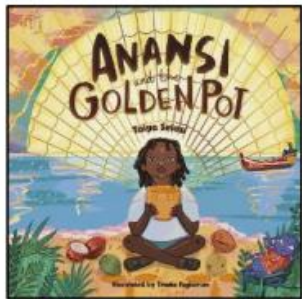
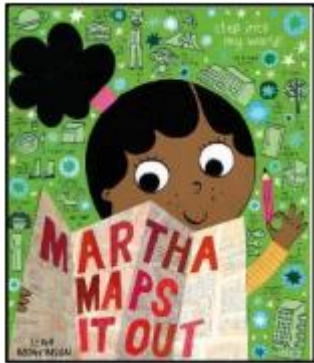




Geography – EYFS – KS1

ELG's	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS	Geography KS1
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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.	<p>Locational knowledge</p> <ul style="list-style-type: none">• name of key locations in the setting• names of key locations around the school• names of key locations in the local community• how to look at basic maps and find information• how to draw simple maps• about life in another country.	<ul style="list-style-type: none">• local shops• church• playpark• river• car park• bridge	<p>Locational knowledge</p> <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. Place knowledge• 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

Key texts:



Place knowledge

- names of different physical and human features through small world play
- similarities and differences in physical and human features of different places
- a key city and some physical / human features
- a key country and some physical / human features
- different types of houses

- town
- village
- country
- island
- compare

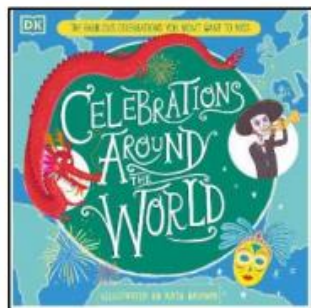
**Seasonal changes and weather
(linked to UTW-science/natural world)**

- the different types of weather
- the different types of clothing we wear for different weather types
- the difference between hot and cold, including items that are hot and cold
- the difference between day and night and what we do during the day / at night
- the seasons and what happens in each, linked to weather, trees, animals and themselves, celebrations and clothing

- Autumn
- Winter
- Spring
- Summer
- Season
- hibernate

Human and physical geography.

- 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: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.



Geographical Skills and Fieldwork

- observational skills
- vocabulary linked to the local environment
- how to use / draw information from simple maps
- how to make simple maps
- how to use atlases and globes to find where they live and where people and animals from stories live
- that land is often green and water blue when looking at simple globes / maps

- atlas
- globe
- find
- country
- information

Geographical skills and fieldwork

- 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.
- 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 Geography – key stages 1 and 2 3.
- 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 fieldwork and observations skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

People and Communities, including different religious and cultural communities

- similarities and differences between their families and other families
- positive attitudes about the differences between people
- key customs, routines, special times, events and celebrations for different families / religions / cultures
- different occupations linked to people in their community and those who help us
- special places and places of significance

- community
- belief
- mosque
- synagogue
- church
- similarities

Disciplinary knowledge:

- Culture and diversity