

Subject: Geography

EYFS Early Learning Goals (Reception)	Early Learning Goal: The Natural World Children at the expected level of development will: - 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.	ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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.
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End of KS1 objectives:

Ge1/1.1 Location Knowledge
 Ge1/1.1a name and locate the world's 7 continents and 5 oceans
 Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
 Ge1/1.2 Place Knowledge
 Ge1/1.2a 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
 Ge1/1.3 Human and Physical Geography
 Ge1/1.3a 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
 Ge1/1.3b use basic geographical vocabulary to refer to:
 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
 Ge1/1.4 Geographical Skills and Fieldwork
 Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
 Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
 Ge1/1.4c 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
 Ge1/1.4d 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.

AUTUMN TERM. Key Learning (knowledge).Key Skills and vocabulary	Links to learning in Year R	Year 1	Year 2
	Seasons/weather – all year To know there are 4 seasons and be able to name Summer, Autumn, Winter, Spring. To know that some changes happen in each season eg leaves changing colour in the Autumn. To describe the weather accurately during daily weather chart. Links to celebrations and festivals. Habitats – Plants and animals To explore where bugs live in the school playground and why.	My Local Area Use simple fieldwork and observational skills to study the geography of their school and the grounds. Including the key human and physical features of its surrounding environment. Use aerial photographs, recognise landmarks, devise a simple map and use basic symbols in a key. <ul style="list-style-type: none"> • Draw a local map from home to school • Map the school setting • Use of Google Earth • Aerial view of classroom or bedroom • Sort and compare human and physical features • Sort and name different types of buildings in the local area Key vocab: Shop, post box, house, flats, detached, semi-detached, terraced, garden, tree, road, plants, flowers, river, stream, fence, car,	Non-statutory: Ecology and Preservation linked to Splash - Looking after the World — <u>Key questions:</u> Whose job it is to look after the world? Why is it important that we do so? How are people ruining our seas and not looking after things? What could we do to discourage them from doing this? <ul style="list-style-type: none"> • Make posters and information leaflets • Time capsule link (change and growth) • What a wonderful world song with adapted lyrics <u>Key Texts</u> 'The Blue Giant' Katie Cottle 'Lost and Found' Oliver Jeffers 'Here We Are: Notes for Living on Planet Earth' Oliver Jeffers.

	<p>To make a house for a bug (provision). Links to Forest School.</p>	<p>church, library, town, bridge, park, school, aerial, birds eye, plan, map, drawing, photograph, key</p> <p>Christmas Around the World Identify seasonal changes 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. 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 feature and routes on a map. Use vocab to describe key physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> • Compare Christmas in Australia with Christmas in the UK. Weather, celebration, food, lifestyle, location. • Link compass directions to Poles • Describe travel routes to emphasis time and distance <p>Key vocab: describe the weather eg hot, cold, sunny, windy, stormy, snow etc. Physical features related to seaside – beach, cliff, coast, sand, dunes, sea, river, BBQ on beach. Compare physical/human features linked to Christmas in the UK – weather, heating, dark – lights,. Compare clothing including what Father Christmas wears (shorts in Australia). South Pole, North Pole, Equator, North, South, East, West. Near, far, close, distance, travel, time, left, right.</p> <p><u>Key texts</u> Katie's London Christmas by James Mayhew An Aussie Night Before Christmas by Yvonne Morrison (close to South Pole) A Stork in a Boabab Tree by Catherine House (close to equator)</p> <p>Seasons/Weather – Links to science Identify seasonal and daily weather patterns in the United Kingdom Ongoing throughout the year. To explain the changes and signs of each season and how they are different. Links to Forest School.</p> <p>Identify weather symbols and explain what they mean.</p> <ul style="list-style-type: none"> • Weather forecast • Favourite season and why • Clothing for the seasons • Matching and sorting • Weather diary 	<p>Key vocab: conservation, protection, care, preservation, extinct, endangered,</p> <p>Continents Use world maps, atlases and globes to identify countries, continents and oceans around the world.</p> <p><u>Key questions</u> What is a continent? Can you name any continents? Can you locate the continents on a world map? Recall the name of the seven continents and their location. Can you name the oceans? Can you find where the oceans are on the map?</p> <ul style="list-style-type: none"> • Close activities • Make a continent plate • Labelling maps • Use of Google Earth and globe • Link to countries we know • Use of atlases <p>Key vocab: country, continent, town, village, ocean names: Southern, Pacific, Arctic, Atlantic, Indian, Continents, Five Seven, North America, South America, Asia, Europe Australasia, Africa</p> <p>Seasons/Weather – Links to science Identify seasonal and daily weather patterns in the United Kingdom Complete a table to record weather observed in different seasons in the UK. Included date, temperature, weather, time of sunrise and sunset, description of trees. Links to Forest School.</p> <p>Key vocab: sunrise, sunset, seasons, weather description eg cloudy, stormy, rainy, sunshine, bright, overcast, windy</p>
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<p>SPRING TERM. Key Learning (knowledge).Key Skills and vocabulary</p>		<p>London - Links to History – The Great Fire of London Identify and name key human features (city, town, farm and shop) and physical features (beach, hill, mountain and sea).</p> <ul style="list-style-type: none"> • Exploring maps and recreating these • Human features that led to the fire spreading so quickly • Recreate model of a 1666 house (DT link) • Compare London now to London in the past (history link) • Identify and name human features and landmarks • Compare Weybridge and the local area to London <p><u>Key Texts –</u> Non-fiction linked to the Great Fire of London The Queens Hat – Steve Anthony The Naughty Bus – Jan Oke This is London – Miro Slavsasek The Story of London – Richard Brassey A walk in London – Salvatore Rubbino</p> <p>Key vocab: tudor house, landmarks eg Pudding Lane, bakery, Samuel Pepys, Tower of London, fire, burning, wind, fire service, The Monument, River Thames, map, roads, key, landmarks, wooden frame, wattle and daub.</p>	

UK

To know that we live in England and that the UK is made up of England, Ireland, Scotland and Wales.

To know that Manby Lodge is in Weybridge and Weybridge is a town named after the river Wey (local river).

To know that a map can tell us where things are.

- Identify Weybridge and Wey on map
- Google Maps – What do the children recognise?
- Name and Identify UK using maps
- Local walk

The World

To know that we live in the world and it is made up of different countries.

To know there are similarities and differences between different countries.

Links to International week.

- Use of maps
- Look at flags
- Food tasting
- Parent talks
- Discussion and circle time
- Dance lessons
- Music workshops

International Week

Understand geographical similarities and differences through studying the human and physical geography of Weybridge, Surrey and a small area of a contrasting non-European country.

Use world maps, atlases and globes to identify the UK and its countries, as well as the continents and oceans of the world.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill...

Compare and contrast different locations

- Food tasting
- Parent talks
- Discussion and circle time
- Flags
- Language
- Traditional dress
- Dance lessons
- Drumming – Music workshops

Around the World in 12 Weeks

Learning and exploring some of the different continents around the world.

Identifying similarities and differences between the continents - Locating them using atlases, globes and world maps.

Research five countries and compare and contrast. India, France, Italy, Jamaica, Australia.

- Compare weather, currency, landmarks, tradition, food, physical and human landscapes
- Use maps and atlases
- Create travel guides and information leaflets
- Food tasting
- Dance lessons
- Drumming – music workshops
- Traditional art

Key texts

Fairy tales from around the world

Rainbow Bear – Michael Morporgo

Lila and the secret of the rain – David Conway

The Ugly Five – Julia Donaldson

Meercat Mail – Emily Gravett

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Enrichment</p>	<p>Forest School – Children will have opportunities to see the change of seasons and weather.</p> <p>Local area walk – The children will walk into Weybridge and visit the library and park.</p> <p>International week – Children will ‘fly’ top a range of countries from around the world depending on the class heritage. Parents will visit to talk about different countries and culture.</p>	<p>Forest School – Children will have opportunities to see the change of seasons and weather.</p> <p>Use of photos – children bring in photos of their houses to share.</p> <p>London trip – Visit key landmarks in London including The Monument, the River Thames, The London Eye, Buckingham Palace, London Bridge, Southbank – bus tour.</p> <p>International week – Children will visit a range of countries from around the world depending on the class heritage. Stamping a passport as they visit. They will write a fact file.</p>	<p>Forest School – Children will have opportunities to see the change of seasons and weather.</p> <p>Time capsule – Children make a range of items to put in a time capsule – to highlight change and growth from start to end of year.</p> <p>Use of artefacts and texts – invite children to bring in items from home.</p>
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Links to other subjects

Communication and Language – listening, responding, discussing, asking questions, use key vocab, explain, express feelings.

Personal, social and emotional development – show understanding of feelings, give attention, be engaged, follow instructions, show confidence, independence, resilience.

Physical Development – move energetically, use a range of tools effectively,

Literacy – retell stories, anticipate key events, use new vocab, explore texts, read aloud, write simple phrases,

Understanding the world – Similarities and differences, past and present, describe environment using observation, discussion, texts, know differences between people,

Expressive Arts and Design – create using a range of materials, role play, invent and adapt role play narratives, perform eg song/dance.

Art GFL–Learning about landscapes and cityscapes. Silhouettes of great fire of London. Range of media and materials.

Computing – Research and Google Maps

History – Links to past and present – GFL. Learning from what happened in the past to improve the future.

PSHE – Link to Health & Safety: Make a poster about Fire safety and how to call emergency services.

DT - Making 3D Tudor houses, making maps.

English – Poetry, recount, fact file, non-fiction text, narratives.

Science – Links to seasonal changes, plants and animals

Maths – currency, numbers (door numbers), ordering and sorting, positional language

Music – composition and song, Christmas carols, nativity

PE – dance, movement

Art – use of media and materials

History – The Titanic (Oceans) and climate

PSHE – Conservation, rights and responsibilities, fire safety and how to call emergency services.

Science – Links to seasonal changes, plants and animals

English - Poetry, recount, fact file, non-fiction text, narratives, diary, menu writing,

DT – habitat boxes, Lost and Found landscapes,

Computing– Research and Google Maps

Music – dance and composition, song

PE - dance