



**Understanding the World**  
**The World - Geography overview**

**ELG**

**-Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class**  
**-Understand some important processes and changes in the natural world around them, including the seasons**

Focus	Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Know that there are different countries in the world &amp; talk about the differences they have experienced or seen in photos</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some of the things they have observed in different places</li> <li>• Comments &amp; asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>• Make imaginative &amp; complex 'small worlds' with blocks &amp; construction kits, such as a city with different buildings &amp; a park</li> </ul>	<ul style="list-style-type: none"> <li>• Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</li> <li>• Identify seasonal patterns – focusing on plants and animals.</li> <li>• Begin to understand the effect their behaviour can have on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and identify features in the place they live and the natural world.</li> <li>• Find out about their environment and talk about features they like and dislike.</li> <li>• Use diverse range of props, photos, books to notice &amp; talk about similarities &amp; differences</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Observe, find out about and identify features in the place they live and in the natural world.</li> <li>• Find out about their environment and talk about those features they like/dislike.</li> <li>• Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</li> <li>• Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</li> <li>• Recognise some environments that are different to the one in which they live</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and identify features in the place they live and the natural world.</li> <li>• Talk about features.</li> <li>• Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> <li>• Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet'</li> <li>• Recognise some similarities &amp; differences between life in this country &amp; life in other countries</li> </ul>	<ul style="list-style-type: none"> <li>• Explore their local environment and talk about the changes they see.</li> <li>• Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.</li> <li>• Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>• Examine change over time.</li> <li>• Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"..</li> <li>• Describe some actions which people in their own community do that help to maintain the area they live in.</li> <li>• Draw information from a simple map</li> <li>• Interpret range of sources of geographical information, including maps, globes, photographs</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Locate and number the world's seven continents and five oceans.</li> <li>• Name, locate and identify characteristics of the four countries and capitals 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 Pole.</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 - 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</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language (e.g. 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 grounds and the key human and physical features of its surrounding environment</li> </ul>

## **Key stage 1**

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.

Pupils should be taught to:

### **Locational knowledge**

- ♣ 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

### **Place knowledge**

- ♣ 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

### **Human and physical geography**

- ♣ 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
- ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### **Geographical skills and fieldwork**

- ♣ 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.

## **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.

Pupils should be taught to:

### **Locational knowledge**

- ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and 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
- ♣ 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**

♣ 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 and physical geography**

♣ describe and understand key aspects of:

♣ 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 and fieldwork**

♣ 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.