

Geography in EYFS at Brookside Primary School

<p>The EYFS Geography curriculum at Brookside Primary school We want to teach children to... Develop observational skills. Develop appropriate language to allow them to discuss observations in geography. Identify similarities and differences and have an awareness of other countries and how they might have other cultures and customs. To develop use of prepositional language, to describe routes. Then move on to draw information from a simple map. To develop an awareness of global citizenship, showing care and concern for our environment.</p>	<p>How we teach Geography in the EYFS at Brookside Primary School.... We teach geography activities through adult directed activities and child-initiated learning. We encourage our youngest learners to explore using all their senses. Children explore geography in the outside area through observations and conversations with young children. Children explore geography on local trips e.g. to the library and local village. We use stories and non-fiction texts to support learning in geography.</p>	<p>Our rationale for our EYFS Geography curriculum... Some of the children starting at in our EYFS have limited experiences or links outside of their immediate environment; this was impacted further by COVID (with our 2023-2024 cohort). Children do not always have a rich experience of other cultures or ways of life that differ from their own. With all of this in mind our Geography curriculum has been designed to start with the child and their immediate environment and then build outwards from this starting point. Nursery children focus on themselves, their homes and their school and then by the end of reception children are learning about countries around the world.</p>
<p>We are Geographers through....</p>		
<p>Understanding of the World 3 / 4 year olds: - 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. Reception - 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. ELG: UTW: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and</p>		<p>Mathematics 3 / 4 year olds: - 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'</p>

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.

ELG: UTW: The Natural World - 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.

By the end of the EYFS we would like children to....make sense of the world around them using different approaches. To use language related to geography appropriately. To be curious and interested in the wider world.

Brookside Geography Curriculum Sequencing

National Curriculum Objectives	KS1	KS2	
	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
Map skills and Locational Knowledge	<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 	<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 & human characteristics, countries, and major cities name & locate counties & cities of the United Kingdom, geographical regions and their identifying human & physical characteristics, key topographical features (including hills, mountains, coasts and rivers), & land-use patterns; and understand how some of these aspects have changed over time 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) 	<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 & human characteristics, countries, and major cities name & locate counties & cities of the United Kingdom, geographical regions and their identifying human & physical characteristics, key topographical features (including hills, mountains, coasts and rivers), & land-use patterns; and understand how some of these aspects have changed over time 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)
Place Knowledge	<ul style="list-style-type: none"> Explain 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Human & Physical Geography	<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 use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 	<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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
Geographical Skills & Field work	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 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

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Skills Progression	KS1	KS2	
	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
Map skills and Locational Knowledge	<p>Name and locate the world's 7 continents and 5 oceans</p> <p>Using maps and atlases name, locate and identify characteristics of the 4 countries within the United Kingdom and their capital cities</p>	<p>Name and locate the United Kingdom and counties and cities within it, geographical regions and identifying their human and physical characteristics</p> <p>Locate the world's countries using maps, atlases and globes to focus on Europe and North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Identify the position and significance of the equator, latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</p> <p>To identify land use patterns and understand the ways in which aspects of these have changed over time</p> <p>To identify the position and significance of the Prime/Greenwich Meridian and time zones</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied, e.g. Locate the main countries in North or South America. Locate and name principal cities.</p> <p>Identify the position and significance of latitude/longitude</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time</p> <p>Map how land use has changed in local area over time</p> <p>To identify the position of the Greenwich Meridian. Explain the significance of time zones</p>
Place Knowledge	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a non-European country</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America</p>	<p>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>
Human & Physical Geography	<p>Use basic geographical vocabulary to refer to -</p> <ul style="list-style-type: none"> key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>Use basic geographical vocabulary to refer to -</p> <ul style="list-style-type: none"> key human features, including city, town, village, factory, farm, house, office, port, harbour and shop Looking at local towns and looking for human features and things we might see <p>Use of this terminology applied to make comparison between UK and non-European country</p> <p>Exploring locations around Great Britain to identify physical features of localities</p>	<p>Identify features of a river and locate rivers in England</p> <p>Explore human geography, including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water to compare urban and rural settlements</p> <p>Key topographical features – mountain ranges in England, France and Brazil</p>	<p>Describe and understand key aspects of Physical geography including coasts, rivers and the water cycle including transpiration, climate zones, biomes and vegetation belts. Volcanoes and earthquakes, looking at plate tectonics and the ring of fire</p> <p>Human geography including economic activity and trade links e.g., fair/unfair distribution of resources (Fairtrade)</p> <p>Distribution of natural resources focusing on energy, food, minerals and water</p> <p>Identify types of settlements and land use in area studied</p>

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	<p>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/South poles</p>		
<p>Geographical Skills & Field work</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the locations on a map of the United Kingdom</p> <p>Use of world maps atlases and globes to identify the location of the Amazon Rainforest within Brazil/Colombia and in relation to the Equator, United Kingdom and its countries, as well the continents to identify the location of castles explored within the United Kingdom</p> <p>Use simple fieldwork and observational skills to study the geography of locations around Great Britain and the key human and physical features of each environment</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features</p> <p>Devise a simple map; and create a key using basic symbols in a key to locate key landmarks around the United Kingdom</p>	<p>Use the eight points of a compass, four figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</p> <p>Using a map, an atlas and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</p>	<p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom in the past and present. Extend to 6 figure grid references with teaching of latitude and longitude in depth</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>

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Where skills & objectives are taught.	KS1	KS2	
	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
Map skills and Locational Knowledge	<p><u>Year A</u></p> <p>Heroes (<i>No geography objectives covered</i>) –</p> <p>Castles – using maps to locate 4 countries within the UK and their capital cities identifying locations of castles, using maps and atlases to locate castles located around the UK</p> <p>Under the Sea – to locate 7 continents and 5 oceans using maps and atlases, identifying the equator and North and South Pole using a map, differentiating between countries and continents</p> <p><u>Year B</u></p> <p>Amazing Africa – to locate 7 continents and 5 oceans using maps, identifying the equator and North and South Pole using a map, differentiating between countries and continents</p> <p>Where we live – using Google maps to locate significant places within the local area</p> <p>How have things changed? (<i>No geography objectives covered</i>)</p>	<p><u>Year A</u></p> <p>Ancient Egyptians – locating Egypt and its geographical features using a range of maps and atlases, identifying importance of River Nile in the lives of ancient Egyptians (God of water and fertility)</p> <p>Comparing Countries – compare geographical features of England and Italy concentrating on their environmental regions, key physical and human characteristics using maps, atlases, globes and digital/computer mapping, identifying the position of the equator in comparison to the three countries being compared (UK, China & Australia), explore terms; latitude, longitude, Northern and Southern Hemisphere and Arctic and Antarctic Circle, using maps to identify time zones of China and Australia in relation to GMT</p> <p>Britain Begins – time zones exploring the solstice at Stonehenge, understanding the process of Britain as an island (6000 BC), exploring land use to identify why people settled particularly close to the coast (Skara Brae)</p> <p><u>Year B</u></p> <p>Victorians – locating countries within the British Empire using a world map</p> <p>Local Study - Bicester – name and locate the UK and counties and cities surrounding Oxfordshire, identifying human and physical features of Bicester town using OS maps</p> <p>Roman Britain – using maps to locate Italy and identify its physical features, identifying the spread of the Roman Empire and locate countries the empire conquered, exploring land use patterns to understand ways in which the Roman Empire grew over time</p>	<p><u>Year A</u></p> <p>20th Century Conflict – mapping the changes and division of European countries from 1914 to post 1945</p> <p>Extreme Environments – looking at maps of climate zones and where they are situated in terms of latitude, proximity to equator, tropics, arctic circle and hemisphere, mountain representation on maps</p> <p>Saxons & Vikings – identifying regions of Saxon Britain, origins of Angles, Jutes, Saxons from Europe, Scandinavian origins of the Vikings</p> <p><u>Year B</u></p> <p>Ancient Greece – identifying location of ancient & modern Greece, identifying physical features of Greece using maps and atlases</p> <p>Planet Peril – identify the world's 7 continents, 5 oceans and countries using atlases</p> <p>The Mayans – locating Mesoamerican countries compared to today and the journey there by the Spanish invaders. How far were the Saxons from the Mayans?</p>

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<p>Place Knowledge</p>	<p>Year A</p> <p>Heroes (<i>No geography objectives covered</i>) –</p> <p>Castles –</p> <p>Under the Sea – identifying and comparing similarities and differences of a UK seaside town with a non-European seaside town, by considering the physical and human features of them</p> <p>Year B</p> <p>Amazing Africa – identifying physical features of a small town within an African country referring to these using technical vocabulary, studying a small town within an African country to consider people, homes and animals within these using aerial photographs, make comparisons between the human and physical geography of a small town within the UK (Bicester) and Africa (Johannesburg)</p> <p>How has it changed? (<i>No geography objectives covered</i>)</p> <p>Where we live – identifying and making comparisons between human and physical features of the local area whilst exploring on foot as well as using aerial images</p>	<p>Year A</p> <p>Ancient Egyptians – identifying human and physical features of Egypt including land use around human settlements in relation to the River Nile</p> <p>Comparing Countries – identifying and differentiating between physical features of South America and France (Europe), making comparisons between the human geography of these areas</p> <p>Britain Begins –</p> <p>Year B</p> <p>Victorians – geographical similarities and differences of rural and urban areas of Victorian Britain</p> <p>Local Study – Bicester –</p> <p>Romans – Rome and the land ruled by the Roman Empire</p>	<p>Year A</p> <p>20th Century Conflict – Major European countries & other significant locations in the World Wars</p> <p>Extreme Environments – country locations in the tropics, northern & southern hemisphere locations, major earthquake and volcanic regions</p> <p>Anglo Saxons & Vikings – regions of Saxon Britain, origins of Angles, Jutes, Saxons from Europe, Scandinavian origins of the Vikings</p> <p>Year B</p> <p>Ancient Greece – Greek mainland and surrounding islands, the extension of the Greek empire to surrounding countries</p> <p>Planet Peril – the major continents, oceans and example countries located within</p> <p>The Mayans – South and central American countries</p>
<p>Human & Physical Geography</p>	<p>Year A</p> <p>Heroes (<i>No geography objectives covered</i>) –</p> <p>Castles – exploring the physical features of major cities located around the UK using aerial images and digital mapping systems to identify these</p> <p>Under the Sea – identify seasonal and daily weather patterns in the United Kingdom, when identifying continents, the location of hot and cold areas in relation to the Equator and the North and South Poles will be explored, identifying key physical features of a coastline including beach, cliff, coast, sea, ocean, rockpools, bay, shingle, sand, weather, identifying key human features of a</p>	<p>Year A</p> <p>Ancient Egyptians – identifying significance of the River Nile, vegetation belt and reasons for dependence upon it, explore Egyptian farming and what life was like for farmers, understand the importance of trade links for Egyptian farmers, using a map of Egypt to identify topographical features such as the River Nile</p> <p>Comparing Countries – compare British culture with cultures within a European and South American country, identify mountain ranges within UK, South America and France, researching currency, population, houses, cities, bridges, famous man-made landmarks etc</p>	<p>Year A</p> <p>20th Century Conflict – understanding the colonisation, invasion & division of countries and the formation of the British empire including its advantages and disadvantages, understanding how people's lives shaped the nation economically, culturally and socially</p> <p>Extreme environments – identifying climate zones, plate tectonics, understanding the formation of earthquakes and volcanoes and investigating the impact these can have upon an area, describing and understanding key aspects of rivers, identifying features of rivers from source to sea</p>

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	<p>coastline, including: port, harbour, pier, lighthouse, promenade and shop</p> <p>Year B</p> <p>Amazing Africa – identifying human and physical features of countries located in Africa, comparing an African town (Johannesburg) with Bicester</p> <p>How has it changed? (No geography objectives covered)</p> <p>Where we live – using a selection of images to identify human features within rural and urban environments and physical features within rural and urban environments, exploring localities through sorting human and physical features within rural and urban environments, identifying land use within the local area including housing, commercial, leisure, farming, industrial, schools, green spaces</p>	<p>Britain Begins – exploring ancient Stone Age settlements such as Skara Brae, understanding the importance of hunting prior to the introduction of farming, consider ways farming benefitted the civilisation and impacted land usage during early Britain</p> <p>Year B</p> <p>Victorians - comparing rivers and canals, changes in Britain overtime, locating trade links around the British Empire, explore land use and the changes within this overtime, identify the impact the Industrial Revolution had upon economic activity within Britain, consider ways in which railway affected landscape and explore the advantages of the steam railway distributing natural resources and improving trade links (East-West Rail visit), exploring rural and urban settlements during the Victorian era and identifying features of different homes and settlements, exploring the roles children played in the working world and how these contributed to Britain’s economy and researching attitudes towards these</p> <p>Local Study – Bicester – exploring how land use has changed and developed over time using aerial photos and maps</p> <p>Romans – identifying economic activity throughout Roman Empire including trade links, comparing rural and urban settlements at the time through their distribution of natural resources</p>	<p>Anglo Saxons & Vikings– understand land patterns & uses of these civilisations</p> <p>Year B</p> <p>Ancient Greece – researching and identifying the human and physical features of modern and ancient Greece, identifying how physical features of the land influence the ancient Greek civilisation, identifying trade links and the impact this had upon economic activity for the ancient Greek civilisation, identifying key settlements of the ancient Greek civilisation and why people settled there, distribution of food and trade links</p> <p>Planet Peril – understanding the water cycle, mapping natural, human and capital resource distributions onto world maps, fossil fuel creation and distribution; Fair Trade (tea in Malawi), understanding the impact of Fair Trade for farmers and workers</p> <p>The Mayans – Mayan city structure, farming, trade and transportation of goods</p>
<p>Geographical Skills & Field work</p>	<p>Year A</p> <p>Heroes (No geography objectives covered) –</p> <p>Castles – drawing aerial plans of castles and labelling the features, using compass points and directional language to describe the location of castles on a map</p> <p>Under the Sea – Use world maps, atlases and globes to identify the United Kingdom and its countries, using atlases to support with the identification of continents and oceans, creating</p>	<p>Year A</p> <p>Ancient Egyptians – using maps and aerial images to locate features of Egypt and River Nile</p> <p>Comparing Countries – use of digital mapping tools and atlases to locate countries studied and identify features of these</p> <p>Britain Begins – n/a</p>	<p>Year A</p> <p>20th Century Conflict – n/a</p> <p>Extreme Environments – using six figure grid references compass points and symbols to locate points of interest and create directions on an OS map of Snowdonia, measuring the distribution and causes of litter in Bicester, using maps and fieldwork to identify where the local river comes from and goes to</p> <p>Anglo Saxons & Vikings – n/a</p>

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	<p>treasure maps using a simple key to describe the location and routes around the map</p> <p>Year B</p> <p>Heroes (No geography objectives covered)</p> <p>How has it changed? (No geography objectives covered)</p> <p>Where we live – using images to elicit knowledge and familiarity with the local area and their distance (near/far) from school and home, using aerial images and maps to identify the location of famous landmarks and features of maps taken from 'Paddington in London', applying observational skills of physical and human features around the local area, devising and investigating fieldwork investigative enquiry questions 'what services do we have in the local area?' 'what is located on the street where our school is?' 'how has this street changed over time?', exploring the local area on foot to identify human and physical geographical features around us, devise a simple map of the route taken whilst exploring the street where our school is and creating a basic key to identify the location of key features around us, using simple compass points and directional language including street names to describe the journey around the local area</p>	<p>Year B</p> <p>Victorians – fieldwork to observe physical features of canal systems/waterways linked to water cycle</p> <p>Local Study – Bicester – using Ordnance Survey maps of Bicester to identify human and physical features of the local area, identifying and interpreting map symbols using a key, identifying similarities and differences between aerial photographs and maps overtime, vising the local area to identify human features of the town, conducting a survey of usage of buildings and businesses on the high street</p> <p>Romans – using maps and atlases to locate Italy, its features and the Roman Empire</p>	<p>Year B</p> <p>Ancient Greece –n/a</p> <p>Planet Peril – using maps, aerial images and census data to calculate the percentage of properties within the local area that have solar panels, use of Census data to make comparisons of the sustainability of areas around Bicester</p> <p>The Mayans – n/a</p>
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