



The Geography Curriculum at Crowthorne – 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.

EYFS	NC Objective	Year 1	Year 2
Objectives that lay the foundations for Geography in the National Curriculum	NC Objective	Local: Barnaby Bear explores Crowthorne (AU2) National: Barnaby Bear explores the United Kingdom (SP2) Global: Barnaby Bear explores The Seven Wonders of the Natural World (SU2)	Local: Making Maps (AU1) National: Landmarks of the UK (SP2) Global: Tocuaro (comparison with Crowthorne) (SU1)
<ul style="list-style-type: none"> Understand that our Earth is one of many planets in space. Know about the features of some planets in our solar system. Locate basic areas on a globe and a world map eg. land, sea, North Pole 	Name and locate the world's 7 continents and 5 oceans	<ul style="list-style-type: none"> Use an atlas to locate and label the world's 7 continents on a map (SU2) At the end of the unit, locate and label the world's 7 continents without use of an atlas (SU2) 	<ul style="list-style-type: none"> Confidently name and locate the world's seven continents and five oceans. (SU1)
<ul style="list-style-type: none"> Locate the UK on a globe and a world map. 	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none"> Use an atlas to name and locate the 4 countries and capital cities on a map. (SP2) At end of unit, name and locate the 4 countries and capital cities on a map without use of atlas (SP2) Identify the characteristics of the countries and capital cities of U.K (London landmarks, Edinburgh landmarks, Mount Snowdon in Wales, Giant's Causeway in Northern Ireland) (SP2) 	<ul style="list-style-type: none"> Memorise the names of the UK's four constituent countries and the associated capital cities. (SP2) Know some of the key characteristics of the four countries and capital cities of the UK and the surrounding seas. (SP2)
<ul style="list-style-type: none"> Be able to identify basic features on a map and an aerial photograph of the school and its surrounding area. Eg. houses, roads, forest Understand that people speak different languages in different parts of the world. Compare their own environment with other contrasting places around the world eg. Arctic, Savannah, rainforest, desert Be able to name some animals which live in Arctic, Savannah, rainforest, desert regions. Understand that plant life will vary in different environments eg. desert, rainforest, North Pole, Locate the UK on a globe and a world map. Locate China on the globe and find out about aspects of Chinese culture – flag, language (spoken and written) food, clothing, festivals Understand how humans can damage the environment through pollution and litter/waste Think about ways in which they can look after the environment. Understand the role of a farm in food production. Be able to name common plants in the local environment (school grounds and our outdoor classroom) Know about the plants and animals that can be found in an ocean environment. 	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	<ul style="list-style-type: none"> Study the human and physical geography of Crowthorne, UK (AU2) In Year 2, children then compare Crowthorne to Tocuaro, Mexico. 	<ul style="list-style-type: none"> Be able to name a range of human and physical landscape features found in the Crowthorne area. (AU1) Know about some traditional homes, foods, celebrations and clothes etc. in the Mexican village of Tocuaro. (SU1) Be able to identify similarities and differences between living in Crowthorne, UK and Tocuaro, Mexico (school, homes, food, shops, weather, traditions) (SU1) Understand how the weather affects the way people live in Crowthorne and Tocuaro. (SU1) Use a range information sources to learn about geographical similarities and differences in Crowthorne and Tocuaro, (SU1) Appreciate and respect the cultures of other countries. (SU1)

<ul style="list-style-type: none"> • Be able to describe how the natural world changes through the seasons. • Compare their own environment with other contrasting places around the world eg. Arctic, Savannah, rainforest, desert 	<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 and South Poles</p>	<ul style="list-style-type: none"> • Compare the weather for the time of year in London compared to Brazil and Antarctica. Children view these on a map and consider their distance to the equator. (SP2) • Seasonal patterns are identified and studied in Science unit: Seasonal Changes (SP2) 	<ul style="list-style-type: none"> • Know how seasonal and daily weather patterns might vary in different areas of the UK (SP2) • Collect and analyse weather data for Crowthorne over a 4-week period. (SP2) • Understand that hot countries are generally found closer to the equator and cold countries are generally found closer to the North or South Poles. (SU1) • Understand how the weather affects the way people live in Crowthorne and Tocuaro. (SU1)
<ul style="list-style-type: none"> • Be able to identify basic features on a map and an aerial photograph of the school and its surrounding area. Eg. houses, roads, forest 	<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 • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> • Children use the vocabulary: city, town and village in relation to London, Bracknell and Crowthorne. They use the vocabulary human and physical to identify features of Crowthorne (including shops, post office, lake, forest) (AU2) • Children use the vocabulary: city, country, mountain, season, weather, landmark (SP2) • Children use the vocabulary: cliff, valley, canyon, harbour, coast, beach, waterfall, mountain, volcano, city, favela (SU2) 	<ul style="list-style-type: none"> • Understand the difference between human and physical landscape features. (AU1) • Be able to name a range of human and physical landscape features found in the Crowthorne area. (AU1) • Use the correct geographical vocabulary to refer to key physical and human landmarks of the UK. (SP2) • Know the key physical features found in the Tocuaro area of Mexico. (SU1) • Know the key human features found in the Tocuaro area of Mexico. (SU1) • Use the correct geographical vocabulary to describe the geography of Tocuaro. (SU1)
<ul style="list-style-type: none"> • Understand that our Earth is one of many planets in space. • Know about the features of some planets in our solar system. • Locate basic areas on a globe and world map eg. land, sea, North Pole • Locate the UK on a globe and a world map. 	<p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<ul style="list-style-type: none"> • Use an atlas to name and locate the 4 countries and capital cities on a map. (SP2) • Use UK map to identify countries and cities (SP2) • View U.K on globe (SP2) • Use an atlas to locate and label the world's 7 continents on a map (SU2) • View the world's 7 continents on world map and globe (SU2) 	<ul style="list-style-type: none"> • Confidently locate the countries of the United Kingdom and the surrounding seas on world maps, atlases and globes. (SP2) • Be able to locate Crowthorne on a world map, in an atlas and on a globe. (SP2) • Be able to locate Tocuaro on a world map, in an atlas and on a globe. (SU1)
<ul style="list-style-type: none"> • Use directional language when programming the Beebots to move around a street map (left, right, forwards, backwards). 	<p>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</p>	<ul style="list-style-type: none"> • Describe England, Scotland, Wales and Northern Ireland's locations on a map using compass directions. (SP2) • Use compass directions to direct Barnaby Bear around Edinburgh using a map (SP2) 	<ul style="list-style-type: none"> • Use simple compass directions (north, south, east, west) to describe weather patterns in different locations in the UK (SP2)
<ul style="list-style-type: none"> • Be able to identify basic features on a map and an aerial photograph of the school and its surrounding area. Eg. houses, roads, forest • Be able to draw maps of different story settings eg. Little Red Riding Hood's route to Grandma's house 	<p>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</p>	<ul style="list-style-type: none"> • Devise a simple map of the school; and use and construct basic symbols in a key to label the classrooms and features of the school. (AU2) • Use aerial photographs and Google Earth to recognise landmarks and human and physical features (Grand Canyon, Mount Everest, Harbour of Rio de Janeiro, Paricutin Volcano, Victoria Falls) (SU2) 	<ul style="list-style-type: none"> • Know that maps can take different forms. (AU1) • Be able to identify human and physical landscape features on a map or aerial photograph of Crowthorne. (AU1) • Know that a key is used to simplify information on a map. (AU1) • Be able to construct a simple key which uses symbols or numbers. (AU1)

			<ul style="list-style-type: none"> • Understand what is meant by a “birds eye view”. (AU1) • Use aerial photographs and plan perspectives to identify physical and human features of the UK (SP2)
<ul style="list-style-type: none"> • Become familiar with the layout of the EYFS classroom and outdoor area, and then the layout of the school as a whole • Understand that their school is on a road called Dukes Ride in Crowthorne village. • Know about the key features of their locality (Crowthorne) through first-hand experience, maps and photographs. • Be able to draw simple maps of Crowthorne showing places which are important to them. • Know about the different jobs people have eg. firefighter, librarian, doctor 	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	<ul style="list-style-type: none"> • Follow and plot a map of the school (AU2) • Consider the human and physical features of the school and Crowthorne village (AU2) 	<ul style="list-style-type: none"> • Use observational skills to draw simple plans and maps of the school. (AU1) • Use observational skills and their own local knowledge to construct route maps of the local area. (AU1) • Carry out travel surveys to understand transport patterns in the local area. (AU1) • Observe and classify the different shops and businesses found on Crowthorne High Street. (AU1)