



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





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





Topic/Unit of Work Autumn Term: Nem and My-School Focus on: place, poration, Fieldwork, Observational skills, Maps, compass points, aerial photographs Builds on: Early Years Outdoor Experiences: Making Simple Maps and journeys Pregures for: Spring Term Fieldwork and Mapping skills; focusing on human and physical features for: Spring Term Fieldwork was made and spring skills; focusing on human and physical features of the spring skills on the standard of the	Year One						
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CONDICED SKELLI WHAT THEY SEE IN OUTEFER COMBASS OFFICIORS.	children sketch what they see in different compass directions.						





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	Builds on Spring term vocabulary and consolidates learning	NC Objective/s: - 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
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? Enrichment Activities		
Visit to Durham - identify the human and physical features of a city		
	Year Two	
Topic/Unit of Work	Key Vocabulary	Key Knowledge/ Skills
Autumn Term: My Country	Capital, England, Scotland,	NC Objective/s:
Focus on: map skills, photograph use, basic atlas introduction. Digital maps, continent,	Wales, Northern Ireland,	- name and locate the world's seven continents and five oceans
oceans, rivers	United Kingdom,	- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom
Builds on: Summer Term Y1: My County, My City: Using basic maps, identifying cities	continents, oceans,	and its surrounding seas
	London, Edinburgh,	- use basic geographical vocabulary to refer to key physical features
Prepares for: Spring Y2: Let's go to the Arctic: identify seasonal and daily weather	Cardiff, Belfast, North sea,	- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the
patterns	Irish Sea, Celtic Sea,	countries, continents and oceans
	Channel	Map Skills:
		Using maps
Key Questions		Use directional language such as near and far, up and down, left and right, forwards and backwards
1. Where do we live?		Map knowledge
2. What countries are in the United Kingdom?		Use world maps to identify the UK in its position in the world.
3. What is my country and its capital city?		Use maps to locate the four countries of the UK and its surrounding seas
4. Where is Cardiff?		Use simple compass directions
5 Where is Edinburgh?		Making Maps
6. Where is Belfast?		Draw basic maps using symbols and pictures to represent places or features
7. Where are the capital cities and surrounding seas of the UK?		Use photographs and maps to identify features
Spring Term: My World	Building on Autumn Vocab	NC Objective/s:
Focus on: continents, oceans, North/South/East/West,		-name and locate the worlds seven continents and five oceans
	Continents, Europe,	- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold
Builds on: Autumn, My Country,: Using World Maps	Africa, Asia, North	areas of the world in relation to the Equator and the North and South Poles
Prepares for: Summer Let's Go on Safari: Location of Hot Countries in relation to the	America, South America,	- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the
Equator	Australia, Antarctica,	countries, continents and oceans studied at this key stage





Key Questions 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?	Pacific, Atlantic, Indian, Arctic, Southern, Oceans	
Summer Term: Kenya	Building on spring	NC Objective/s:
Focus on: hot places, contrast area of UK and area of non-European country	vocabulary Landscape, Kenya, Africa, equator, savannah, grassland, volcano,	- 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
Builds on: SpringTerm: My World: Locating countries in relation to the equator and North		- use basic geographical vocabulary to refer to key physical features
and South Poles		- use world maps, atlases, globes to identify the United Kingdom and its countries, continents and
Prepares for: Place Knowledge in KS2		oceans.
Key Questions 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?		





National Curriculum High Level Summary Objectives		Year 1			Year 2			
		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 <mark>physical</mark> geography of a <mark>small area of the United Kingdom</mark> , and of a small area in a contrasting non-European country								
identify seasonal and <mark>daily weather patterns in the United Kingdom</mark> 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			