

EYFS Curriculum Links	Area of Study	Coverage in Key Stage 1	Step 1	Step 2	Step 3	Basic Activities Covered
<ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> </ul>	<p><b>GEOGRAPHICAL ENQUIRY</b></p> <p><b>1a</b> Ask geographical questions.</p> <p><b>1b</b> Observe and record.</p> <p><b>1c</b> Express own views about people, places and environments.</p> <p><b>1d</b> Communicate in different ways. Develop knowledge about the world, the United Kingdom and their locality.</p>		<p>I ask what is this place like?</p> <p>I tell others' the things I like and dislike about a place.</p> <p>I use words, pictures, bar charts, and pictograms to help me describe places.</p>	<p>I ask what is this place like? What and who will I see in this place? Why are these people here and what are they doing?</p> <p>I tell others' the things I like and dislike about a place and give clear reasons that I write in clear sentences.</p> <p>I use words, pictures, bar charts, Venn diagrams, pictograms, and tables to help me describe places.</p>	<p>I ask, "Which PHYSICAL features does this place have?"</p> <p>I ask, "Which HUMAN features does this place have?"</p> <p>I give reasons for why some of those features are where they are.</p> <p>I describe different points of view on an environmental issue affecting a locality.***</p> <p>I find out about places and the features in those places by either going to that place to observe or by looking at information sources.</p> <p>I use my writing skills to communicate what I know.</p> <p>I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc).</p> <p>I use my ICT skills to help me find out information and present what I have found out.</p>	
<ul style="list-style-type: none"> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living</li> </ul>	<p><b>GEOGRAPHICAL SKILLS</b></p> <p><b>2a</b> Use geographical language.</p> <p><b>2b</b> Use fieldwork skills.</p> <p><b>2c</b> Use globes, maps and plans.</p>	<p><i>Geographical skills and fieldwork</i></p> <p>use world maps, atlases and globes to identify the United Kingdom and</p>	<p>I describe places using geography words such as physical and human (and also see 3a-3e below).</p> <p>I look at places and draw features I like or dislike, sorting them into groups.</p>	<p>I describe places using geography words such as natural and built (and also see 3a-3e below).</p> <p>I look at places and draw features I like or dislike, sorting them into groups.</p>	<p>I use the terms PHYSICAL and HUMAN accurately and can describe these features.</p> <p>I am building up a list of geography words (see 'recommended geography words list').</p> <p>I make detailed sketches of the features of a location.</p> <p>I devise questionnaires to find out local opinions on an issue.</p> <p>I use the internet to help find out about a location, including aerial photographs (e.g. Google</p>	

<p>things and the environment. Looks closely at similarities, differences, patterns and change.</p> <p><b>Early Learning Goal</b> Children know about</p>	<p><b>2d</b> Use secondary sources of information. <b>2e</b> make maps and plans . Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>	<p>its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>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</p>	<p>I take digital photographs of a locality and use them back in the classroom to help describe a place). I can mark on a map of the British Isles, where I live and any other locations I know about. I can mark on a map of the world, The British Isles, my country of birth (if different) and any other locations I have discussed in class. I can mark on a map of the local area, the location of the school. I use books, stories, and other information to find out about places. I can map the classroom (building up from a map of the desk that shows a '<u>birds' eye</u>' view of the layout.)</p>	<p>I take digital photographs of a locality and use them back in the classroom to help describe a place, adding geography words. I can mark on a map of the local area, the location of the school and any other I can mark on a map of the British Isles, where I live and any other locations I know about. I can mark on a map of the world, The British Isles, my country of birth (if different) and any other locations I have discussed in class. features I know about. I use books, stories, and other information to find out about places and I keep this in an</p>	<p>Earth).</p> <p>I look at maps of areas I am studying and identify features. I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g:05,15), a scale (e.g. 1 square =1KM), a compass rose indicating North and some standard Ordnance Survey symbols. I use the contents and index pages of an Atlas to find places quickly. I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the North and South poles. I can plan a route using 8 points of the compass.</p>	
---	---	--	--	--	---	--

Geography

<p><b>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.</b></p>		<p>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</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of</p>	<p>I can make drawings of an area I am finding out about.</p>	<p>organised way. I can make a map of the things I see in the place I am visiting or finding out about. My maps are labelled with geography words I have learned (and may include teacher drawn NWSE compass rose).</p> <p>My maps have grid references (A1, B1 etc).</p> <p>My maps contain a key with symbols or colours to help identify features.</p>		
---	--	--	---	---	--	--

		its surrounding environment				
<p><b>Knowledge and understanding of places</b></p> <p><b>3a</b> Identify and describe what places are like.</p> <p><b>3b</b> Identify and describe where places are.</p> <p><b>3c</b> Recognise how places have become the way they are and how they are changing.</p> <p><b>3d</b> Recognise how places compare with other places.</p> <p><b>3e</b> Recognise how places are linked to other places in the world.</p> <p>Develop knowledge about the world, the United Kingdom and their locality.</p>	<p><b>Locational knowledge</b></p> <p>name and locate the world's 7 continents and 5 oceans</p> <p>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Place knowledge</b></p> <p>understand geographical similarities</p>	<p>I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc).</p> <p>I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline.</p> <p>I can say where somewhere is using words such as close to the school, far away from the school, town or city name, and locality within the town or city.</p> <p>I can say how a place is like another place (This is a busy/built up/ farming/ seaside/countryside</p>	<p>I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc) and use this to decide whether a place is a city, town, village, coastal or rural area.</p> <p>I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods, coastline.</p> <p>I can say where somewhere is using words such as the city or town name, and the region (or continent for studies further afield).</p> <p>I can say why places have become as they are (lots of</p>	<p>I can describe a place using information I have found out using my geography words well.</p> <p>I compare places that I have studied using the physical and human features for my comparisons.</p> <p>I give some reasons for the similarities and differences between places, using geographical language.</p> <p>When I describe where a place is I use the 8 points of the compass to describe its position.</p> <p>When I describe where a place is, I use country, region and names of towns, cities, and rivers.</p> <p>I know where the British Isles are and can name The United Kingdom (England, Scotland, Wales &amp; Northern Ireland), and The Republic of Ireland.</p> <p>I can name and locate the capital cities London, Dublin, Edinburgh, Cardiff and Belfast.</p> <p>I can name and identify the Cambrian Mountains, the Grampian Mountains, the Lake District, and the Pennines.</p> <p>I can name and identify the three longest rivers in the UK (Severn, Thames, Trent).</p> <p>I can name and identify the seas around the United Kingdom (The English Channel, the Irish Sea and the North Sea).</p> <p>I can name the significant places and features of a location I am studying (and of my country of birth).</p> <p>I can name and locate France (Paris), Germany</p>		

	<p>They should understand basic subject-specific vocabulary relating to human and physical geography</p>	<p>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</p> <p><i>Human and physical geography</i> use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill,</p>	<p>place, just like... This is a quiet place but ...is a busy, noisy place) I know that paths, roads, air, and sea link places to others'. I also know some of the reasons places are linked: holidays, leisure, work, food, people moving to another country/place.</p>	<p>shops bring lots of people/ farmland is quiet because people don't have much need to go there). I can say how a place is changing (e.g. new houses being built, getting busier as it becomes more popular, in decline as people move elsewhere, not as popular as it once was for leisure activities). I can say how a place is like another place. (This is a busy/built up/ farming/ seaside/countryside place, just like... This is a quiet place but ...is a busy noisy place). I know that paths, roads, air, and sea link places to others. I also know some of the reasons places are linked:</p>	<p>(Berlin) Italy (Rome), and Spain (Madrid). I can name and locate the largest mountain range in Europe (The Alps).</p>	
--	--	---	--	---	--	--

		<p>mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>holidays, leisure, work, food, and people moving to another country/place. I can name and identify the equator and the tropics.</p>		
	<p>Knowledge and understanding of patterns and processes <b>4a</b> Make observations about where things are located and about other features in the environment. <b>4b</b> Recognise changes in physical</p>		<p>These programmes of study are covered in 3a-e above.</p>	<p>These programmes of study are covered in 3a-e above.</p>	<p>I can identify the parts of a river and understand how land use is different along the river's course. (Source, meander, mouth) and areas around (flood plains). <b>*OR</b> I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves). * I can explain the process of erosion and deposition (at <b>either</b> the coast <b>or</b> in a river).* I know how erosion, deposition and flooding can affect people.* I can identify how a place where people live (settlement) has changed over time and give</p>	

	and human features.				some reasons for this, giving precise observations or research as evidence for this.** I use both physical and human factors in my explanation. ** I can compare places where people live and give reasons for the differences. **	
	<p><b>Knowledge and understanding of environmental change and sustainable development</b></p> <p><b>5a</b> recognise changes in the environment.</p> <p><b>5b</b> Recognise how the environment may be improved and sustained.</p>	<p><i>Human and physical geography</i></p> <p>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</p>	<p>I keep a class weather chart throughout the school year and discuss changes.</p> <p>I can suggest ways I could improve somewhere near the school.</p>	<p>I keep a class weather chart throughout the school year and discuss changes.</p> <p>I collect temperature and rainfall information and keep this on a class record sheet throughout the school year.</p> <p>I can suggest solutions to different points of view as to how a locality can be improved.</p>	<p>I keep a class weather chart throughout the school year and discuss weather around the world. ***</p> <p>I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. ***</p> <p>I can summarise an environmental issue either in the local area or an area I am studying. ***</p> <p>I can suggest solutions to different points of view as to how a locality can be improved. ***</p> <p>I know how I can contribute to a reduction in climate change. ***</p>	