

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>	<p>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.</p>					
Early Learning Goal	<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:	<p>Autumn Term:</p> <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 		<p>Spring Term:</p> <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 		<p>Summer Term:</p> <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 maps and google maps 	
	<p><u>Vocabulary</u> 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>					

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KS1 Geography NC content: Locational knowledge Place knowledge Human and physical Geography Geographical skills and fieldwork						
CYCLE B – Year 1 and 2						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
THEMES	Deep, dark woods	Great Fire of London/Fire and Ice	Dinosaurs	Rumble in the jungle	Inventors	My place in the world
NATIONAL CURRICULUM	<ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season 	History Focus in Term 2	<ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and name and locate the world's seven continents and five oceans 	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and 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 	History Focus in Term 5	<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 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 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.
SKILLS	<p>Children comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>They can talk about some of the things they have observed, such as plants, animals, natural and found objects.</p>		<p>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>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own environment and how environments might vary from one another.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</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 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>

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	<p>They show care and concern for living things and the environment.</p> <p>They can talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>They develop an understanding of growth, decay and changes over time.</p> <p>Children begin to use geographical vocabulary to refer to key physical and human features.</p>		<p>Children use everyday language to talk about distance.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>They talk about the features of their own environment and how environments might vary from one another.</p> <p>Children begin to use geographical vocabulary to refer to key physical and human features.</p>	<p>They talk about the features of their own environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Children use everyday language to talk about distance.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>They talk about the features of their own environment and how environments might vary from one another.</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>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 the difference between the terms 'ocean' and 'land'.</p> <p>Children locate areas of ocean and land on maps and globes.</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>Children begin to understand that there are differences between the United Kingdom and 'other' countries.</p> <p>Through studying various artefacts, including story books; children make simple comparisons between the United Kingdom and 'other' countries.</p>
<p>KNOWLEDGE</p>	<p>Exploration of Playscape</p> <p>Opportunities to visit local woodlands</p> <p>Describing different key physical features of local woodland</p>		<p>Exploration of different continents where dinosaurs lived.</p> <p>Exploration of continents/ countries where fossils have been found</p> <p>Identifying and matching dinosaurs to different habitats</p>	<p>Name and locate seven different continents</p> <p>Locate on a world map where jungle/ rainforest are located</p> <p>Use of maps, atlases and globes to identify different continents</p> <p>Identify physical features of a rainforest, use of pictures/ map to look at jungle</p>		<p>Name and locate four countries of the United Kingdom and their capitals.</p> <p>Exploration of different landmarks for each country</p> <p>Comparison of Paulton to a village in a non-European country.</p> <p>Exploration of key physical and human geographical differences.</p>

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						<p>Devise simple map of the school using their fieldwork skills including human and physical features</p> <p>Add compass directions to a simple map to use as a navigational tool</p>
VOCABULARY	<p>Physical features Woodlands, wood, trees, river, stream, leaves, branches, forest, hill, soil, valley, vegetation</p>		<p>Dinosaur, trees, leaves, plants, vegetation, soil, beach, coast, fossil</p>	<p>Jungle, forest Equator, temperature, hot, cold, humid Map, atlas, globe Continent, country, ocean, sea Europe, Asia, Africa, Antarctica, South America, North America, Australia</p>		<p>World, ocean, globe, atlas, land, sea, map, key North, south, east, west, equator, North Pole, South Pole Map Characteristics, England, London, Wales, Cardiff, Scotland, Edinburgh, Northern Ireland, Belfast. Similarities, differences City, town, village, Paulton, Midsomer Norton, Radstock, Bath, Bristol North, South, East, West</p>
ASSESSMENT OPPORTUNITIES	<p>Creating picture or poster labelling physical features of a woodland. Describing a known area and explaining which features it has.</p>		<p>Can they name physical features suitable for different dinosaurs? Eg where would a dinosaur that can swim and be on the land live? Where would a dinosaur live that needed to hide in trees?</p>	<p>Naming and locating seven continents and five oceans. Can they name all of the continents? Are they able to say which continent they are in? Can they locate different continents on a map or globe?</p>		<p>Given a UK map, label the different countries and their capitals. Identify characteristics of the countries – can they name a landmark they could see? Are they able to use a map/ atlas/ globe to point out the UK? Can they name all countries in the UK? Can they make comparisons between Paulton and a non-European village? Can they comment on human and physical geography?</p> <p>Can they use simple compass directions? Would they be able to use directional language to make comparisons? Can they use directional language to describe items on a map?</p>

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