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|  | EYFS | Year 1 | Year 2 |
|  | Autumn – All about me | Autumn – Oceans and seas | Autumn – Frozen Planet |
| Knowledge | * Children can ask questions about aspects of their familiar world such as the pace where they live and natural world.
* Look closely at similarities, differences, patterns and changes.
* Children will begin to become aware of the features of the environment in the setting and immediate local area.
* Children begin to talk about their home and community life and find out about the different experiences of others.
* They talk about the features of their own immediate environment and how environments might vary from one another.
* Visit different pars of the local community, including areas where some children may be very knowledgeable, elders lunch club, Greek café, Chinese supermarket.
 | Learn about the seas that surround the UK.To name the 5 oceans of the world and locate them on a map understanding that the UK lies in the Atlantic Ocean. To identify key physical features which exist on the coast of the UK. To locate the Pacific Ocean and make comparisons between this and the Atlantic Ocean. | Name and locate the world’s seven continents and five Oceans. Compare the UK with a contrasting country in the world (Antarctica). Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  |
| Skills |  | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the oceans studied at this key stage. Begin to use simple compass directions and locational and directional language to describe locations on maps.Interpret a range of sources of geographical information including, maps, globes and aerial photographs.  | Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. |
| Vocabulary  |  | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**Atlantic OceanPacific OceanUKBeachCliffCoastSeaOcean | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**World map Continent Ocean Europe Africa Asia Australasia North America South America Antarctica |
|  | EYFS | Year 1 | Year 2 |
|  | Spring – Wider world | Spring – We are Britain  | Spring – England and Kenya (Comparison study)  |
| Knowledge | * Children will use appropriate words such as town, village, road, path, house, to help make distinctions in observations.
* Children will begin to know about similarities and differences between themselves and others, and among families, communities and traditions.
* Help children to find out about the environment by talking to people, examining photographs and simple maps.
* Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.
 | Name and locate the four countries and capital cities of the UK.Using maps and aerial photographs as a resource, use basic geographical vocabulary to refer to key physical and human features of each country.Identify famous building and landmarks in each of the four capital cities of the UK. To understand geographical similarities and differences through studying the human and physical geography of the United Kingdom  | Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.Use basic geographical vocabulary to refer to key human & physical features.To compare rural and city locations in Kenya. To explore the similarities and differences between life in Kenya and the UK. To begin to learn about different Kenyan landscapes. Say what I like and don’t like about the place I live and another place describe a place outside Europe using geographical words. (human and physical) Identify weather patterns. Explain how jobs might be different in other locations.  |
| Skills |  | Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.Use world maps, atlases and globes to identify the United Kingdom and its countries.Use an atlas/map to locate landmarks and physical geography. | Use an atlas/map of the world to locate Kenya. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map |
| Vocabulary  |  | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**EnglandLondonScotlandEdinburghWalesCardiffNorthern Ireland BelfastBritainCapital city United Kingdom Britain | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**European England Africa Kenya African Wild life Climate Drought Government NairobiLandscape |
|  | EYFS | Year 1 | Year 2 |
|  | Summer – Map skills  | Summer – Our school and local area | Summer - Brilliant Britain (Local area study comparison)  |
| Knowledge | * Children will listen to stories which help make sense of different environments.
* Children will create simple maps and plans of known and imaginary landscapes.
* Children can express their opinions on natural and built environments and can discuss the quality of these environments.
 | Learn about points on a compass and use these to follow instructions to move around an area of school. Using aerial photo/maps annotate and identify information and features of the schools playground/grounds area. Draw a simple map of the school playground/grounds with an appropriate key for the different features of the playground. Discuss with others a route through their maps and begin to show an understanding of simple maps and basic symbols. Collect data and create a simple graph to show results of a travel to school survey, think about local travel and what this suggests on the schools local area.  | Name and locate countries within the UK and the surrounding seas. Know the capital cities of the countries that make up the UK. Identify seasonal and daily weather patterns in the United Kingdom. Compare a place in the UK to Wakefield- both human and physical geographical features.  |
| Skills |  | Devise a simple map; and use and construct basic symbols in a key.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, locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | 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.Use simple compass directions and locational and directional language to describe the location of features and routes on a map. |
| Vocabulary  |  | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**MapCompassDirectionNorthEastSouthWestKeySymbolFieldworkLocal area | **Tier 1 - Blue****Tier 2 - Green****Tier 3 - Red**United Kingdom England Scotland Wales Northern Ireland London Belfast Cardiff Edinburgh capital city ocean  |