

Geography

Our TRUST Curriculum Principles

A Kaleidoscope Schools curriculum has been designed to enable children to develop wide knowledge/ skills and become well rounded and confident individuals who are curious and want to learn. Schools design and develop their own curriculums but encapsulate the following which are linked to the Kaleidoscope 5C's.





Geography National Curriculum Milestones (Trust Milestones)

Key Theme	Reception	KS1 (Y1–Y2)	KS2 (Y3–Y4)	KS2 (Y5–Y6)
Locational Knowledge	<p>Recognise familiar places (home, school, park). Begin to understand simple positional language (e.g., near, far).</p> <p><i>Know that we live by the sea / river</i></p>	<p>Name and locate the 7 continents and 5 oceans. Identify the four countries of the UK and their capital cities. Locate the local area on a map.</p> <p><i>Know the sea runs from the River Severn into the Bristol Channel</i></p>	<p>Locate the worlds countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate UK counties and cities, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns. Understand how some have changed over time.</p> <p><i>Name some coastal towns on the Bristol Channel from England and Wales</i></p>	<p>Locate the worlds countries, using maps to focus on (recapping previous learning on Europe) North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>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)</p>
Place Knowledge	<p>Talk about places they have visited. Compare environments (e.g., beach vs. forest).</p>	<p>Compare a small area of the UK with a contrasting non-European country (e.g., UK village vs. Kenyan village) through human and physical Geography..</p>	<p>Study a region in a European country (e.g., the Alps).</p>	<p>Study a region in North or South America (e.g., Amazon Basin). Understand how physical and human features influence life in different places. <i>(Compare to WSM)</i></p>



<p>Physical Geography</p>	<p>Observe weather and seasonal changes. Explore natural features like trees, hills, and rivers.</p>	<p>Identify basic physical features (beach, cliff, forest, mountain, river). Understand seasonal and daily weather patterns in the UK.</p>	<p>Study rivers, mountains, volcanoes, NS rivers: Yeo, Severn, local lakes and ponds Understand climate zones, biomes, and vegetation belts. Explore the water cycle and natural hazards.</p>	<p>Study earthquakes.</p>
<p>Human Geography</p>	<p>Recognise buildings, roads, and transport. Talk about people’s jobs and roles in the community.</p>	<p>Using basic Geographical vocabulary Identify human features (city, town, village, factory, farm, house, office, port, harbor, shop). And key Geographic features – (beach, cliff, coast. Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather). Identify seasonal and daily weather patterns in the UK. Locate hot and cold areas of the world in relation to the Equator, North and South Poles. Understand how people live in different environments.</p>	<p>Study land use, settlements, and economic activity. Understand population and migration patterns.</p>	<p>Explore trade links and distribution of natural resources</p>
<p>Geographical Skills and Fieldwork</p>	<p>Explore the environment using senses. Use simple maps and drawings to represent places.</p>	<p>Use maps, globes, and atlases. Conduct simple fieldwork (e.g., weather charting, local walks). Use directional language (e.g., left, right, near, far) and simple compass directions (North, South, East and West) to describe locations, features and routes on a map.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Use 8-point compass directions and 4-figure grid references. Interpret symbols and keys on maps. Conduct fieldwork using observation, measurement, and recording of human and physical features in the local area – present using sketch maps,</p>



		<p>Use aerial photographs – plan perspectives, recognize landmarks and basic human and physical features – create a simple map with basic symbols and a key.</p> <p>Use simple fieldwork and observational skills to study our school, its grounds and the key human and physical features surrounding its environment.</p>		<p>plans, graphs and digital technologies.</p>
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