

**Subject: Geography****Cycle: B****EYFS Early Learning Goals:**

Understanding of the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

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 make observations of animals and plants and explain why some things occur, and talk about changes.

EYFS continuous provision opportunities:

- Asking questions about their familiar world e.g. where they live or the natural world
- Learning their address
- Seasonal walks in school grounds and local area e.g. church. Focus on looking at patterns/changes/environment
- Observing changes over time in animals' growth and plants decay and growth
- Opportunities for map work; fictitious and real

Knowledge:

- To understand directions up, down, left & right.
- Name and locate the UK
- Understand where England is located in the UK.
- To identify and name basic geographical and environmental features.
- To understand what people can do to change the environment.

Skills:

- Use own symbols on imaginary maps.
- Use relative vocabulary, bigger, smaller, like/unlike
- Model layouts, draw around objects to make a plan
- Extract information and add to picture maps.
- Draw picture maps of imaginary places from stories.
- Talk about picture maps.
- Use world maps and globes.
- To develop maze skills- developing 'way finding'

Vocabulary:

Beach
Forest
Mountain
Sea
River
Season
Weather
Land
Ocean/sea
City
Village
Farm
House
Shop
Map
direction

Resources:

Beebots
Google Earth
Directional cards
World map
Globe
UK map
Comparative resources- non-fiction books
Artefacts

Year Group	Yr 1/2	Yr 3/4	Yr 5/6
Areas to revisit	Retrieval practise of: <ul style="list-style-type: none"> • Name the 7 continents and 5 oceans • Map of UK, locate and identify characteristics of the four 	Retrieval practise of: <ul style="list-style-type: none"> • Name the 7 continents and 5 oceans, countries (named) • Map of UK, countries and capital cities, counties (named) 	Retrieval practise of: <ul style="list-style-type: none"> • Name the 7 continents and 5 oceans, countries (named) Map of UK, countries and capital cities, counties (named)



	countries and capital cities of the UK and its surrounding seas		
Autumn 1			
Autumn 2		<p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America • Can use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Can use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. • Can use maps at more than one scale. • Can recognise that larger scale maps cover less area. • Can ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes. • Can make comparisons with their own lives and their own situation. • Can show increasing empathy and describe similarities as well as differences. 	



<p>Spring 1</p>		<p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: volcanoes and earthquakes. Can identify and describe geographical features, processes (changes), and patterns. Can use geographical language relating to the physical and human processes detailed in the PoS e.g. volcanoes and earthquakes Can communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Can use the zoom facility on digital maps to locate places at different scales. Can add a range of text and annotations to digital maps to explain features and places. Can view a range of satellite images. Can use presentation/multimedia software to record and explain geographical features and processes. Can make use of geography in the news – online reports & websites. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world’s 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 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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Can describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
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<p>Spring 2</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> 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 Key vocabulary: season and weather Forest, hill, mountain, river, soil, valley, vegetation <p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 Can use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Can use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. 		<p>Locational knowledge:</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Can communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length Can develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use appropriate search facilities when locating places on digital/online maps and websites.
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	<ul style="list-style-type: none"> • Can speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. • Can notice and describe patterns. 		<ul style="list-style-type: none"> • Can use wider range of labels and measuring tools on digital maps. • Can start to explain satellite imagery. • Can use and interpret live data e.g. weather patterns. • Can use appropriate search facilities when locating places on digital/online maps and websites.
Summer 1			
Summer 2	<p>Human and physical geography</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to beach, cliff, coast, sea, ocean, <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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 • Can ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' 		