

# Geography overview EYFS and KS1

The progression of learning for children in geography is underpinned by the learning intentions outlined in the “*Development Matters non-statutory curriculum guidance for the Early Years Foundation Stage*”. This builds on their understanding that their place is part of the wider world and links directly to their progression towards the “*Understanding of the world*” early learning goal.

As EYFS is the first geography that children will often experience when they the focus should be on developing a sense of place and to gain familiarity with the immediate area of the school grounds. No formal units are planned as learning follows the interests and needs of the children’s early experiences of geography, however EYFS leaders facilitate and encourage the use of simple Geographical language; ensure opportunities are given for children to make observations about what they see and experience in their local environment and think about why some changes may occur.

**The roots of ‘Global Citizenship’ are established by becoming familiar with the world map and their place in the world.**

## Key EYFS Vocabulary:

Up, down, right, left, under, around, building, car park, classroom, church, farm, field, house, inside, outside, park, playground, pond, road, school, woods.

	World place and location Knowledge:	Geographical Process/Feature Knowledge:	Fieldwork Skills:	Map Work Skills:
Related early learning goals	<p><b>EYFS geographers can:</b></p> <ul style="list-style-type: none"> <li>Speak about and explain some similarities and differences in relation to life in this country and life in other countries.</li> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between different cultural communities in this country to develop positive attitudes about the world</li> <li>Understand some similarities and differences between how places and countries have changed over time.</li> <li>Globally, they are familiar with what the world map looks like and that they live on planet Earth. Roots of ‘Global Citizenship’ are established.</li> </ul>	<p><b>EYFS geographers begin to:</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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</li> <li>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</li> </ul>	<p><b>EYFS geographers begin to:</b></p> <ul style="list-style-type: none"> <li>notice and speak about changes over time observed in the school grounds (e.g. seasons, weather changes, temperature changes).</li> <li>They can notice and speak about features of the school grounds and immediate local area.</li> <li>Describe a route they have walked using some positional and geographical language.</li> </ul>	<p><b>With adult support, EYFS geographers will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise a globe and a map of the world.</li> <li>Use positional and directional language (up, down, right, left, under, around).</li> <li>Use very simple maps e.g. of school grounds.</li> <li>Use books, cartoons, short films that involve maps.</li> <li>Talk about how and why maps are used.</li> <li>Use very simple maps to follow a route (adult led).</li> <li>Draw a very simple sketch map of a real or imagined place with adult support/using adult-created symbols.</li> <li>Children <b>exceeding</b> in mapwork at EYFS will be able to independently do the adult-led objectives detailed in the ‘Expected’ section.</li> </ul>
Development matters foundations for learning.	<p><b><u>Talk about members of the immediate family and community.</u></b></p> <ul style="list-style-type: none"> <li>Use examples from real life and from books to show children how there are many different families, cultures and religions around the world.</li> </ul> <p><b><u>Name and describe people who are familiar to them.</u></b></p> <ul style="list-style-type: none"> <li>Talk about people that the children may have come across in their community.</li> <li>Feature fictional and non-fictional characters from a rang of cultures and show a global awareness of country and place in storytelling.</li> </ul> <p><b><u>Recognise some similarities and differences between life in this country and life in other countries.</u></b></p> <ul style="list-style-type: none"> <li>Teach children about places in the world that contrast with locations they know well.</li> <li>Use relevant, specific vocabulary to describe contrasting locations.</li> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</li> <li>Listen to what children say about what they see.</li> <li>Avoid stereotyping and explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</li> </ul>	<p><b><u>Explore the natural world around them.</u></b></p> <ul style="list-style-type: none"> <li>Provide children with have frequent opportunities for outdoor play and exploration.</li> <li>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> <li>Create opportunities to discuss how we care for the natural world around us.</li> <li>Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</li> <li>After close observation, draw pictures of the natural world, including animals and plants.</li> </ul> <p><b><u>Recognise some environments that are different from the one in which they live.</u></b></p> <ul style="list-style-type: none"> <li>Teach children about a range of contrasting environments within both their local and national region.</li> <li>Model the vocabulary needed to name specific features of the world, both natural and made by people.</li> </ul> <p><b><u>Understand the effect of changing seasons on the natural world around them.</u></b></p> <ul style="list-style-type: none"> <li>Guide children’s understanding by draw children’s attention to the weather and seasonal features.</li> <li>Select texts to share with the children about the changing seasons.</li> <li>Look for children incorporating their understanding of the seasons and weather in their play.</li> </ul>	<p><b><u>Describe what they see, hear and feel whilst outside.</u></b></p> <ul style="list-style-type: none"> <li>Encourage focused observation of the natural world.</li> <li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</li> <li>Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.</li> </ul> <p><b><u>Understand the effect of changing seasons on the natural world around them.</u></b></p> <ul style="list-style-type: none"> <li>Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.</li> <li>Provide opportunities for children to note and record the weather.</li> </ul>	<p><b><u>Draw information from a simple map.</u></b></p> <ul style="list-style-type: none"> <li>Draw attention to the immediate environment introducing and modelling new vocabulary where appropriate.</li> <li>Familiarise children with the name of the road and Leyland.</li> <li>Look at aerial views of the school setting and recognise buildings and simple features.</li> <li>Draw simple maps of their immediate environment or maps from familiar story settings.</li> </ul>

Planned learning opportunities	<ul style="list-style-type: none"> <li>Explore people who help us in the local community and link to people who help others around the world and why.</li> <li>Look at how different communities and cultures celebrate (or don't celebrate) Christmas around the world.</li> <li>Focus on world geography place and location when exploring celebrations across the world.</li> <li>Discuss and investigate "where in the world" through links to children's and teacher's holidays (including images)</li> <li>Name and describe people who are familiar to them, talking about people that children have come across in society. Show an interest in different occupations and have visits from people who work in our community.</li> <li>Weekly picture news links to the wider world and its differences.</li> <li>Explore hot and cold places around the world.</li> <li>Share quality children's literature from the suggested geography reading list that provokes discussions around similarities and differences in religions and cultures around the world.</li> <li>Explore the "day in a life" of a child from at least two other countries across the world.</li> </ul>	<ul style="list-style-type: none"> <li>Weather and seasons board as part of 'good morning' screen'</li> <li>6 sessions of EYFS forest school's provision.</li> <li>Annual autumn day that links to seasonal weather changes.</li> <li>Daily outdoor provision with opportunities to explore natural resources.</li> <li>Regular seasons walks around the school grounds to notice changes in our local environment as seasons change.</li> <li>Using 'Under the Sea' topic, explore a range of seaside locations around the world and compare them to a local seaside location (Blackpool).</li> <li>Discuss man made and physical features of our local environment – focus on Leyland.</li> </ul>	<ul style="list-style-type: none"> <li>Regular seasons walks around the school grounds to notice changes in our local environment as seasons change.</li> <li>Explore physical and human features within our school grounds.</li> <li>Notice different features on their walk to school.</li> <li>Opportunities to grow and care for plants.</li> <li>Explore types of plants within our school grounds, describing what they look like and how they are the same/different.</li> <li>Daily discussion about weather and opportunities to explore weather forecasts to predict weather in the future.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly picture news sessions to discuss where things happen in the world.</li> <li>Regular opportunities to explore the globe when talking about different countries through children's interests (China: chinese new year), Wales (St David's Day) etc).</li> <li>Use positional and directional language to control a Beebot around a set course.</li> <li>Use positional and directional language to create their own routes for a Beebot.</li> <li>Use stories to explore routes that characters take.</li> <li>Sketch maps to show a character's journey (e.g. Funny Bones, Stickman, the Gingerbread Man, Rosie's walk)</li> <li>Draw a map of their route to school.</li> <li>Use treasure maps to find objects around the school grounds.</li> <li>Discuss the purpose of maps and what their use is</li> <li>Find our school on a map of Leyland. Recognise that roads have names to guide people to different places.</li> <li>Locate different animal habitats on a world map.</li> </ul>
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Diversity	<p><b>Exploring Equality: First Steps-</b></p> <ul style="list-style-type: none"> <li>When looking at the world map – also show what people look like who live in those countries – ensure a range/no stereotypes.</li> <li>Acknowledge and celebrate the differences between themselves and others.</li> <li>Do any children in class have a non-English heritage? Identify these areas on the world map.</li> </ul>
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Texts to support world understanding	
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**KS1 Overview**

<b>Year 1</b>	<b>Year 2</b>
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NC	<p><b><u>Pupils should be taught to:</u></b></p> <p><b>Locational 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 seas</li> </ul> <p><b>Place knowledge</b></p> <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> <p><b>Human and 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:             <ul style="list-style-type: none"> <li>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> </li> </ul> <p><b>Geographical skills and 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 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>
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Wider links	Lost and Found	Animals including humans	My Local area	Seasons and Weather patterns	Food to Fork (Muddle Puddle Farm) Contrasting Leyland	Monarchs Plants/ Living things and their habitats
Key Concepts	Place Space Environment and sustainability	Human and physical processes Environmental impact and sustainability	Cultural understanding and diversity Place Space	Cultural understanding and diversity Interdependence Place Space	Place Space Environmental impact and understanding	Place Space Interdependence
Geography Focus	My Local Area (1.1) (School grounds) 	Seasons and Weather Patterns (1.2) 	World continents and Oceans (1.3) 	All about Kenya (1.4) 	World continents and Oceans (1.5) 	Countries and Capitals of the U.K (1.6) 
Sequencing				Year 1 – Weather patterns EYFS – Seasons and weather	Year 1 – World continents and oceans	
Key question	What are the human and physical features of Leyland?	Is it sunnier in Leyland than London?	What are the parts of our world?	What are the human and physical features of...?	Why are some places hotter/colder than others?	Where in the world is the U.K?
Enquiry	<ul style="list-style-type: none"> <li>Where in the world is the U.K?</li> <li>Where in the U.K do we live?</li> <li>What are the features of my town and school?</li> <li>How can we show others what is near our school? (mapping symbols)</li> </ul>	<ul style="list-style-type: none"> <li>What is weather?</li> <li>How does the weather change through the year?</li> <li>How do meteorologists predict the weather? (weather stations)</li> <li>Why can the weather be dangerous?</li> <li><i>Are all countries wet and mild like Britain?</i></li> </ul>	<ul style="list-style-type: none"> <li>What is a continent?</li> <li>What are the names of the continents and where are they?</li> <li>What are the names of the oceans and what lives there?</li> <li>What type of animals live at the north and south pole?</li> </ul>	<ul style="list-style-type: none"> <li>Where in the world is Africa?</li> <li>What is the weather like in Kenya?</li> <li>How would life in Kenya be different from life here in Leyland?</li> <li>What are the similarities and differences between Africa and the U.K?</li> </ul>	<ul style="list-style-type: none"> <li>Which continents are above and below the equator?</li> <li>What are climate zones?</li> <li>How do different climates affect the animals that live there?</li> <li>Why does our food need to travel?</li> <li><i>What is climate change?</i></li> </ul>	<ul style="list-style-type: none"> <li>What are the countries and capitals of the U.K?</li> <li>How can I describe where different cities are? (World)</li> <li>Is everywhere in the U.K a city?</li> <li>How has Leyland changed over the years?</li> </ul>
Vocab	England, Scotland, Wales, Northern Ireland, Leyland, high-street, town, urban, rural, ocean, continent, agriculture, business, coast, detached house, factory, farm, local, rural, sea, semi-detached, valley, vegetation, village.	Weather, temperature, rain, wind, sun, cloud, season, change, puddle, snow, sunshine, United Kingdom, England, Northern Ireland, Scotland, Wales, atlas.	Asia, Africa, Europe. Atlantic Ocean, Arctic Ocean, natural, north, south, east, west, Arctic, Antarctica	Economy, mountain, route, lake, inlet, <u>tourism</u> , adventure, 4 figure grid reference	Equator, Northern hemisphere, Southern hemisphere, polar regions, thermometer, Celsius, compass, landscape, feature, location	North America, South America, Australasia, Antarctica, Pacific Ocean, Indian Ocean, Southern Ocean, Physical Geography, Human Geography, man-made
Diversity and equality	Look at the different faces in Leyland. Acknowledge and explore diversity. Explore different images from across the continent. Discuss and explore differences and similarities.			Explore the indigenous culture of Kenya  What different types of food can we get in Leyland and what countries does this originate from? Identify these areas on a map of the world.		

## Core Knowledge Content

Critical content	<p>Children will know:</p> <ul style="list-style-type: none"> <li>the UK is made up of four countries: England, Scotland, Wales and Northern Ireland.</li> <li>Physical features are natural features on the Earth's surface.</li> <li>Human features are man-made objects.</li> <li>Urban areas contain houses, shops and other buildings.</li> <li>Rural areas contain a higher number of natural areas such as farmland, woodland, rivers and lakes.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>There are different types of weather. (See vocabulary list)</li> <li>Weather is a change in the atmosphere at a particular place and time.</li> <li>Weather in Leyland is colder and wetter than southern areas of Britain. Summers can be warm; winters are very cold</li> </ul> <p><u>Describe the seasons of the UK:</u></p>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>the world is made up of areas of land (continents) and areas of water (oceans)</li> <li>there are 5 oceans: Pacific, Atlantic, Indian, Southern, Arctic</li> <li>There are 7 continents: Europe, Africa, Asia, North America, South America, Australia, Antarctica</li> <li>the equator is an invisible line that goes around the middle of the Earth.</li> <li>the North Pole is the most northerly point in the Northern Hemisphere</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>Africa is one of the seven continents. There are 54 different countries in Africa.</li> <li>They have two seasons called wet and dry. (<a href="#">Link to the polar region year 1</a>)</li> <li>Africa has the 'big five' safari animals: lion, leopard, rhinoceros, elephant and buffalo that attract tourists through the year.</li> <li>The rainforest in Africa is called The Congo Rainforest.</li> <li>There are roughly 2000 different languages spoken in Africa.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>there are seven continents: Europe, Africa, Asia, North America, South America, Australia, Antarctica there are five oceans: Atlantic, Indian, Pacific, Southern (Antarctic), Arctic.</li> <li>more detail of the different continents in the world and understand some key countries, landmarks, and human/physical features.</li> <li>the equator is an invisible line that goes around the middle of the Earth</li> <li>the Southern Hemisphere is south of the Equator.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>The UK is made up of four countries: England, Scotland, Wales, and Northern Ireland</li> <li>The UK is an island surrounded by four seas-the North Sea, the Irish sea, The English Channel, The Celtic sea</li> <li>Each country of the U.K has a capital city: London, Edinburgh, Cardiff, Belfast -a capital city is the main city where government make their decisions.</li> <li>Each capital city has a castle (Linked to monarchs unit):</li> </ul>
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	<ul style="list-style-type: none"> <li>Leyland is located in the North of England, in Lancashire.</li> <li>Leyland is a town.</li> <li>There are no beaches/mountains/sea/port/harbours near our school but there are some in Lancashire.</li> <li>a map is a pictorial representation of a place.</li> <li>a map helps us follow directions to find different locations</li> </ul>	<ul style="list-style-type: none"> <li>Spring in the UK is March until June. The temperature starts to get warmer; the days get lighter, more plants grow.</li> <li>Summer in the UK is June until September. The temperature is warmer, there is more sunshine.</li> <li>Autumn in the UK is September until November. The temperature starts to get colder, there may be more rain, leaves fall off the trees.</li> <li>Winter in the UK is December until February. The temperature is much colder, there can be snow and frosts.</li> <li>Weather can affect human features such as buildings and statues.</li> <li>Weather can affect how we live from the clothes we wear to the activities we do. It can also affect how we travel.</li> <li>Weather can have severe impacts: heavy rain can lead to flooding; high winds can lead to destruction; prolonged sunshine can lead to land drying out.</li> </ul>	<ul style="list-style-type: none"> <li>the Arctic Circle is an invisible line that includes parts of the continents of North America, Northern Europe, Northern Asia</li> <li>the Antarctic is situated in the Southern hemisphere at the South Pole.</li> <li>there are 2 seasons in the polar regions (winter and summer)</li> <li>Animals have adapted to live in the cold in the poles and some migrate to warmer countries.</li> <li>A range of animals from the north and south pole.</li> </ul>	<ul style="list-style-type: none"> <li>The Sahara Desert is in Africa.</li> <li>Over ½ of Africans are under the age of 25.</li> <li>Leyland has areas of woodland, manmade parks, residential areas, rivers and wetland nearby.</li> <li>a town is a settlement/built up area where people live, work and take part in leisure activities.</li> <li>a town is bigger than a village but smaller than a city.</li> <li>a town will have a town hall (a central meeting place)</li> <li>human features: city, town, village, factory, farm, house, office, port, harbour, shops, library, church, canal, castle -physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons, weather.</li> </ul>	<ul style="list-style-type: none"> <li>the Northern hemisphere is north of the Equator.</li> <li>The weather in cold places is not always wet.</li> <li>The weather in hot places is not always dry.</li> <li>hot countries are closer to the equator.</li> <li>cold places are closer to the North and South Pole.</li> <li>Different animals and plants live in hot and cold countries because of their climate (children should be able to name, sort and compare the different animals and plants)</li> <li>Hot and cold places have different physical features, e.g. frozen environments, deserts, lack of vegetation etc.</li> <li>Hot and cold places have different human features, e.g. types of housing, towns, clothing, population etc.</li> <li>some of the countries that run through the Equator, e.g. Brazil, Kenya, Columbia, Uganda.</li> <li>Our food comes from many different countries as not all crops grow well due to the weather in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>England (London-Tower Bridge)</li> <li>Wales (Cardiff Castle)</li> <li>Scotland (Edinburgh Castle)</li> <li>Belfast (Caisleán Bhéal Feirste)</li> <li>Different places in the U.K are different sizes and many have grown over time.</li> <li>Towns are smaller than cities</li> <li>Villages are smaller than towns.</li> <li>Towns often have a town hall.</li> </ul> <p><i>This unit involves a closer local field study of Leyland linked to current learning and events – knowledge will be matched to the unit based on fieldwork skills to be secured before the end of KS2.</i></p>
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**Key stage mapping outcomes**

Maps	<ul style="list-style-type: none"> <li>use a map of the UK to locate Leyland.</li> <li>use google maps to locate Leyland.</li> <li>devise a simple map of the school grounds, using basic symbols and a key</li> <li>use world maps, atlases and globes to locate the world continents, oceans and countries.</li> <li>Use aerial photography to identify features of an area and relate this to a map.</li> </ul>
Scale and Distance	<ul style="list-style-type: none"> <li>Use compass directions to explain direction.</li> <li>Use rulers to compare whether places are further or closer to each other.</li> <li>Compare the scale of world maps and local maps.</li> </ul>
Enquiry	<ul style="list-style-type: none"> <li>identifying a human or physical features using photographs.</li> <li>identifying a human or physical features in the local area.</li> <li>use photographs to compare similarities and differences between physical and human features in contrasting areas of the world.</li> </ul>
Fieldwork	<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> <li>Use simple geographical equipment (thermometers, compasses etc.) to collect geographical information to inform observations.</li> </ul>

**Knowledge and skills progression**

World place and location knowledge	<ul style="list-style-type: none"> <li>Begin to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand geographical similarities and differences through studying the physical process of weather.</li> <li>Identify the hot and cold areas of the U.K</li> </ul>	<ul style="list-style-type: none"> <li>Being to name the world's seven continents.</li> <li>Begin to name and locate four countries in the U.K</li> <li>Understand the location of some hot and cold areas in the world and the location of the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>verbally describe and write about the physical and human features of specific places and environments.</li> <li>make comparisons with where they live and their non-European case-study location using features and climate for reference.</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>confidently name and locate the world's seven continents and five oceans.</li> <li>identify Northern and Southern Hemisphere and the Equator.</li> <li>understand geographical similarities and differences through studying the physical process of weather and climate.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently name, locate and identify capital cities of the 4 countries in the U.K and locate the U.K on a globe</li> <li>Describe the similarities and differences of the four countries and capital cities of the United Kingdom.</li> <li>Describe the differences between a town and a city within the U.K.</li> </ul>
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Geographical Processes/feature knowledge	<ul style="list-style-type: none"> <li>know that their school is in Leyland, Lancashire and where this is in relation to the rest of the UK.</li> <li>They can identify and speak about human and physical features of Leyland.</li> <li>Use basic geographical vocabulary to refer to physical and human features.</li> </ul>	<ul style="list-style-type: none"> <li>know the main weather-types experienced in the UK.</li> <li>understand that weather conditions in the UK are dominated by seasons, what these are and the order in which they appear.</li> <li>know that weather can be different, depending on where in the country you are. Generally, they understand that temperatures fall as you travel north.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and compare to other hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>know that weather can be different, depending on where in the world you are.</li> <li>understand that temperatures fall as you travel north.</li> <li>Begin to describe adaptations in flora and fauna based on geographical features such as temperature and weather pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Further understand the geographical features of our local area through studying the human and physical geography.</li> <li>speak and begin to write about physical and human features of Kenya, and compare this to Leyland, England.</li> <li>Conduct a local area study and a small area in a contrasting non-European country by understanding and explaining the geographical (human and physical) similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>identify and measure hot and cold areas of the school grounds, suggesting reasons for their findings.</li> <li>know and understand that temperature can be influenced by seasons, height above sea-level and position north or south of the Equator.</li> <li>explain cooling towards Polar regions and warming towards the Equator.</li> <li>Answer a simple question in more detail than for Y1 e.g. Why are some places around school colder than others?</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a further local area study explaining the changes to basic geographical (human and physical) similarities and differences over time.</li> <li>Use basic geographical vocabulary to refer to physical and human features and discuss changes.</li> </ul>
Mapping Skills	<ul style="list-style-type: none"> <li>Identify Lancashire and Leyland within a map of the UK.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.</li> <li>Identify and speak about the UK within Europe on a map.</li> <li>Verbally describe the route of the fieldwork using the map produced using (left, right, near, far).</li> <li>Draw a simple sketch map, with a basic key (or a given key) of a real place with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a weather forecast.</li> <li>Use weather symbols and a map of the U.K to represent forecasts.</li> <li>Use simple compass directions (North, South, East and West).</li> </ul>	<ul style="list-style-type: none"> <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 Geography.</li> <li>Recognise simple aerial photographs of the places and suggest where they may be (based on what they know)</li> </ul>	<ul style="list-style-type: none"> <li>Use and create a key on a map.</li> <li>Use simple compass directions (NSEW).</li> <li>Identify Kenya on a map of Africa.</li> <li>Identify Kenya on a world map.</li> <li>Use Google Earth to investigate how to get from Kenya to Leyland using Geographical language including compass directions NSEW.</li> <li>Look at a weather map for Africa/Kenya and one for Leyland. Compare and contrast.</li> <li>With adult support, draw a map of a short route/area with features in correct order/places, with a key.</li> <li>Include the 4-point compass rose.</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical and human features.</li> <li>Use world maps, atlases, and globes to identify the countries, continents and oceans studied at this key stage.</li> <li>Identify and locate the 5 oceans and 7 continents using a simple atlas.</li> <li>Identify the hottest areas (Equator) and coldest areas (Polar Regions).</li> <li>Use photographs of hot and cold areas and say where these might be on a world map.</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical and human features.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and how these are changing based on weather maps.</li> <li>Identify and speak about the position of the four countries and capital cities of the United Kingdom and its surrounding seas using google maps and aerial photography.</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> </ul>
Fieldwork Skills	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the physical and human features of their school and its grounds.</li> <li>Answer simple questions about a route they have taken through Leyland e.g. How do we get to the Transport museum?</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the weather they are experiencing in the school grounds.</li> <li>Produce a weather diary throughout the unit.</li> <li>Use simple symbols to show what weather Leyland is experiencing.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple compass directions (North, South, East and West) to describe the position of markers around the school grounds.</li> <li>Use simple compass directions (North, South, East and West) to describe where the poles are in relation to the school using a compass.</li> </ul>	<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> <li>Compare photographs of Kenya with photographs of Leyland and describe the features.</li> </ul>	<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> <li>Investigate the school grounds to find the 'hot and cold' places and record comments on a simple map.</li> <li>Measure and record the temperature at different locations (with adult support).</li> </ul>	