



Subject Content	<p>EYFS Development Matters: Understanding the World</p> <ul style="list-style-type: none"> Draw information from a simple map Recognise some environments that are different to the one in which they live <p>ELG: (Understanding the World) People Culture and Communities: 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</p> <p>KS1 Pupils should be taught to:</p> <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 <p>Place knowledge</p> <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 <p>Human and physical geography</p> <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 <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features ,when relevant to each cycle including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, when relevant to each cycle including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <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, 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 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 observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
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Our Values				Basic Skills (Reading & Communication)	Personal Development Positive mental and physical wellbeing	Wonderful Words (Vocabulary & Quality Texts)	Memorable Experiences
respect	caring	safety	best				

	FS2	Year 1	Year 2
<p>Geographical Skills & Fieldwork:</p> <p>Field work and observational skills</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 its surrounding</p>	<p>To begin to respond to simple questions.</p> <p>To investigate their surroundings.</p> <p>To begin to understand that countries are located in different place on a world map or globe.</p>	<p>To ask and respond to simple geographical questions e.g. what is this place like?</p> <p>To make observations about where things are. To use fieldwork and observational skills to study the geography of school and its grounds.</p> <p>To identify key human and physical features in</p>	<p>To ask and answer geographical questions e.g. what and who will I see in this place? Why are these people here and what are they doing?</p> <p>To make simple comparisons between human and physical features of different places.</p> <p>To use fieldwork and observational skills to study</p>

<p>environment</p> <p>Interpreting sources 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</p>	<p>To use photographs to recognise places in school.</p>	<p>school grounds and surrounding area</p>	<p>the key human and physical features of schools surrounding environment (Warsop).</p>
<p>Mapping skills Direction and location: use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>Interpreting maps use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>Drawing maps devise a simple map; and use and construct basic symbols in a key</p>	<p>To follow directional language linked to progression in vocabulary i.e. up, down, forwards and backwards.</p> <p>To draw and follow simple picture maps of imaginary places or from stories.</p>	<p>To use world maps, atlases and globes to identify the world's seven continents and five oceans as well as England and the UK.</p> <p>To use locational and directional language to describe the location of features and routes on a map. e.g. near and far, left and right.</p> <p>To use photographs to recognise landmarks and identify basic human and physical features</p> <p>To devise simple picture maps</p>	<p>To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.</p> <p>To use simple compass directions (North, South, East and West), to describe the location of features and routes on a map.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To devise a simple map and use and construct basic symbols in a key.</p>
<p>Locational Knowledge name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>To begin to have an understanding that the world is made up of different countries.</p> <p>To know about similarities and differences in relation to places</p> <p>To know the name of the place in which they live</p>	<p>To begin to locate the world's seven continents and five oceans.</p> <p>To know they live in England</p> <p>To know the name of the place in which they live and their address</p> <p>To name the four countries of the UK: To know London is the capital city of England</p>	<p>To name and locate the world's seven continents and five oceans</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>
<p>Place knowledge understand geographical similarities and differences through studying the human and physical geography of a</p>	<p>To look closely at similarities, differences, patterns and change.</p>	<p>To observe, identify and describe the human and physical geography of Warsop and another place in the UK</p>	<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European</p>

<p>small area of the UK, and of a small area in a contrasting non-European country</p>			<p>country.</p>
<p>Human & 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 (see vocabulary progression) to refer to key physical and human features</p>	<p>To talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>To identify daily weather in schools location</p> <p>To be exposed to vocabulary relating to human and physical geography.</p>	<p>To describe seasonal change and daily weather patterns in the UK.</p> <p>To identify the location of hot and cold areas of the world in relation to the North and South poles.</p> <p>To use vocabulary to refer to key physical and human features, including (when relevant to each cycle): 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.</p>	<p>To identify the location of hot and cold areas of the world in relation to the Equator and North and south poles.</p> <p>To use vocabulary to compare and contrast key physical and human features, including (when relevant to each cycle): 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.</p>

How we will implement Geography at Hetts Lane

- Planned teaching of geography each term through enquiry lessons, which is progressive and provides purpose and meaning for children.
- Skills taken from National Curriculum Geography aims.
- Children will use geography in their classrooms as part of their daily life at school to apply skills taught. For example, linking prior learning, use of terms such as countries of the UK, names of continents, terms associated with human and physical geography.
- Evidence of geography can be seen in individual pupil topic books (KS1), class learning journey displays, timelines, on enquiry medium term planning and annotated enquiry organisers.
- Using the school and local area for field work.
- Cross curricular links with other subjects, e.g. English, Maths (statistics).