

GEOGRAPHY- PEOPLE, CULTURE AND COMMUNITIES COMPONENT SKILLS AND PROGRESSION AND END POINTS DOCUMENT 2022

Understanding the World

Educational Programme

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.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- 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.

End Point EYFS

ELG: People, Culture and Communities

Pupils describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Pupils know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Pupils 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: The Natural World

Pupils explore the natural world around them, making observations and drawing pictures of animals and plants.

Pupils 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.

Pupils understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EYFS Vocabulary

- Environment • Place • Feature • World • City • Map • Weather • Compare • Similar • Different

End Point KS1

- Pupils can use a map and globe to locate places within the UK and contrasting country
- Pupils can talk with some confidence about and name the four countries and capitals of the United Kingdom including characteristics of the surrounding areas
- Pupils can use world maps, atlases and globes with growing confidence
- Pupils can identify the seasons and associated weather patterns in the UK
- Pupils can use a growing vocabulary to describe geographical features
- Pupils can use simple observational fieldwork skills to study the school and its grounds
- Pupils can use a map or globe to locate the seven continents and five oceans in the world

KS1 Vocabulary

Locational knowledge: Africa, Antarctica, Asia, Australia, Europe, North America & South America, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean & Arctic Ocean.

Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Key human features: city, map, town, village, factory, farm, house, office, port, harbour and shop

| | Minimum expectations for Nursery | Minimum expectations for Reception | KS1 Links |
|--------------------------------------|---|--|---|
| To investigate places | <p>Knows what a map is used for Identifies features on a simple map (trees, house, river, mountain)</p> <p>Knows that we live in Radcliffe which is in England Knows that there are different countries in the world</p> <p>Knows where they live (house,flat, bungalow) Can explain features of other homes</p> <p>Can articulate what daily life is like in our country Explains how life may be different for other children</p> | <p>Knows there are different types of maps including globes Identifies features on a simple map (trees, house, river, mountain) Can use maps to locate objects in 'real life' Engage in simple fieldwork e.g. follow a map of the school environment, seasons walk to note the changes in weather etc Can briefly explain the difference between human and physical features Knows the capital city of England is London Knows that 4 countries make up the UK and can name at least 1 other country Can identify similarities and differences between homes in our country Can identify similarities and differences between homes in other countries Recognise some similarities and differences between life in this country and life in other countries (explains how life may be different for other children and makes comparisons between life for children in different countries)</p> | <p>Ask and answer geographical questions (such as; What is this place like? What or who will I see in this place? What do people do in this place?) Identify the key features of a location in order to say whether it is a village, town city, rural or coastal area. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name locate and identify characteristics of the four countries of the four countries of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans.</p> |
| To investigate patterns | <p>Talk about what they see in their own environment (school/home) using a wide vocabulary with a focus on the changing seasons they observe e.g., changes in a tree Talk about local environments (their road, the park, Radcliffe)</p> <p>Talk about other environments using the internet, photographs etc.</p> | <p>Understand the effect of changing seasons on the natural world around them. To know some features of each of the four seasons and talk about them Recognise some environments that are different from the one in which they live. E.g. polar regions and desert and note a key feature Use pictures to compare and contrast environments around the world</p> | <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. And a contrasting non-European country. 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 North and South Poles. Identify patterns in shop use and identify different building use around school. Identify landmarks in the local area.</p> |
| To communicate geographically | <p>Knows what a map is used for Identifies features on a simple map (trees, house, river, mountain) Develop some simple awareness of geographical terms: sea, river, land, country</p> | <p>Draw information from a simple map Use a simple map to follow a route Develop an awareness of the geographical terms: physical, human, country, continent, ocean, equator</p> | <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references</p> |