

Geography

Geography can inspire children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Locational knowledge

	<u>Reception</u>	<u>Years 1 and 2</u>	
EYFS (Reception)/National Curriculum Objectives (Years 1 and 2)	<ul style="list-style-type: none"> 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 may vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	
Cecil Gowing's curriculum coverage	<p style="text-align: center;"><u>Reception</u></p> <ul style="list-style-type: none"> Talk about where they live and features of their environment. For example 'I live in Sprowston, there is a police station and a library'. Talk about other places they have visited and the features of those environments. Compare and contrast places they have been. Know that they live in England and the capital city is London. 	<p style="text-align: center;"><u>Year 1</u></p> <ul style="list-style-type: none"> Name and begin to locate the seas surrounding UK countries on a simple map Begin to name the five oceans and with support locate on a simple globe Begin to look at coral conservation and discuss the features Visit different environments and begin to discuss their features 	<p style="text-align: center;"><u>Year 2</u></p> <ul style="list-style-type: none"> Name, locate and discuss the 4 countries of the UK including detail such as capital cities Be able to name the seven continents and five oceans and locate on a globe or map with some support Look at and discuss world flags and locate their country on a map with support Use compass directions when describing a route

Place Knowledge

	<u>Reception</u>	<u>Years 1 and 2</u>	
EYFS (Reception)/National Curriculum Objectives (Years 1 and 2)	<ul style="list-style-type: none"> 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 may vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 	<ul style="list-style-type: none"> 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 	
Cecil Gowing's curriculum coverage	<p><u>Reception</u></p> <ul style="list-style-type: none"> Consider life in other countries through stories, pictures and videos. Have experience of and begin to express opinions about artefacts, food, music, etc. from around the world. Use families from year group to enhance cultural knowledge. Be offered experiences through outdoor learning and International week. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> International week discovering about life in different countries. Use families from different cultures to enhance cultural understanding. Compare and contrast an area of the UK with an area in a contrasting non-European country. With support make maps of towns and islands. Discuss features of physical geography such as, climate, wildlife, crops, mountains and marshlands. Discuss human geography such as clothing, meals, work, education and transport. Use basic geographical language during conversation. 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> Compare and contrast an area of the UK with an area of a contrasting non-European country considering <ul style="list-style-type: none"> Its physical geography – climate, wildlife and crops Its human geography – clothing, meals, work, education, buildings and transport Enhance cultural knowledge by learning about differences within our school community. Create maps, both real and imaginary, and discuss the features using geographical language.

Human and Physical Geography

	<u>Reception</u>	<u>Years 1 and 2</u>	
EYFS (Reception)/National Curriculum Objectives (Years 1 and 2)	<ul style="list-style-type: none"> 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 may vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 	<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 Use basic geographical vocabulary to refer to:- <ul style="list-style-type: none"> Key basic 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 	
Cecil Gowing's curriculum coverage	<p><u>Reception</u></p> <ul style="list-style-type: none"> Talk about the weather each day, identifying changes and effects. Name the 4 seasons and discuss some features of each season. Talk about their environment and other environments they have experienced, for example farms, parks, forests or holiday destinations. Begin to compare and contrast these with their own environment. Begin to think about environments beyond their own experiences, e.g. other countries, jungles, etc. Begin to compare and contrast these with their own environment. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Talk about daily weather patterns in the UK. Match weather to seasons, e.g. know that sun is most likely to summer. Begin to compare seasonal weather. Begin to identify hot and cold areas of the world and discuss why this is so. Identify, name and explain simply where they are on a map <ul style="list-style-type: none"> Key basic features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season and weather Key human features, including: city, town, village, factory, farm, house, office, and shop International week. Use drama to follow a pirate map to find a lost toy. 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> Talk in detail about daily weather patterns. Identify hot and cold areas of the world and talk about this in relation to the equator, North and South Poles. Begin to compare and contrast with some support. Be able to explain feature such as hill, mountain, sea, ocean, river, city, town using geographical vocabulary. Identify, name and explain simply where they are on a map <ul style="list-style-type: none"> Key basic features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season and weather Key human features, including: city, town, village, factory, farm, house, office, and shop International week.

Geographical skills and fieldwork

	<u>Reception</u>	<u>Years 1 and 2</u>	
EYFS (Reception)/National Curriculum Objectives (Years 1 and 2)	<ul style="list-style-type: none"> 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 may vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continent and oceans studied at this key stage. 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 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. Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	
Cecil Gowing's curriculum coverage	<p><u>Reception</u></p> <ul style="list-style-type: none"> Use directional language to describe where things are. Understand the purpose of maps, globes, atlases and begin to show an interest in locating places familiar to them. Use items such as maps, globes, atlases and compasses in their role play, showing an awareness of their purpose. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Identify north, south, east and west on a compass. Describe the location of features on a map using language near and far and left and right. With support, devise simple maps with symbols. 	<p><u>Year 2</u></p> <ul style="list-style-type: none"> Name and locate the 4 countries of the UK and their surrounding seas. Be able to name the seven continents and five oceans and locate on a map or globe with minimal support. Use a compass to find north, south, east and west and use these when giving directions. Describe the route between two places on a map using language including near and far and left and right. Use aerial photographs and plan and plan perspectives to name and locate key features and roads outside the school, devise a simple map with symbols.

Outdoor Learning Opportunities

Activities such as...

Emergency services bike role play, climbing wall, habitats/maps, woodwork, treasure hunt, camp fire/cooking, gardening/maintenance, archery, woodland crowns, games in the woods, weather, art using natural materials, bug hunting and identification, mud kitchen potion making, bird feeders/watching, litter picking, pond dipping and den building.