Our Geography Curriculum 2025-2026

Intent

At West Earlham we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at West Earlham, planned closely alongside the National Curriculum and the updated Early Years Framework, enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge (both substantive and disciplinary) and skills. We will guide and develop a curiosity and fascination about the world and its people. As the children progress through our school, they will be exposed to diverse places, people, resources and natural and human environments. The curriculum is designed in a sequenced and coherent way to develop knowledge and skills that are progressive. At West Earlham, the children will revisit prior learning with a deeper understanding each time, developing those key geographical skills of curiosity, critical thinking and questioning.

- The children will develop knowledge about the world.
- The children will develop an understanding that the world is split into seven continents and also divided by five oceans.

Implementation

- Carefully planned and designed long term plans for the EYFS and KS1 classes, using a cross curricular approach in order to enable children to build, embed and revisit key knowledge, through adult directed, initiated and child led learning.

- At West Earlham we understand that the children access key learning from adult directed teaching or adult initiated activities which prompt and spark the children's curiosities, as well as through play, so each class has access geography within the continuous provision. This hands on approach allows the children to follow their own lines of enquiry which can be enhanced within the classroom environment, or outdoors, which the children explore regularly. We understand the children need to start from what they already know and then take this further in a coherent and sequenced way.

- Children will have access to a wide array of resources including maps, globes, small worlds, a weather station, calendars, images, tools such as magnifying glasses and

• The children will spend time exploring their own locality, both physically and using maps/ aerial images. The children will zoom out from Earlham and explore the rest of the United Kingdom, learning about what each country, capital city and surrounding seas have to offer with regards to human and physical geography. 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. The children will move through the school, collecting new geological language to further enhance their subject specific • vocabulary. The children will develop an understanding of globally significant places, including • continents, countries, capitals, oceans and the seas that connect us. The children will be shown examples that over time, key features of geography may change as they are • affected by many factors. The children will experience a range of fieldwork that will enable them to develop • their skills to collect, communicate and analyse information. The children will explore a variety of sources, including maps, digimaps, images, globes, atlases, GIS etc, to build upon their interpretation skills to inform decision making and • opinion building.	tablets. In order to support the embedded and sequenced learning, each class will have a map showing the world and where each child may be from/ their heritage, a small world which encourages language and questioning, information on the weather and seasons (book, images) and a calendar. Use of an interactive display where the children's comments and observations of our world will be placed. This visual display begins at the child's height and features maps and photos, again encouraging the children to revisit their prior learning. • The children will be exposed to subject specific vocabulary often, and will be encouraged to use this when referring to features threaded throughout human and physical geography. This can be aided by Word Aware, allowing the children to review and revisit these key geography themes. • Through our hands on and play based approach, the children will be able to develop their critical thinking and questioning skills. Through our enhancements following the children's interests and adult directed/ guided teaching, the children will be exposed to our world and begin to create their own thoughts and feelings about it. •

● The children will be given opportunities to communicate their geographical findings through writing, numeracy and maps. ● The children will begin to understand that the taught subjects at school, as well as their own knowledge, can be interconnected and tied together.		● The use of the surrounding area and the community will enable the children to explore the key geographical features that exist on their doorsteps. These include the buildings all around us, the parks and woods, the UEA river and grounds and beyond.	
Our children will experience: An exposure to a wide range of quality fiction and non-fiction books. Visits and walks around our local area and community. Local shops and parks The post box and Post Office. A trip to Cromer beach and the Henry Blogg Museum. trips to the Norfolk broads. **Cross curricular opportunities:** Science- looking at the plants and trees surrounding our school and the local area, including these on a map. Thinking about the materials used in some human and physical geography. Thinking about animals from di erent continents.	**EYFS** Learning themes Settling in/Signs of Autumn. How the environment changes each season. Celebrations from around the world. Being healthy. Where and how food grows? Chinese New year. Farming. Life cycles, planting and growing. Traditional fairy tales. Their settings. **ELG: Past and Present** - Talk about the lives of the people around them and their roles in society.	**Year 1** Big Questions These are themes which are introduced to the children in an adult directed way, as a catalyst for their own interests which link to this subject. We support the children's own interests throughout the year by enhancing their experiences and exploration. Geography is explored through these questions as well as in the moment teaching which can then evolve. **Where is the human and physical geography in Earlham?** The children will be able to explore the school grounds and the	**Year 2** Big Questions These are themes which are introduced to the children in an adult directed way, as a catalyst for their own interests which link to this subject. We support the children's own interests throughout the year by enhancing their experiences and exploration. Geography is explored through these questions as well as in the moment teaching which can then evolve. **Where are the continents that make up our world?** The children will be exposed to a different continent each week,

RE- looking at the places, communities, traditions and religions of other countries/ places. English- promoting a good and wide use of language and subject specific vocabulary. Maths- Counting steps and measuring distance. Number of continents, countries capitals, seas and oceans. population etc. History- looking at the maps explorers used, what was the human and physical geography like where they landed. How has the local geography changed over a 50 year period? Art&DT- creating maps, keys, observational drawings, planning. ICT- looking at digimaps and google earth etc. Annotating maps on story maker app. **Visits/Visitors:** Visits to Strangers Hall, or Gressenhall. Field Trips within our own local community. Local shops. Post box and Post Office.	- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. **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.	surrounding area, hunting and exploring for key human and physical geographical features, creating keys, and putting these into their own maps of the area explored. The aim is for children to have a developing understanding of where they live and the changing landscape around them . **What makes each country in the UK, and their capitals, unique?** The children will be able to look at a map of the UK, identify which four countries make up the United Kingdom, what their capitals are and name the seas that surround them, as well as discuss key characteristics of each country, city and sea. The children will be able to discuss key features of each country's geography and also compare the similarities and differences between these places. The children will be able to share their understanding of the differences between oceans and	which will allow them to develop an in-depth understanding of each location. Using the enhancements in the classroom, alongside the adult directed teaching, the children will look at the human and physical geography of each space, and at the people that live there. **Why are the five oceans so different and what makes them special?** Each week, the children will be learning about a different ocean. Starting from the largest ocean and working to the smallest, the children will create fact files, posters, design creatures and pack imaginary bags. These activities have been designed in a way to help children learn more about each ocean, and what makes each ocean special and unique.

Visiting the Sainsbury's centre at the UEA. The John Innes centre farm. Walking to and from	**ELG: The Natural World.** - Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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 and changing states of matter.	seas, and share which seas surround the UK. **Why do we love a trip to the seaside?** The children will be able to talk about Cromer at length, comparing its features and attractions from now and the past. The main bulk of this big question, for geography, is for the children to be able to know the key human and physical elements of Cromer and use that vocabulary in their reflections. **Where are the hottest and coldest places on Earth?** The children will know where to find these extreme environments on maps, globes and atlases, and share information about these places. What makes each place so hard to explore?	**What did the Wright brothers get right?** Whilst the children are learning about the Wright brothers journey in creating the first aeroplanes, they will be exposed to lots of maps and aerial view images. The children will spend their lessons developing their map reading skills, **Why are Norwich and Ninh Binh different?** The children will be learning about the geography of Norwich and Ninh Binh, and the differences/ similarities of these landscapes etc.

	EYFS	Year One	Year Two
Progression	**Understanding the world;** - Children 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 know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. - They make observations of animals and plants and explain why some things occur, and talk about changes. - They know about similarities and differences between themselves and others, and among families, communities and traditions. - They talk about the features of their own immediate environment and how environments might vary from one another.	**National curriculum statements;** - 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 - Name and locate the world's seven continents and five oceans. - 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 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.	**National curriculum statements;** - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - 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. - Use world maps, atlases and globes to identify the United Kingdom and its countries. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

	- They make observations of animals and plants and explain why some things occur, and talk about changes **<u>Locational knowledge</u>** I can talk about where I live. I can talk about the location of my school and some key features in the local community i.e shops, parks and local facilities. I can recall some places that I have learnt about or explored. I can distinguish between land and water on a map and a globe. **<u>Physical Geography</u>** I can talk about my own environment. I can talk about today's weather. I know why we get rainbows. I am beginning to be able to identify some key features of each season. I can talk about the changes in weather that occur during different seasons.	**<u>Locational knowledge</u>** I can say what I like and don't like about where I live, play and learn. I can use different resources, such as books, the internet, globes and atlases to find out information about where I live and parts of the world around me. I can answer questions about the weather and I can identify key seasonal features. I can describe a place using mostly appropriate vocabulary and drawings. **<u>Physical Geography</u>** I can name and locate the world's seven continents and five oceans. I can begin to think of addresses. I can explain the main features of hot and cold places. I can use some specific fieldwork skills when exploring an area. Mainly where I live.	**<u>Locational knowledge</u>** I can describe some physical features of my own locality. I can explain what key features might make a place significant or different. I can name, locate and identify the four countries in the United Kingdom. I can use a map, atlas, or other resources to find the UK's capital cities. I can name the seas that surround the United Kingdom. **<u>Physical Geography</u>** When looking at the earth (map, atlas etc) I can recall the seven continents and five oceans. I know the capital cities of the UK and its surrounding seas. I can describe a place outside of Europe using geographically appropriate vocabulary.

	I can talk about weather appropriate clothing and dress myself appropriately for different weathers. I can make observations about the environment and discuss the changes that I notice. I can explore simple explanations about why environmental changes may have occurred. **<u>Human Geography</u>** I can compare my immediate environment and how it is different from other places, such as my own home or a previous classroom. I am developing my ability to understand different buildings and locations that contain different features vary from one another. I can independently dress myself appropriately depending upon the weather. I will complete a daily weather chart, thinking about the weather and the impact this has upon me and the clothing I need to wear.	I can explain how the weather changes with each season and what we can expect to see change in our environment. I can name the key features associated with a location I have learnt about. i.e what do you expect to find in a city. I can identify some seasonal and weather patterns in the UK and begin to identify where we might find hot and cold places on Earth, in relation to the poles and equator. **<u>Human Geography</u>** I can begin to explain why people wear different clothes depending on where they live and what time of the year it is. I can share some information about individuals who live in hot and cold places. I know the seasons and how people in my locality react to the changing seasons, through what they wear and act. I am developing my knowledge of recognising the main weather symbols.	I can describe and name some of the key natural features of this location. **<u>Human Geography</u>** I can describe a place outside of Europe using geographically appropriate vocabulary. I can describe and name some of the key natural features of this location. I can describe some human features of my own environment, such as the different buildings around me and parks. I can use more key vocabulary when referring to features of human geography.

	Geographical skills and fieldwork I can navigate some parts of the school and its grounds. I can point out and ask questions about things that I see within the school environment, and outside within fieldwork. I will be exposed to globes and atlases within the classroom, and show a curiosity about what these tell us. I will learn about the city I live in. I will be exposed to the use of Google maps to explore our school location in relation to other local locations e.g. post offce, UEA, city centre etc.	**Geographical skills and fieldwork** I will begin to ask simple geographical questions e.g. What is it like to live in this place? I can show that I am using simple observational skills to study the geography of the school and its grounds. I will explore maps and use simple maps of the local area e.g. large scale print, pictorial etc. I am using more locational language (e.g. near and far, left and right) to describe the location of features and routes. I can make a simple map of my school grounds.	**Geographical skills and fieldwork** I can access world maps, atlases and globes, and identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. I will develop my directional understanding, using 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. I will explore and begin to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. I will devise a larger scale/ further detailed map, use and construct basic symbols in a key that others understand. I can use my observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.

Key Vocabulary	Grass, trees, animals, insects, buildings, schools, weather, raining, sunny, cloudy, rainbow, frosty, snowing, autumn, spring, summer, winter, people, flowers, plants,	London, England, Cardiff, Wales, Northern Ireland, Belfast, Scotland, Edinburgh, English channel, Irish sea, North sea, population, compass,	United Kingdom, city, town, left, right, near, far, local, environment, atlas, map, globe, ocean, continent, Africa, Europe, South America, North America, Antarctica, Australasia, Asia