

GEOGRAPHY

EYFS ELG	ELG UTW - 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 where appropriate maps.
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Place place is space that carries meaning, often through human occupation or by human interpretation	Year R	Year 1	Year 2
	I can talk about where I live I can talk about my school and grounds	Name and locate the 4 countries of the UK Identify the characteristics of the 4 countries of the UK Compare the 4 countries of the UK Name and locate the UK capital cities	Name and locate the capital cities of the UK and identify the characteristics and topographical features of each one Compare the capital cities of the UK Compare a local city/town with contrasting city/town of another country comparing physical and human features
Vocabulary	home,school, place,park, farm, shop, swimming pool. soft play-jumping jax locally, building,	England, Scotland, Northern Ireland, Wales, London, Belfast, Edinburgh, Cardiff, Southampton, compare, similar, different	Capital city, London, Belfast, Edinburgh, Cardiff, country, city, comparison, mountain lake loch,, sea, landmark port harbour river hill valley Monsoon season, dry season, wet season, autumn, winter, spring, summer, exports, volcano, beach, mountain, weather, river, eruption, harbour, port, climate, Venn diagram, coast, sea, ocean, cliff, continents, islands city, town, St Lucia, Southampton, population
Sticky knowledge	All children will: -talk about where they live (e.g. their home, knowing the name of their school and town, name places in my local environment that are familiar to me)	All children will: -I know that I live in Sholing which is in Southampton which is in England - name and locate the 4 countries within the UK -recognise similarities and differences between the four countries of the UK -name the 4 capitals of the 4 countries within the UK	All children will: - name and locate the four countries and capital cities of the UK and at least one example of a surrounding sea -be able to describe two features of each capital city using key vocabulary



Location	Year R	Year 1	Year 2
	Name country we live in: England	<p>Name and locate 4 countries of UK: England, Scotland, Northern Ireland and Wales</p> <p>Identify location of hot and cold areas in relation to the north and south poles.</p> <p>Name surrounding seas: North sea, English channel, Irish sea, Atlantic Ocean</p> <p>Name the five oceans and seven continents</p>	<p>Name and locate the seven continents and five oceans on a world map</p> <p>Use a world map, globe and atlases to identify the UK and a non-European country (St. Lucia?)</p> <p>Identify location of hot and cold areas in relation to the equator.</p>
Vocabulary	England	<p>similar, different, sea, North Sea, English channel, Irish sea, Atlantic ocean,</p> <p>Scotland, continent, Europe, Asia, North America, South America, Antarctica, Africa, Australia, world, Earth, North/South poles</p>	Globe, atlas, St Lucia, Island, Caribbean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, equator, pole, hot, cold
Sticky Knowledge	<p>All children will:</p> <p>-Talk about where they live (e.g. know that the country I live in is named England)</p>	<p>All children will:</p> <p>-Name and locate the 4 countries of the UK</p> <p>-Use a globe to identify hot and cold areas in relation to north and south poles</p> <p>-Name the seas around the UK using a world map or globe</p> <p>-Name the five oceans and seven continents using a world map or globe</p>	<p>All children will:</p> <p>-Name and locate the seven continents</p> <p>-Name and locate the five oceans</p> <p>-Identify UK and a non-European country on a map, globe and atlas</p> <p>-Identify hot and cold areas on a globe in relation to the equator</p>

Mapping	Year R	Year 1	Year 2
	<p>Understand what a map is and what its uses are</p> <p>Looking at simple maps from stories (e.g. what the ladybird heard)</p> <p>Beginning to draw simple maps from imagination or based upon stories- e.g. treasure maps, farm, bear hunt</p>	<p>Make a simple plan of the school grounds</p> <p>Follow a simple map</p> <p>Understand why maps need a key.</p> <p>Use maps and globes to identify the UK countries and seas</p>	<p>Use a simple aerial map/photograph to move around the school/ grounds</p> <p>Create a simple map with a basic key and use it to move around the school grounds</p> <p>Use a simple map with a key to move around in a different context (orienting map)</p> <p>Use maps and globes to identify the continents and oceans</p>
Vocabulary	map, find, look, treasure map,	Aerial map/plan, travel, direction, travel, locate, key, door, window, map, globe, UK, England, Northern Ireland, Scotland, Wales, North Sea, English channel, Irish sea, Atlantic ocean	continent, Europe, Asia, North America, South America, Antarctica, Africa, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean
Sticky Knowledge	<p>All children will:</p> <p>- draw information from a simple map (e.g. spot simple features from a story, recognise some local features on a map, begin to draw their own simple maps)</p>	<p>All children will:</p> <p>-be able to devise a simple plan</p> <p>-follow a simple map</p> <p>-understand the purpose of a key</p> <p>-be able to use a globe and map to identify the UK, its countries and seas</p>	<p>All children will:</p> <p>-Create a map, with a key</p> <p>-Follow directional language to move around school grounds using a map</p> <p>-be able to use maps and globes to identify continents and oceans</p>

Directional knowledge	Year R	Year 1	Year 2
	Use simple locational language to describe the location of features.	Use locational and directional language e.g. left and right to describe the location of features and routes Use simple compass directions to describe: UK countries for reference to (NSEW)	Use and follow simple compass directions (NSEW) and location and direction language eg: near/far/right/left
Vocabulary	near, far, close to, next to, in front of, behind, on top of, below	left, right, direction, route, compass, north, south, east, west	near, far, left, right, forwards, backwards, turn, north, south, east, west, direction, compass,
Sticky Knowledge	All children will: -be able to reference location of features in their local context of school (e.g. the construction is close to the climbing frame, rabbits class is far away from the playground, begin to use simple directional language)	All children will: -use left and right to inform direction and routes -Use NSEW to describe the 4 countries of the UK with support of a map	All children will: -Follow directions NSEW on a map -Use directions NSEW to instruct -Use directional language near,far,left,right to describe

Fieldwork	Year R	Year 1	Year 2
	Observe natural world around them Make links and notice patterns in their experience	Observe the geography of the school and the grounds around it Use simple equipment e.g. rain gauges, thermometers and hand lens. Gather and record data to help in answering questions	Observe changes over time Begin to select equipment from a limited range, e.g. rain gauges, thermometers anemometers Make increasingly accurate measurements Create tables/charts to classify
Vocabulary	watch, observe, see, feel	school, layout, environment, features, places, rain gauges, thermometer, hand lens, equipment, data, gather	measure, pictogram, source, similarity, difference
Sticky Knowledge	All children will: -Make observations through child initiated play (e.g. going on seasons walks, talking about the weather)	All children will: -Observe Sholing Infant School- grounds and human features -Use weather equipment to comment on weather patterns -Record data to answer questions	All children will: -Observe changes in weather over time -Use simple equipment to record weather; rain gauges, thermometers anemometers



	Year R	Year 1	Year 2
Human/Physical features	<p>Talk about the features that make environments different from one another, e.g. playground and park</p> <p>Use everyday language for human features: home, school, shops</p> <p>Use everyday language for physical features</p>	<p>Observe and explain the differences of features between 2 localities: Southampton and the New Forest</p> <p>Use basic geographical vocabulary to identify physical and human features.</p>	<p>Know what the difference is between human and physical features</p> <p>Use basic geographical vocabulary to refer to:</p> <p>physical features including coast, cliff, beach, ocean, sea, river, mountain, volcano</p> <p>human features e.g. town village port harbour</p> <p>and compare these for Southampton and St Lucia</p>
Vocabulary	same, different, greenery, buildings, park, city, countryside, hill, beach, woods	Human features, physical features, Southampton, Portsmouth, cliffs, beach, channel, port, dock, naval base, beach, New forest, river, sea, hill, forest, soil, city, farm, house, shop, factory, woodland, abbey, castle	Human features, physical features, man-made, natural, artificial, city, countryside, difference, physical features including coast, cliff, beach, ocean, sea, river, mountain, volcano, town village port harbour
Sticky Knowledge	<p>All children will:</p> <p>-be able to use basic vocab relating to everyday human and physical features</p> <p>- recognise some similarities and differences between life in this country and life in other countries, and know some environments are different to their own (e.g. comparing England with China or Australia, life on the farm)</p>	<p>All children will:</p> <p>-will be able to compare 2 locations topographical features: Southampton and New Forest</p> <p>-use geographical vocabulary when comparing location</p>	<p>All children will:</p> <p>-be able to discuss differences between human and physical features</p> <p>-be able to compare the human and physical geography of Southampton and St Lucia</p>

	Year R	Year 1	Year 2
Settlement and Land Use	Understand what land is used for in the immediate environment e.g. playground/garden/grassed area/classrooms	Understand that land is used for different purposes Describe the difference between how land is used in different capital cities in the UK	Describe the difference between how land is used in St Lucia and Southampton
Vocabulary	land	purpose, farming, housing, settlements	agriculture, infrastructure, population, industry
Sticky Knowledge	<p>All children will:</p> <p>-know land uses in their immediate environment (e.g. knowing that there are houses, parks, shops, roads near to us)</p>	<p>All children will:</p> <p>-discuss differing uses of land in and around Southampton</p>	<p>All children will:</p> <p>-comment on differences in land use between St Lucia and Southampton</p>

Weather	Year R	Year 1	Year 2
	Describe the weather in their immediate environment using vocab such as:	Describe seasonal weather changes using vocab such as :	Identify seasonal and daily weather patterns in the United Kingdom using YR + Y1 vocab Describe how daily/ seasonal weather patterns are different in the UK and in St Lucia
Vocabulary	rain, sun, warm, cold, hot, cloudy wind snow	+ fog, ice, blizzard,sleet, hail, thunder, lightning	+ storm, flood, heatwave, mist wind speed
Sticky Knowledge	All children will: Explore the natural world around them, describing what they see, hear and feel whilst outside (e.g. recognise daily weather using vocab)	All children will: -recognise daily weather patterns using vocab: rain, sun, warm, cold, hot, cloudy, fog, ice, snow, thunder, lightning -describe how weather changes across the 4 seasons	All children will: -identify weather patterns for the UK -observe weather comparisons for 2 locations: Southampton and St Lucia -Discuss seasonal weather patterns for a location of a non-European country (St Lucia)