

EYFS and KS1 Geography Curriculum Map

2023-2024



	Nursery	Reception	Year 1	Year 2
National Curriculum Objectives	<p>Geography forms a part of EYFS children's <i>Understanding the World</i> learning area, where they discuss things like the environment and weather changes, and exploring natural materials.</p> <p>Key UW - Understanding the World PCC - People, Communities and Culture NW - Natural World</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. Identify seasonal weather patterns in the United Kingdom and the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. City, town, village, factory, farm, house, office, port, harbour, and shop Use world maps, atlases and globes. Use simple compass directions. Use aerial photos, construct simple maps. Undertake simple fieldwork within school locality. 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. City, town, village, factory, farm, house, office, port, harbour, and shop. Use world maps, atlases and globes. Use simple compass directions. Use aerial photos, construct simple maps. Undertake simple fieldwork within school locality.
Locational knowledge		<ul style="list-style-type: none"> Explore the natural world around them.(UW - Reception Dev. Matters) Explore the natural world around them, making observations and drawing pictures of animals and plants.(NW - ELG) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps(PCC-ELG). 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 (ELG) 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the names of the four countries that make up the UK and name the three main seas that surround the UK. <p>NC Skills:</p> <ul style="list-style-type: none"> Can they identify the four countries making up the United Kingdom? Can they answer some questions using different resources, such as books, the internet and atlases? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> United Kingdom - England, Northern Ireland, Scotland, Wales Seas / oceans Countries Map Globe 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the names of and locate the seven continents of the world. Know the names of and locate the five oceans of the world. Know the names of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. <p>NC Skills:</p> <ul style="list-style-type: none"> Can they name the continents of the world and find them in an atlas? Can they name the world's oceans and find them in an atlas? Can they name the major cities of England, Wales, Scotland and Ireland? Challenge: Can they locate some of the world's major rivers and mountain ranges? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Continents - all seven Oceans - all 5 Globe/atlas/map UK - Countries - capital cities - London, Belfast, Edinburgh, Cardiff City / Town / Village Landmarks - human / physical
Place knowledge	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UW - 3 and 4 year olds Dev. Matters) 	<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. (UW - Reception Dev.Matters) Recognise some environments that are different to the one in which they live. (UW - Reception Dev.Matters) Explain some similarities and differences between life in this 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know features of hot and cold places in the world. <p>NC Skills:</p> <ul style="list-style-type: none"> Can they explain the main features of a hot and cold place? 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the main differences between a place in England and that of a small place in a non-European country. <p>NC Skills:</p> <ul style="list-style-type: none"> Can they find where they live on a map of the UK? Can they explain what makes a locality special?

		<p>country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (PCC - ELG)</p> <ul style="list-style-type: none"> 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. (NW - ELG) 	<ul style="list-style-type: none"> Can they answer some questions using different resources, such as books, the internet and atlases? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> temperature North Pole / South Pole 	<ul style="list-style-type: none"> Can they describe some places which are not near the school? Can they describe a place outside Europe using geographical words? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Continents / oceans / countries Human and physical features/landmarks Similarities / differences / contrasting / locality
<h2>Human and Physical Geography</h2>	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. . (UW - 3 and 4 year olds Dev. Matters) Begin to understand the need to respect and care for the natural environment and all living things. (UW - 3 and 4 year olds Dev. Matters) 	<ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons. (NW -ELG) Describe what they see, hear and feel outside (UW -Reception Dev.Matters) 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know which is the hottest and the coldest season in the UK. Know and recognise the main weather symbols. Know the main differences between a city, town and a village. <p>NC Skills:</p> <ul style="list-style-type: none"> Can they think of a few relevant questions to ask about a locality? Can they say what they like about their locality? Can they sort things they like and don't like? Can they answer some questions using different resources, such as books, the internet and atlases? Can they name some of the main towns and cities in the United Kingdom? Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? Can they describe a locality using words and pictures? Can they explain how the weather changes with each season? Can they keep a weather chart? Can they answer questions about the weather? Can they begin to explain why they would wear different clothes at different times of the year? Can they tell something about the people who live in hot and cold places? Can they explain what they might wear if they lived in a very hot or a very cold place? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Maps / globes / atlases Directional words- North, South, East, West, Compass Equator Poles Address - postcode 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. Explain some of the advantages and disadvantages of living in a city or village. <p>NC Skills:</p> <ul style="list-style-type: none"> Can they describe some of the human features of their own locality, such as the jobs people do? Can they explain how the jobs people do may be different in different parts of the world? Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How? Can they explain what facilities a town or a village might need? Can they describe some physical features of their own locality? Can they describe the features associated with an island? Can they describe the key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley? Challenge: Can they explain how the weather affects different people? Can they make inferences by looking at a weather chart? Can they make plausible predictions about what the weather may be like in different parts of the world? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Physical features (natural) - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Human features (man-made) - facilities - city, town, village, factory, farm, house, office, port, harbour and shop Weather chart - weather types

Skills and Fieldwork

- Understand position through words alone. For example, "The bag is under the table," - with no pointing. (Mathematics, 3 and 4 year olds Dev. Matters)
- Describe a familiar route. (Mathematics, 3 and 4 year olds Dev. Matters)
- Discuss routes and locations, using words like 'in front of' and 'behind'. (Mathematics, 3 and 4 year olds Dev. Matters)

- Draw information from a simple map. (UW - Reception Dev. Matters)

Sticky Knowledge:

- Know where the equator, North Pole and South Pole are on a globe.
- Know which is N, E, S and W on a compass.
- Know their address, including postcode.

NC Skills:

- Can they point out where the equator, North Pole and South Pole are on a globe or atlas?
- Can they tell someone their address?

Key Vocabulary:

- Maps / globes / atlases
- Directional words- North, South, East, West, Compass
- Equator
- Poles
- Address - postcode

Sticky Knowledge:

- Know and use the terminologies: left and right; below, next to.

NC Skills:

- Can they label a diagram or photograph using some geographical words?
- Can they find out about a locality by using different sources of evidence?
- Can they find out about a locality by asking some relevant questions to someone else?
- Can they say what they like and don't like about their locality and another locality like the seaside?

Key Vocabulary:

- Direction - Left / right / below / next to
- Compass - N, E, S, W
- Map/ atlas/ globe
- Locality
- Aerial photographs