|  |  |  |
| --- | --- | --- |
| **Geography**  **EYFS** | | |
| **Term 1.2**  **Exploring Maps**  Exploring maps through discussion, story-telling, games and creative activity. | | |
| Vocabulary | Knowledge | Objectives |
| Ariel View  Bird's eye view  Direction  Feature  Field  Journey  Lake | To know some vocabulary to describe different bodies of water. (sea/ocean, lake, river, pond.)  To know that a map is a picture of a place.  To know that usually water is represented in blue on a map or globe.  To know the name of their school and the place where they live.  To know some vocabulary to describe characteristics of different places. (hill, field, building, road, house, old)  To know that a place and it’s features can be represented in a picture.  To know some vocabulary to describe directions. (near, far, next to, close, behind.) | 1. To find and name familiar features on maps.  2. To consider shapes and positions of features when making a map.  3. To build and describe a model of a familiar place.  4. To describe a journey using found objects as prompts.  5. To explore a range of maps.  6. To apply their knowledge of maps to make their own. |
| **Term 2.1**  **Outdoor Adventures**  Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons. | | |
| Vocabulary | Knowledge | Objectives |
| Autumn  Bright  Dark  Dry  Freezing  Frosty | To know some vocabulary to describe different bodies of water. (sea/ocean, lake, river, pond.)  To know some vocabulary to describe characteristics of different places. (hill, field, building, road, house, old)  To know that the terms, Spring, Summer, Autumn and Winter are used to describe the season.  To know some of the key characteristics of each season.  To know that there are four seasons in a year marked by certain weather conditions.  To know that a place and it’s features can be represented in a picture. | 1. To explore natural objects using the senses.  2. To explore and make observations of the world around them.  3. To describe the effects of different weather conditions.  4. To use the senses to observe and talk about experiences whilst outside.  5. To begin to notice some of the features of the changing seasons.  6. To begin to recognise seasonal weather conditions. |
| **Term 2.2**  **Around the World**  Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences. | | |
| Vocabulary | Knowledge | Objectives |
| Beach  Blizzard  Church  City  Cottage  Countryside  Desert | To know that places within this country can differ from each other.  To know that differences between places in this country and places in this countries.  To know the name of their school and the place where they live.  To know some vocabulary to describe characteristics of different places. (hill, field, building, road, house, old)  To know that a map is a picture of a place.  To know that a place and its features can be represented in a picture.  To know that usually water is represented in blue on a map or globe. | 1. To compare features in the local environment to other places around the world.  2. To compare contrasting places within the UK.  3. To recognise the difference between city and countryside environments.  4. To compare different landscapes around the world.  5. To understand the characteristics of desert environments, including climate and landscape.  6. To explore and understand life in a cold place, comparing and contrasting it with our own lives. |
| Locational Knowledge:  Identifying land and water on a map or globe  Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).  To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)\*  To know that usually water is represented in blue on a map or globe.  To know the name of their school and the place where they live.  To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).  Development Matters  Draw information from a simple map.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different from the one in which they live.  Understand that some places are special to members of their community.  Early Learning Goals:  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | | |
| Place Knowledge:  Discussing how environments in stories and images are different to the environment they live in.  To know that places within this country can differ from each other. - coming soon!  To know that there are differences between places in this country and places in other countries. - coming soon!  Development matters Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.  Early Learning Goals 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. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;. | | |
| Human and Physical Geography:  Observing weather across the seasons.  Observing and discussing the effect the changing seasons have on the world around them.  Beginning to use the names of the seasons in the correct context.  Making observations about the features of places (in stories, photographs or in the school grounds/local area).\*  Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).\*  To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.  To know some of the key characteristics of each season.  To know that there are four seasons in a year marked by certain weather conditions.  To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)\*  To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).\*  Development matters Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.  Early Learning Goals Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; | | |
| Geographical skills and fieldwork:  Question: Ask questions about the world around them.  Observe: Commenting on the features they see in their school and school grounds.  Measure: Answering simple questions, guided by the teacher.  Record: Creating some of the features they notice in their school and school grounds.  Present: Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.  Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Drawing some of the features they notice in their school and school grounds. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.  To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind)  Development matters Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand that some places are special to members of their community Draw information from a simple map.  Early Learning Goals 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. | | |
|  | | |
|  | | |