



**Geography**

**EYFS – Areas of Learning**

**Understanding The World - People, Culture and Communities**

Children at the expected level of development will: - 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.













**Understanding The World - The Natural World**

Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**National Curriculum – Key Stage 1 Subject Content**

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Locational Knowledge</u></b>             | <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b><u>Place Knowledge</u></b>                  | <ul style="list-style-type: none"> <li>• 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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b><u>Human &amp; physical Geography</u></b>   | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>➤ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>                                                                                                                                                                                                                                                         |
| <b><u>Geography Skills &amp; Fieldwork</u></b> | <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> |



| EYFS Curriculum   |                                                                                                        |                                                                                                        |                                                                                                           |                                                                                                            |                                                                                                                 |                                                                                                               |
|-------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|                   | Autumn 1                                                                                               | Autumn 2                                                                                               | Spring 1                                                                                                  | Spring 2                                                                                                   | Summer 1                                                                                                        | Summer 2                                                                                                      |
| <b>Pre-School</b> | Nursery Rhymes<br>    | Traditional Tales<br> | Into the Woods<br>     | People Who Help Us.<br> | A Bugs Life<br>              | Splash!<br>                |
| <b>Reception</b>  | Traditional Tales<br> | Bits & Bobs!<br>      | A Long Time Ago...<br> | New Life<br>            | Animals Around the World<br> | What a Wonderful World<br> |

**Layered Learning**  
*Opportunities, Experiences & Vocabulary covered in EYFS to prepare children for learning in KS1*

| <b>KS1 NC Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Pre-School</b>                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Reception</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Locational &amp; Place Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding</li> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>Children read the story 'Commotion in the Ocean' &amp; learn about life under the sea. They look at a globe &amp; identify land &amp; water. <b>Summer 2. Ocean.</b></li> <li>A penguin is delivered from Antarctica to teach the children about Winter. We use Google Earth to find Antarctica &amp; look at a journey from Skelmersdale to Antarctica. <b>Spring 1.</b></li> </ul> | <ul style="list-style-type: none"> <li>Throughout the year, children use Google Earth to locate different places. Adults encourage the children to compare and contrast these places with where they live in Skelmersdale.</li> <li>In Summer 1, children complete a topic based on 'Animals Around the World' – they learn how to use a globe to locate England, other countries, oceans &amp; land. Children become familiar with what a map is and what it is used for. <b>Summer 1.</b></li> <li>Children have free access to the Small World area of the classroom as part of the continuous provision. Over the year, this area is enhanced with different environments including; a farm, a jungle, an ocean etc.</li> </ul> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Human &amp; Physical Geography</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> | <ul style="list-style-type: none"> <li>• Children learn about the 4 seasons &amp; go on a walk through the school groups to identify seasonal changes.</li> <li>• During circle time every day, children complete a weather chart. They learn to name a range of different weather conditions such as; sunny, rainy, cloudy, snowy, foggy, windy etc.</li> <li>• Children retell the story of 'We're Going on a Bear Hunt' using the Small World Area. Describing the different settings in the story; forest, river, cave, mud &amp; long grass. Spring 1. Snowstorm, cave, forest.</li> <li>• Children retell the story 'The Three Billy Goats'; they explore bridges &amp; use construction resources to build their own. They stomp across the bridge in the outdoor area. Autumn 2. River, bridge.</li> </ul> | <ul style="list-style-type: none"> <li>• Children learn about the 4 seasons. They learn to name each season &amp; can say which order they come in. Children have first hand experiences as they go on walks around the school groups to observe seasonal changes. Children talk about what they need to wear in the different seasons. Season, evergreen, hibernation, deciduous, Winter, migration, hibernation, Spring, buds.</li> <li>• When learning about 'Animals Around the World' children compare different countries. Adults begin to introduce the children to geographical vocabulary. They look at the differences &amp; similarities between hot &amp; cold countries. Summer 1.</li> </ul> |
| <p><b>Geography Skills &amp; Fieldwork</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Children look at pirates treasure maps – they locate different items of treasure by looking at photographs of different familiar locations &amp; locating them. Children then create their own treasure maps &amp; write different symbols onto it. Summer 1. Map.</li> <li>• Children are shown a compass &amp; they learn that pirates used these to locate treasure. Summer 1.</li> <li>• Children create road maps for a fire engine. They learn what the different road signs mean. Spring 2.</li> </ul>                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• As part of learning about 'Rudey's Windy Christmas', children locate different countries around the world on a globe. They name the countries and learn some facts about each one. Autumn 2.</li> <li>• As part of learning about 'Supertato', children use maps of the school grounds to search for clues. Children look at aerial photographs of the school buildings &amp; playground and are encouraged to recognise the different familiar places. Autumn 2.</li> <li>• Children have the opportunity to use BeeBots. They hear and are encouraged to</li> </ul>                                                                                             |

**EYFS – National Curriculum Progression Document – Geography**



|                                                                                                                                                                                                                                                                                                                                            |  |                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------|
| <p>basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"><li>• 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.</li></ul> |  | <p>use simple directional language (North, South, East and West.) <b>Summer 2.</b></p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------|



EYFS – National Curriculum Progression Document – Geography

Geography Skills & Fieldwork





