Country,: Using World Maps Prepares for: Summer Let's Go on Safari: Location of Hot Countries in relation to the Equator</p>	<p>Building on Autumn Vocab</p> <p>Continents, Europe, Africa, Asia, North America, South America, Australia, Antarctica,</p>	<p>NC Objective/s:</p> <ul style="list-style-type: none"> -name and locate the worlds seven continents and five oceans - 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 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



<p>Key Questions</p> <ol style="list-style-type: none"> 1. What is a continent? 2. What continents are in my world? 3. What are the 5 oceans? 4. What is a map of our world? 	<p>Pacific, Atlantic, Indian, Arctic, Southern, Oceans</p>	
<p>Summer Term: Kenya Focus on: hot places, contrast area of UK and area of non-European country</p> <p>Builds on: SpringTerm: My World: Locating countries in relation to the equator and North and South Poles Prepares for: Place Knowledge in KS2</p> <p>Key Questions</p> <ol style="list-style-type: none"> 1. Why are some places hot and some places cold? 2. Where is Kenya? 3. What are the human and physical features of some parts of Kenya? 4. How is Nairobi similar and different to Durham? 5. How is a village in Kenya different from Newton Aycliffe? 6. How do the Massai tribe live? 	<p>Building on spring vocabulary</p> <p>Landscape, Kenya, Africa, equator, savannah, grassland, volcano,</p>	<p>NC Objective/s:</p> <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 - 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 - use world maps, atlases, globes to identify the United Kingdom and its countries, continents and oceans.



National Curriculum High Level Summary Objectives	Year 1			Year 2		
	Me and My school	My home, my town: Newton Aycliffe	My county, my City: Durham	My Country,	My World	Kenya
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						
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						
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						
use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop						
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

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