



***Field work opportunities**

EYFS Geography Sequencing

EYFS – Understanding the World		
Understanding the world	<p>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.</p>	
	<p>Three and Four-Year-Olds: Understanding the World</p> <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. 	<p>ELG: Understanding the World: People, Culture and Communities</p> <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. <p>ELG: Understanding the World: The Natural World</p> <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.
	<p>Nursery</p> <p>Walk around the school grounds collecting natural materials. Explore the materials Explore Explore stories set in different countries Look at maps and atlases Look at photos of different places around the world. Think about what is the same and different. Experience different weather conditions using our senses. Thinking about how it makes us feel. Use small world play or role play to present a visited place</p>	<p>Reception</p> <p>Explore the setting’s outdoor area, noticing and naming its features (e.g. playground, different areas and surfaces, flowerbeds). Experience different weather conditions and their impact on the environment. Examine and discuss natural objects (e.g. leaves, twigs and stones) Explore stories set in different countries, look at what is similar and what is different- use photographs to support. Locate countries on a map. Explore different settings within stories- look at human and physical features- what can you see? Use small world play or role play to present a visited place Make drawings (e.g. of their favourite place in the outdoor area or what they saw at the park). Explain what they liked about it. Walk around the school grounds during different seasons- collect items and talk about similarities and differences between the items. Draw maps through traditional tales- share ideas with an adult/peers Discuss where we fit into the world</p>

National Curriculum Geography Sequencing

Threshold Concepts	Key Stage 1	Key Stage 2				
	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>				
<p>Investigate places</p> <p>This concept involves understanding the geographical location of places and their physical and human features.</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 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 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. 	<ul style="list-style-type: none"> Locate the world’s countries, using maps to focus on Europe (including the location of Russia), 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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>Year 1</p> <p>Name, locate and identify characteristics of the UK and its countries and surrounding seas using maps, atlases, globes and photographs.</p>	<p>Year 2</p> <p>Compare the location of the 7 continents and the 5 oceans in relation to the Equator, North and South Pole.</p>	<p>Year 3</p> <p>Locate countries in Europe using maps, atlases, globes and digital mapping</p>	<p>Year 4</p> <p>Locate major capital cities in Europe using maps, atlases, globes and digital mapping.</p>	<p>Year 5</p> <p>Locate and name rivers within the UK. Use maps, atlases and digital mapping to identify the location of the Mississippi and Amazon rivers.</p>	<p>Year 6</p> <p>Name and locate the countries in North and South America.</p>

<p>Name and locate the 7 continents and the 5 oceans using maps, atlases and globes.</p> <p>Name and locate the capital cities of the UK using maps and atlases.</p> <p>Use aerial images to recognise landmarks within the UK and countries of interest.</p> <p>Investigate the human and physical features of the school grounds: naming and describing what they see (e.g. different areas).</p> <p>Explore what the areas are used for and what routes to take to reach the different areas.</p> <p>Visit a local facility and talk about what happens there and investigate why people go there.</p>	<p>Identify where the UK is located within the world.</p> <p>Using aerial images, identify key landmarks in different continents (including human and physical).</p> <p>Visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it.</p> <p>Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features.</p>	<p>Match some landmarks to their countries (including key human and physical characteristics)</p> <p>Locate countries that the Amazon rainforest traverses.</p> <p>Studying aspects of human and physical geography by investigating questions such as, 'How do we travel to school?' and 'Where does the food for school dinners come from?'</p> <p>Record findings using a range of methods e.g. sketch maps, plans and graphs.</p>	<p>Locate physical and topographical features including; mountains, volcanoes around the world and identify their environmental regions (incl UK).</p> <p>Name and locate counties that surround Northamptonshire.</p> <p>Record different weather phenomena through observation and by using standard measurement devises (e.g. thermometer, rain gauges and anemometers).</p> <p>Choose effective recording and presentation methods (e.g. using tables to collect data).</p> <p>Present and draw conclusions from the data.</p>	<p>Identify key human and physical features of the studied locations.</p> <p>Study aspects of human and physical geography by investigating questions such as 'where does the water go when it rains?'</p> <p>Visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion, deposition) and its use by people now and in the past.</p> <p>Take photographs to support findings.</p> <p>Select a method to present data.</p> <p>Record measurement of river/stream width/depth.</p>	<p>Name and locate countries that belong to the British Empire using maps and atlases.</p> <p>Locate and name countries in Europe and the rest of the world which were involved in WW2.</p> <p>Study aspects of human and physical geography by investigating questions such as 'Does our school have a lot of plastic waste, and 'How can our school reduce its plastic waste?'</p> <p>Collate data collected and record it in a chosen way e.g. data handling software, graphs and charts.</p> <p>Design and carry out a survey of the views of people.</p> <p>Report on the effects of environmental change on themselves and others.</p> <p>Be aware of their responsibility in the world.</p>
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<p>Investigate patterns</p> <p>This concept involves understanding the relationships between the physical features of places and the human activity within them, and how the appreciation of how world's natural resources are used and transported.</p>	<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. Understand geographical similarities and differences through studying human and physical of a small area of the United Kingdom and a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> 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). 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. 			
<p>Year 1</p> <p>Identify seasonal changes within the UK by exploring the school grounds during different times of the year.</p> <p>Compare two seaside locations within the UK (different countries)</p> <p>Identify investigate weather conditions through observation and by making and using simple measurement devises (e.g. to record wind direction or measure rainfall).</p> <p>Identify land use around the school grounds.</p>	<p>Year 2</p> <p>Explore hot and cold places in relation to the equator and the North and South Pole.</p> <p>Compare and contrast Burton Latimer with a town in a non-European country.</p> <p>Identify seasonal and weather patterns in different continents across the world.</p> <p>Compare the weather in hot and cold areas (North/South Pole with somewhere near the Equator)</p> <p>Identify what land use has changed around the school grounds over time.</p> <p>Compare London in 1666 to London now.</p>	<p>Year 3</p> <p>Identify the position and significance of the equator and the Tropic of Cancer and Capricorn.</p> <p>Explore how the land use has changed in Burton Latimer over time and consider whether the change has been for the better.</p>	<p>Year 4</p> <p>Identify the position and significance of the Northern and Southern Hemisphere.</p> <p>Compare a mountainous area in the UK with a mountainous area in a European country.</p> <p>Ask questions about and find out what affects the climate of countries studied.</p> <p>Use photographic evidence to raise questions about living conditions in areas studied and draw conclusions.</p>	<p>Year 5</p> <p>Identify the position and significance of the Arctic and Antarctic Circle.</p> <p>Identify the position and significance of the Prime/ Greenwich Meridian (link with time zone, day & night – science).</p> <p>Compare two different regions within the UK (urban/rural).</p> <p>Locate the areas on a map and discuss the similarities and differences.</p>	<p>Year 6</p> <p>Identify position and significance of latitude and longitude using maps.</p> <p>Compare North and South America. Locate key physical and human characteristics and relate these to the features of the locality; e.g. population size, near tourist landmarks/ rivers, transport links to mountains. Understand that both human and physical features may have changed over time.</p> <p>Make comparisons of sections within the local area built at different times.</p> <p>Discuss how the locality has changed over time. Using geographical explanations, debate whether this is a benefit or not.</p>

<p>Communicate Geographically</p> <p>This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features- city, town, village, factory, farm, house, office, port, harbour and shop. 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 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography- climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies. 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
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<ul style="list-style-type: none"> Devise a simple map; and use and construct basic symbols in a key 					
<p>Year 1</p> <p>Know the difference between a physical features and human feature</p> <p>Identify the key features of a village, town city, coastal and rural location.</p> <p>Explore the similarities and differences between cities, towns and villages.</p> <p>Use simple compass directions to navigate from one place to another.</p>	<p>Year 2</p> <p>Use compass directions to navigate from one place to another and record the directions as a set of instructions.</p> <p>Devise a simple map to the local green space and use basic symbols in a key.</p> <p>Use simple grid references when devising a map (A1, B1)</p>	<p>Year 3</p> <p>Explore the rainforest biome focusing on its climate, vegetation and animals.</p> <p>Research about the climate in the Amazon Rainforest.</p> <p>Explore the impact of deforestation and forest fires.</p> <p>Identify trade links and exploring the import and export of food.</p> <p>Discuss and debate Fairtrade</p> <p>To investigate land use and buildings and explore issues of environmental quality and value. (e.g. which spaces or places are valued by the local community).</p> <p>Use the 8 points of a compass to locate where places studied are in relation to the UK.</p> <p>Begin to understand some of the main symbols used on maps and atlases.</p> <p>Use appropriate symbols in a key to devise a map of the local area.</p>	<p>Year 4</p> <p>Describe and understand the key physical features of volcanoes and earthquakes.</p> <p>Discuss how natural disasters affect human life.</p> <p>Explore the three main climate zones- polar, temperate and tropical.</p> <p>Understand how geographical features are marked on a map. (e.g. mountains, rivers, volcanoes).</p> <p>Classify types of buildings on a map.</p> <p>Describe and understand key human features:</p> <p>Look at pictures of different historical settlements over time. Produce pictures and own geographical diagrams Ask and answer questions e.g. what resources were used, why were they used and compare.</p> <p>Explore the distribution of natural resources focusing on geothermal energy.</p>	<p>Year 5</p> <p>Describe and understand key physical features of coasts, rivers and the water cycle, including transpiration.</p> <p>Use the language of rivers e.g. erosion, deposition, transportation. Explain and present the process of rivers.</p> <p>Compare how river use has changed over time and research the impact on trade.</p> <p>Research how water affects the environment, settlement, environmental change and sustainability.</p> <p>Describe and understand the human features of types of settlements in times studied. Use maps, photographs and pictures to make comparisons. Discuss land use and draw conclusions for reasons of change based on human inhabitants and changing needs.</p> <p>Use atlases/maps to describe and locate places using four figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the UK.</p> <p>Use maps to look at how the different explorers and invaders moved throughout the world.</p>	<p>Year 6</p> <p>Explain the climates of given countries in the world and relate this to the knowledge of the hemispheres, the Equator and the Tropics.</p> <p>Explore plastic pollution including the Great Pacific Garbage Patch and the ten different biomes.</p> <p>Use six figure grid reference to identify countries and cities in the world, including different environmental regions.</p> <p>Understand how ocean currents are marked on a map.</p> <p>Look at maps/atlas on different scales and calculate scales on own maps.</p> <p>Describe and understand the human features: Compare maps and aerial images of Northamptonshire pre-war, post war and present day.</p> <p>Study population numbers throughout the course of WW2 and reflect on the reasons changes.</p> <p>Study pictures of land use of places and times studied, draw conclusions and develop informed reasons for the changes.</p> <p>Explore trade links with America. Ask and answer questions such as, why do we trade with other countries? What other countries do we trade with? Where does Britain lead industry? Where does it not?</p>

Geography Vocabulary

Previous milestones vocabulary is revisited

EYFS		Milestone 1		Milestone 2		Milestone 3	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Farm	Garage	Place	Investigate	Hemisphere	Tropic of Cancer	Water cycle	
Train Track	World	Pertinent	City	Tropic of Capricorn	Artic	Sampling	
Places	Natural World	Town	Village	Antarctic	Time zone	Systematic	
Observe	Environment	Costal	Rural	Topographical	Land use	Analyse	
Maps	Continent			Volcano		Effectiveness	
						Aerial	
						London Tube map	
						Climate	

<p>Local Area Homes Address Similarities Differences Patterns Change See Hear Smell Taste Touch</p>	<p>Surrounding Locate Environment Characteristics Map World Atlas Globe Countries Ocean Human features Physical features United Kingdom (UK) Vegetation Factory Farm House Office Shop Compass North South East West Construct Symbol Grid reference Seasonal Daily Weather Hot Cold Equator North Pole South Pole Beach Coast Hill Mountain River Soil Valley</p>	<p>Water cycle Earthquake Vegetation Human features Physical features</p>	<p>Biome Settlement Economic Trade Distribution Energy Food Minerals Water supply Ordnance survey (OS) Population Depict</p>
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