

Geography Curriculum

UNDERSTANDING OF THE WORLD GEOGRAPHY	
Performance Indicators	RANGE AND CONTENT AND CURRICULUM OPPORTUNITIES
<p>P 1-3 Refer to sensory curriculum</p> <p>P4 – P8</p> <ul style="list-style-type: none"> • Actively explores a variety of environments • Pupils know that certain actions produce predictable results • Closely observe what people, animals and vehicles do. • Pupils know familiar places and people and what they do • Knows that things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. • Remembers where objects belong. • Enjoys playing with small world models such as a farm, a garage or a train track. • Notices detailed features of objects in their environment. • Comments and asks questions about the places they live and the things they see. • Talk about things they have observed such as plants, animals and objects. • Pupils understand the differences between the natural and manmade world • Look closely at similarities, differences, patterns and change • Use pictures or symbols to show familiar places, can make simple maps • Pupils use resources to make representations of places and people 	<ul style="list-style-type: none"> • Opportunities to explore personal space and immediate environment • Opportunities to find resources in consistent locations within learning environment. • Exploring local environment, encourage children to explore puddles, trees and surfaces such as grass, Picking up shells and pebbles at the beach, concrete and soil in the outdoor environment. • Play hide and seek games indoors and outdoors. • Tell stories about places and journeys. • Take part in educational visits, make photo stories of the visits and talk about what we have seen. • Provide treasure baskets for exploration and heuristic play. • Provide story and information books about places such as the beach or the park to remind children of visits to real places. • Help children to notice and discuss patterns around them e.g.

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- Developing an understanding of growth, decay and changes over time.
- Exploring and/or understanding the physical and human characteristics of real places
- Pupils know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- Pupils are aware of their own role in caring for their own environment
- Recognise simple symbols or representations on maps and plans
- Use simple geographical language to communicate their ideas about various locations, functions and roles

National Curriculum Expectations

Locational Knowledge

Name, locate and identify characteristics of some national and international locations

Place knowledge

Observe and understand similarities and differences through studying the human and physical geography

rubblings from trees and bricks.

- Give opportunities in the enabling environments to record findings e.g. drawing, writing, making a model or taking a photograph.
- Pupils have opportunities to experience and take part in recycling activities
- Encourage the use of words that help children to express opinions and describe features of their environment, e.g. 'busy', 'quiet', and 'pollution'.
- Opportunities to experience/develop their understanding of weather/climates/landscapes and physical processes
- Pupils will have the opportunity to develop their understanding of cultural differences and global diversity
- Forest Schools
- Outdoor Classrooms

Curriculum Opportunities

- Explore and discover physical features such as rivers, hills and forests.
- Opportunities to experience national and international locations e.g. Erasmus
- Show an awareness of different types of buildings and their uses.
- Pupils have the opportunities to undertake field work and out of class learning on a regular basis.

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<p>Human and Physical geography Use geographically vocabulary to identify key physical/human features</p> <p>Geographical skills and fieldwork Use maps and globes to identify national and international locations</p>	<ul style="list-style-type: none"> • Pupils have the opportunities to use a range of geographical resources e.g. maps, Google earth, weather station • Pupils express their views on features of the environment of a locality. • Identify seasonal and daily weather patterns in the UK and locations of hot and cold areas in the world. Physical features - beach, mountain, sea, soil, weather. Human features - city, town, harbour, shop • Pupils recognise how people seek to improve and sustain environment • Use of world maps, atlases and globes to identify the UK, other countries, continents and oceans. • Use simple compass directions and locational language • Use field work to observe, measure, record and present the human and physical features in the local area.
<p>UNDERSTANDING OF THE WORLD GEOGRAPHY APPENDIX</p>	
<p>National Curriculum 2014 Level Descriptors-Essex County Council Equals Cornerstones Development Matters</p>	<p>Links Cornerstones curriculum, Geography p levels, Development matters, National Curriculum KS1 - 4 Sunningdale School Curriculum</p>