

## EYFS Learning Goals and National Curriculum Expectations

<b>Geography</b>			
<p style="text-align: center;"><b>Our Catholic Mission underpins by:</b></p>	<ul style="list-style-type: none"> <li>Develop the natural curiosity and fascination about the world in which they live, its people and that it will remain with them for the rest of their lives.</li> <li>Developing understanding of cultures and how relationships are different dependent on the country being studied.</li> <li>Know that God’s creation is beautiful and they need to respect this, developing a stronger understanding that they can begin to make a difference to God’s creation and have faith in the way God has made our world.</li> <li>Enable them to have an understanding of how physical and human link together.</li> </ul>		
<b>EYFS</b>			
<b>Nursery/Pre-School</b>			
	<ul style="list-style-type: none"> <li>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>	<p style="text-align: center;"><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<b>Reception</b>			
<p style="text-align: center;"><b>Understanding the World</b></p> <p style="text-align: center;"><b>People, Cultures and Communities</b></p>	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> </ul>	<p style="text-align: center;"><b>Understanding the World</b></p> <p style="text-align: center;"><b>The Natural World</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>
<b>Key Stage 1</b>			

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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.

Locational Knowledge	Place Knowledge	Human and Physical Knowledge	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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.</li> </ul>

### Key Stage 2

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.

Locational Knowledge	Place Knowledge	Human and Physical Knowledge	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of</li> </ul>	Describe and understand key aspects of:	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate</li> </ul>

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<p>the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>	<p>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>	<ul style="list-style-type: none"> <li>• Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p>countries and describe features studied</p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key</li> <li>• (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• 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.</li> </ul>
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