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| **Geography Curriculum Milestone 1** | | | | | | | | | | | | | |
| **EARLY YEARS CURRICULUM** | | | | | | | | | | | | | |
| **Expectations for Pre-School** | | | | | | **Expectations for Reception** | | | | | **ELG** | | **Key Vocab** |
| Knows that we live in Farndon | Knows that our country is England | | Knows that there are different countries in the world | | | Can ask questions about the world and enjoys looking at maps | Recognise some environments that are different to the one in which they live | | Recognise some similarities and differences between life in this country and life in other countries | | **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 (when appropriate) maps.** | | Plan,  Birds eye view  Arial view,  Map  country, ocean, environment, mountain |
| **Field Work Skills**  Can recognise classroom objects/shapes on a birds eye view/aerial plan of their table.  Provide lots of experiences of viewing objects from above and talk about how different they look and why. | **Field Work Skills**  Can compose and draw their own aerial view plan containing 5 objects on their table | | **Field Work Skills**  Can represent and draw a larger more complex plan of more than 5 objects on the carpet.  Introduce simple arial plans of the classroom then school. Be able to follow a route around the class then school using the plans. | | **Links to KS1** |
| Name and locate the world’s 7 continents and 5 oceans  Name, locate and identify the 4 countries and capital cities of the United Kingdom  Understand geographical similarities and differences through studying the human and physical geography |
| **Area** | | **Key Vocabulary** | | | **Sticky Facts** | | | | | **Essential Knowledge** | | | |
| **Comparative study non European country**  **Out of Africa** | | **European**  **African**  **Wildlife**  **Climate**  **Drought**  **Mud Huts**  **Savannah**  **Lake Turkana** | | | * Kenya is situated in Eastern Africa and its capital of Kenya is Nairobi. * There are two main languages spoken in Kenya: English and Swahili. However there are many other languages. * Kenya has a coast line on the Indian Ocean. * Large animals such as lions, buffalo, leopards, elephants and rhinoceros are present in Kenya. * Kenya is still a developing country and more than half the population live in poverty. | | | | | * Identify certain physical features within African continent: dry savannahs; mountains; Great Rift Valley. * Know the main differences between our village and that of a small place in Africa.   **Field work**: Walk around the village to gather physical and human geography data. Compare and contract to a village in Kenya. | | | |
| **Human and Physical Geography**  **Pole to Pole** | | North Pole  South Pole  Equator  Arctic  Antarctic  Desert  Hemisphere  Humid  Oceans  Continents | | | * Identify animals that live in the polar regions: penguins; polar bears; arctic fox; seals; reindeer; walrus. * Not all deserts are hot. Two of the world’s biggest deserts are in the North and South Poles. * The largest hot desert in the world is the Sahara and the largest cold desert is Antarctica. * Name the 5 oceans: Arctic; Pacific; Indian; Atlantic; and Southern. * Name the seven continents: Europe; Asia; North America; South America; Africa; Oceania; and Antarctica. | | | | | * Know where the equator, North Pole and South Pole are on a globe. * Know features of cold and hot places in the world – North and South Poles and around the equator. * Know and recognise main weather symbols * Know the names of and locate the five oceans of the world * Know the names of and locate the seven continents of the world. * Use world maps, atlases and globes to identify the United Kingdom continents and oceans studied at this key stage | | | |
| **Human and Physical Geography**  **Land Ahoy** | | Cliff  Rock pool  Resort  Tide  Beach  Lighthouse  Ocean  Island  Coast | | | * Coasts have many different features, such as caves, cliffs, mudflats and beaches. * Visits to the seaside were famous for their punch and judy shows, sandcastles, piers, and fish and chips in newspaper. * The UK coastline is one of the longest in the world. * Beaches may be sandy, rocky, muddy, or covered in shingle. | | | | | * Know which is the hottest and coldest season in the UK * Identify the following physical features of the British coastline: cliff; beach; sea; ocean; season; and weather. * Identify human features at the seaside: port; harbour; shops; theatre houses. * Identify different **types of coast.**   **Field work**: Visit coastline (New Brighton). Look for aspects of a coastal settlement including both human and physical geography. | | | |
| **Geographical skills and field work**  **Once Upon a Time…** | | Street  Office  Farm  House  Church  Address  Map Symbol  Postcode  Rural  Town / Village  Atlas | | | * A village is usually associated with the countryside and is smaller than a town. * Every street in our country has a name and a post code. The name is usually on a wall or a sign at the beginning of the street. * Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a post code. * The River Dee runs through the village. | | | | | * Know their address, including postcode * Use simple fieldwork and observational skills to study the geography of their school and surrounding area. * Know which is N, E, S and W on a compass. Relate to map work of the local area and following directions. * Know and use the terminologies: left and right; below and next to; relate to map work on local area (create basic maps of area from direct experience). * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in Farndon. * Devise simple maps and use and construct basic symbols in a key. * Identify key Physical (river ) and Human (village / house / farm / office / shop) geography.   **Field work**: Walk around village taking photographs. Use to create simple overhead maps of the area around school  Conduct simple questionnaire about our village and how it could be improved. | | | |
| **Locational Knowledge**  **Fire Fire** | | Capital  City  British Isles  United Kingdom  Sea  Country | | | * London is our capital city and has a population of more than 8 million. * London is the capital of England; Cardiff the capital of Wales, Edinburgh the capital of Scotland and Belfast the capital of Northern Ireland. * One of the oldest parliaments in the world is situated in London and is called the Houses of Parliament. * UK made up of England, Northern Ireland, Scotland and Wales. * UK surround by Irish Sea, North Sea and Atlantic Sea. | | | | | * Know the main differences between city, town and village * Explain some of the advantages and disadvantages of living in a city or village. * Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland * Know the names of the four countries that make up the UK and name the three main seas that surround the UK * Use world maps, atlases and globes to identify the United Kingdom and its countries.   **Field work**: Look at our village, its physical geography, human geography and amenities. Draw comparison between village / town / city. | | | |
| **Geography Substantive Concepts** | | | | | | | | | | | | | |
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| **Place**:  What is the place like? | **Space**:  How are the spaces organised | | **Size**:  Personal, Local, Regional or Global | | | **Environment**: How we use the natural world | **Connections**: Study of people, cultures, places and processes | | **Processes**: Physical and Human Geography | | **Field Work**: Thinking about what places are like and why. | | **Map Skills**:  Study of maps and map making |
| **Geography Disciplinary Knowledge** | | | | | | | | | | | | | |
| **Geographical Significance** | | | | **Geographical Responsibility** | | | | **Geographical Communication** | | | | **Geographical Enquiry** | |
| * Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. * Name and locate the world’s continents and oceans. | | | | * Study how we affect the Earth both positively and negatively and identify land use around the school. * Ask how we affect the coast lines both positively and negatively. * Ask how the change in climate is affecting the north and south pole. | | | | * Use basic geographical vocab to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. * Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office and shop. * Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied. * Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. * Use aerial images and plan perspectives to recognise landmarks and basic physical features. * Devise a simple map with basic symbols in a key. Use simple grid references and 4 compass points. | | | | * Ask and answer geographical questions like what is this place like? Who or what might live in this place? * Understand geographical ***similarities and differences*** through studying the human and physical geography of an area in UK and Africa. * Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator. Understand the ***cause and effect*** of this weather. * Study ***continuity and change*** through how and why physical and human features have changed over time. | |