

CURRICULUM MAPPING FOR: GEOGRAPHY

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes	Settling into school Autumn	Colour and magic Diwali Christmas	Winter Space Chinese New Year	Pets Spring Easter and Eggs	Growing/Gardening Farms When I Grow Up	The World Journeys & Maps Celebration of cultures Summer
Development Matters <i>Children in Reception will be learning to:</i>	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. (e.g. Diwali, Chinese New Year, Christmas, Draw information from a simple map. (e.g. treasure maps, World Map) Recognise some similarities and differences between life in this country and life in other countries. (e.g. China) Develop spatial reasoning Explore the natural world around them. Recognise some environments that are different to the one in which they live. (e.g. jungles, the Arctic) Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.					
Early Learning Goals	<p><u>ELG: Understanding the World: People, Culture and Communities</u></p> <ul style="list-style-type: none"> 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, nonfiction texts and (when appropriate) maps. <p><u>ELG The Natural World</u></p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
How this is achieved and skills are developed in EYFS at Paulton Infant School:	Autumn Term: <ul style="list-style-type: none"> Learn orientation of the school environment Explore the school grounds, look at features of our school environment Exploring natural autumnal resources in Tuff Tray, asking questions and making observations Explore harvest time in the UK and farming at harvest time Observe seasonal weather changes and longer nights in the autumn compared to the summer Explore festival origins/ celebrations across the world, using a world map/ google maps Recognise features of a journey through texts Noticing features of environment Explore the natural world around them Begin to develop sense of community through texts Begin to recognise similarities and differences Early awareness that life in other countries is different to life in our own Exploring school's grounds and observing seasonal changes in the Autumn 		Spring Term: <ul style="list-style-type: none"> Explore natural world around them Introduce simple maps Early introduction to the concept of space and that we live on planet Earth Exploration of other cultures, focus on Chinese New Year Explore the features of winter in Britain Explore compare/ contrast our environment with colder countries 		Summer Term: <ul style="list-style-type: none"> Explore school grounds and look at features of the school grounds Draw information from simple maps Draw own simple maps Look at world maps, atlases and globes Explore flags Explain some similarities between life in this country and life in other countries (Meerkat Mail, Splash) Recognise and appreciate diversity in their own community Recognise some environments that are different to the one in which they live Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Explore food from around the world using world using world maps and google maps 	

CURRICULUM MAPPING FOR: GEOGRAPHY



	<p><u>Vocabulary</u></p> <p>Map, compass, season, change, senses, planet, globe, country, continents, language, Paulton, England, United Kingdom, Europe, world, farm, mountain, city, countryside, school, playground, classroom, left, right, straight on, turn, direction, same, different, notice</p>
--	--

CURRICULUM MAPPING FOR: GEOGRAPHY

KS1 Geography NC content: Locational knowledge Place knowledge Human and physical Geography Geographical skills and fieldwork						
CYCLE A – Year 1						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
THEMES	Across the Drawbridge	Sweets Galore	Pole to Pole	Heroes and villains	Bugs life	Seaside/ RNLI
NATIONAL CURRICULUM	<i>History Focus in Term 1</i>	<i>History Focus in Term 2</i>	<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 ☛ name and locate the world's seven continents and five oceans ☛ 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 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 	<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 ☛ 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 	<ul style="list-style-type: none"> ☛ 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. ☛ 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 ☛ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and ☛ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ☛ 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 	<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 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 ☛ 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 ☛ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and ☛ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
KNOWLEDGE			<p>Begin to explore 'Scott of Antarctica', race to the south pole.</p> <p>Begin to locate continents and countries on a map, discussing their location in relation to the United Kingdom.</p>	<p>Begin to identify key landmarks in the UK, extending this to prominent London landmarks and statues relating to Heroes and Villains</p> <p>Optional exploration of Suffragette statues:</p>	<p>With support, create a whole class map of the school grounds and begin to locate where minibeasts can be found, modelling and orally rehearsing directional language</p>	<p>Trip to local beach.</p> <p>Local Geography Trip to explore a local beach, <i>Weston-Super-Mare</i></p> <p>With adult support, plan a journey to beach using simple compass directions, directional language and map</p>

CURRICULUM MAPPING FOR: GEOGRAPHY



			<p>Identify the North and South Poles and the continents they are on.</p> <p>Recall the names of the continents and labelling them with support.</p> <p>Begin to explore the names and locations of the oceans.</p> <p>Begin to identify similarities and differences between our country and the North and South Poles: <i>link to Science and seasonal change</i></p>	<p><i>Millicent Fawcett statue in London</i> <i>Emmeline Pankhurst statue in Manchester</i> <i>Emily Davison statue in Northern England</i></p> <p>Using world maps, locate large cities around the UK and discussing their location in relation to Paulton.</p> <p>With support, begin to explore through a comparative study, the geographical similarities and differences of an area in the UK linked to landmarks, with an area and landmark found in a non-European country.</p>	<p>Practically explore the use of compasses and the use of <i>North, South, East and West</i></p> <p>Begin to recall and explore simple compass directions and locational and directional language to develop map reading skills</p> <p>With support, discuss the key human, physical and geographical features school grounds</p> <p>Field Trip to explore the local area and create a whole class map to identify the key human, physical and geographical features of our village</p>	<p>reading skills, <i>model key vocabulary</i></p> <p>With support, use maps to locate beaches – looking at Weston-super-Mare through a variety of mediums (UK map, atlas, Google Maps).</p> <p>Use a whole class map to add a key onto an aerial map of Weston-super-Mare – <i>adding land, sea, beach, pier, shops, town etc</i></p> <p>Begin to identify similarities and differences between the geographical features of different UK beaches</p> <p>Begin to compare and contrast the beach in Weston-super-Mare to a similar area in a non-European country</p>
VOCABULARY			<p>North Pole, South Pole, North, South, East, West</p> <p>Continents, Antarctica, North America, South America, Australia, Europe, Asia</p> <p>Seasons, seasonal change, compare, difference, similarities, weather, hot, cold, rain, wind, thunder, lightning</p> <p>United Kingdom, UK, England, Northern Ireland, Scotland, Wales</p>	<p>United Kingdom, UK, England, Scotland, Wales, Northern Ireland</p>	<p>Map, key, playground, school, North, South, East, West</p> <p>Habitat, vegetation, school, field, observe</p>	<p>England, Northern Ireland, Scotland, Wales, UK, Europe, beaches, sand, cliffs, sea, ocean, lighthouse.</p> <p>Map, globe, atlas, key, directions</p> <p>Compare, contrast, similarities, differences</p>
SKILLS	<p><i>History Focus for Terms 1 and 2</i></p> <p>Ongoing throughout the year, cross-curricular link with Science and the study of seasonal change: <i>With support, children identify seasonal and daily weather patterns in the United Kingdom.</i></p>		<p>Children understand that they live in Paulton (or surrounding area) and this is in England, which is in the United Kingdom.</p>	<p>Children understand that there are different countries in the United Kingdom.</p> <p>Children are able to locate the United Kingdom and countries of study on maps and globes.</p>	<p>Through studying various artefacts, including story books; children make simple comparisons between the United Kingdom and ‘other’ countries.</p>	<p>Children understand that they live in Paulton (or surrounding area) and this is in England, which is in the United Kingdom.</p>

CURRICULUM MAPPING FOR: GEOGRAPHY



	<p>Children begin to understand that there are differences between the United Kingdom and 'other' countries.</p> <p>Children are able to locate the United Kingdom and countries of study on maps and globes.</p> <p>Children understand the difference between the terms 'ocean' and 'land'.</p> <p>Children locate areas of ocean and land on maps and globes</p> <p>Through studying various artefacts, including story books; children make simple comparisons between the United Kingdom and 'other' countries.</p> <p>Children understand that there are hot and cold areas of the world.</p> <p>Children begin to use geographical vocabulary to refer to key physical and human features.</p>	<p>Children begin to understand that there are differences between the United Kingdom and 'other' countries.</p> <p>Children begin to use geographical vocabulary to refer to key physical and human features.</p> <p>Children begin to understand the term 'bird's eye view' and recognise landmarks with support.</p>	<p>Children begin to use geographical vocabulary to refer to key physical and human features.</p> <p>Children to begin to recognise compass directions in practical activities.</p> <p>Children use, create, and describe the features of simple maps with symbol keys</p> <p>Children begin to understand the term 'bird's eye view' and recognise landmarks with support.</p> <p>With support, children to use fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of it's surrounding environment.</p>	<p>Through studying various artefacts, including story books; children make simple comparisons between the United Kingdom and 'other' countries.</p> <p>With support, children identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Children begin to use geographical vocabulary to refer to key physical and human features.</p> <p>Children to begin to recognise compass directions in practical activities.</p> <p>Children use, create, and describe the features of simple maps with symbol keys</p>	
<p>ASSESSMENT OPPORTUNITIES</p>		<p>Can they locate and label the continents? Are they able to locate and label the different oceans?</p> <p>Can they locate Antarctica and the South Pole?</p> <p>Are they able to describe simple differences in weather between North/ South Poles and the UK?</p>	<p>Can they name and locate countries in the UK? Can they match the capital cities to the countries?</p>	<p>Are they able to use an aerial map of the playground to add their own key/ compass directions? Are they able to add in some human geographical features (school, walls, houses)?</p>	<p>Can they locate shore/ beach on the map/ atlas/ globe? Can they find the UK on a map and identify where a beach might be?</p> <p>Can they add a key to an aerial map of a beach? Are they able to label human and physical features on their map (sea, pier, town)?</p> <p>Can they make comparisons between a UK beach and a non-European beach?</p>

CURRICULUM MAPPING FOR: GEOGRAPHY

KS1 Geography NC content: Locational knowledge Place knowledge Human and physical Geography Geographical skills and fieldwork						
CYCLE A – Year 2						
THEMES	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
NATIONAL CURRICULUM	Across the Drawbridge History Focus	Sweets Galore History Focus	Pole to Pole <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 name and locate the world's seven continents and five oceans 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 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 	Heroes and villains <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 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 	Bugs life <ul style="list-style-type: none"> 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. 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 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 	Seaside/ RNLI <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 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 stage 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 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
KNOWLEDGE			Recall the events of explorer 'Scott of Antarctica', race to the south pole. Locate continents and countries on a map, discussing their location in relation to the United Kingdom.	Locate and identify key landmarks in the UK, extending this to prominent London landmarks and statues relating to Heroes and Villains Explore the location of Suffragette statues: <i>Millicent Fawcett statue in London</i>	Create a map of the school grounds and locate where minibeasts can be found Use simple compass directions and locational and directional language to direct a friend around the school using map reading skills	Local Geography Trip to explore a local beach, <i>Weston-Super-Mare</i> Planning journey to beach using simple compass directions, directional language and map reading skills Locating beaches on maps – looking at Weston-super-

CURRICULUM MAPPING FOR: GEOGRAPHY



			<p>Locate the North and South Poles and name the continents they are on.</p> <p>Locate and names the continents and labelling them on a world map.</p> <p>Recall the names and locations of the oceans on a world map.</p> <p>Discuss the similarities and differences between our country and the North and South Poles: <i>link to Science and seasonal change</i></p>	<p><i>Emmeline Pankhurst statue in Manchester</i> <i>Emily Davison statue in Northern England</i></p> <p>Naming large cities around the UK and identifying these on a map of the UK and discussing their location in relation to Paulton</p> <p>Comparative study of the geographical similarities and differences of an area in the UK linked to landmarks, with an area and landmark found in a non-European country.</p>	<p>Identifying of the key human, physical and geographical features school grounds</p> <p>Field Trip to explore the local area and identify the key human, physical and geographical features of our village</p>	<p>Mare through a variety of mediums (UK map, atlas, Google Maps). Adding a key onto an aerial map of Weston-super-Mare – adding land, sea, beach, pier, shops, town etc</p> <p>Identify similarities and differences between the geographical features of different UK beaches</p> <p>Compare and contrast the beach in Weston-super-Mare to a similar area in a non-European country</p>
VOCABULARY			<p>North Pole, South Pole, North, South, East, West</p> <p>Continents, Antarctica, North America, South America, Australia, Europe, Asia</p> <p>Seasons, seasonal change, compare, difference, similarities, weather, hot, cold, rain, wind, thunder, lightning</p> <p>United Kingdom, UK, England, Northern Ireland, Scotland, Wales</p>	<p>United Kingdom, UK, England, Scotland, Wales, Northern Ireland</p>	<p>Map, key, playground, school, North, South, East, West</p> <p>Habitat, vegetation, school, field, observe</p>	<p>England, Northern Ireland, Scotland, Wales, UK, Europe, beaches, sand, cliffs, sea, ocean, lighthouse.</p> <p>Map, globe, atlas, key, directions</p> <p>Compare, contrast, similarities, differences</p>
SKILLS	<p><i>History Focus for Terms 1 and 2</i></p> <p>Ongoing throughout the year, cross-curricular link with Science and the study of seasonal change: <i>Children identify seasonal and daily weather patterns in the United Kingdom.</i></p>		<p>They talk about the features of their own environment and how environments might vary from one another.</p> <p>Children use world maps, atlases and globes to identify the United Kingdom and its countries, as well as continents and oceans studied.</p> <p>Children understand geographical similarities and differences through studying</p>	<p>Children understand that they live in Paulton (or surrounding area) and this is in England, which is in the United Kingdom.</p> <p>Children can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Children understand that there are different countries in the United Kingdom.</p>	<p>They talk about the features of their own environment and how environments might vary from one another. Children begin to use geographical vocabulary to refer to key physical and human features.</p> <p>Children to begin to recognise compass directions in practical activities.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key</p>	<p>They talk about the features of their own environment and how environments might vary from one another.</p> <p>Children understand the difference between the terms 'ocean' and 'land'.</p> <p>Children locate areas of ocean and land on maps and globes.</p> <p>Children begin to understand that there are differences between the United Kingdom and 'other' countries.</p>

CURRICULUM MAPPING FOR: GEOGRAPHY



		<p>the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country. They talk about the features of their own environment and how environments might vary from one another.</p> <p>They talk about the features of their own environment and how environments might vary from one another.</p> <p>Children understand the difference between the terms 'ocean' and 'land'.</p> <p>Children locate areas of ocean and land on maps and globes.</p> <p>Children locate the hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Children understand that there are hot and cold areas of the world.</p> <p>Children can name and locate the world's seven continents and five oceans.</p>	<p>Children are able to locate the United Kingdom and countries of study on maps and globes.</p> <p>Children to identify the United Kingdom on world maps and atlases. With support, children to find other countries studied.</p> <p>Children 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.</p>	<p>human and physical features of it's surrounding environment.</p> <p>Children use basic geographical vocabulary to refer to: -key physical features (including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season and weather) -key human features (including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Children use, create, and describe the features of simple maps with symbol keys</p> <p>With support, children to use fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of it's surrounding environment.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use construct basic symbols in a key.</p>	<p>Children 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.</p> <p>Children use simple compass directions (N, S, E, W) and locational and directional language (e.g. near, far, left, right), to describe the location of features and routes on a map.</p>	
ASSESSMENT OPPORTUNITIES			<p>Can they locate and label the continents? Are they able to locate and label the different oceans? Can they locate Antarctica and the South Pole? Are they able to describe simple differences in weather between North/ South Poles and the UK?</p>	<p>Can they name and locate countries in the UK? Can they match the capital cities to the countries?</p>	<p>Are they able to use an aerial map of the playground to add their own key/ compass directions? Are they able to add in some human geographical features (school, walls, houses)?</p>	<p>Can they locate shore/ beach on the map/ atlas/ globe? Can they find the UK on a map and identify where a beach might be? Can they add a key to an aerial map of a beach? Are they able to label human and physical features on their map (sea, pier, town)? Can they make comparisons between a UK beach and a non-European beach?</p>

CURRICULUM MAPPING FOR: GEOGRAPHY

