

Geography			
Foundation Stage			
<u>Early Learning Goals</u>			
<u>People Culture and Communities</u> <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, non-fiction texts and - when appropriate - maps. 			
<u>The Natural World</u> <p>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.</p>			
Local Area		The Wider World	The Environment and Seasons
		<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things.
FS1	<ul style="list-style-type: none"> Explore the world around us and talk about what can be seen using a wide vocabulary. 	<ul style="list-style-type: none"> Knows that there are other countries in the world. Beginning to talk about how other countries are different to where I live. Identify differences in photographs of different countries in the world. 	<ul style="list-style-type: none"> Show respect and care for the environment. Talk about changes that can be seen as the seasons change.
Autumn Term	All About Me Getting to know the people and staff in Nursery. I can be curious about people. I can name other children and adults in the Nursery. Explore the Nursery Environment and understand how to take care of it - Link to Nursery Rules.		All About Me Talk about Looking after our environment - The Nursery. Link to Nursery Rules. Look for signs of Autumn in our Nursery environment. Collect leaves and conkers. Complete Leaf printing activities. Stories Observe and explore how the different seasons change. Look for signs of Winter. Link to Here Comes Jack Frost Story.

Spring Term	<p>People Who Help Us Finding out about different occupations and using this in my role play. Using stories and non-fiction books to find out about people who help us. Walking to the post box and posting a letter to return to school. Link to The Jolly Postman story. Understanding where I live. What is my address? What other things are near where I live?</p>		<p>People Who Help Us Look for signs of Spring on our Local area walk to post the letter. Investigate signs of spring in the Nursery environment.</p>
Summer Term		<p>Food Around the World Talk about other countries in the World and where food comes from. How does it get to us? Where do we live? Link to Handa's surprise story. Look at maps. Compare and Contrast where Handa lives and where I live. How is it different? What is the same? What is the weather like? What are the people like? Talk about some similarities and differences between people in Handa's surprise story and where I live.</p>	<p>Mini-beasts Talk about how the environment has changed now it is Summer. Look for signs of Summer. Take part in a Mini-beast hunt in the outdoor area. What Mini-beasts did you find? Where do they live? How do we look after the mini-beasts. Observe caterpillars turning into Butterflies in Nursery. Talk about the changes. Release them into the school grounds. Link to The Very Hungry Caterpillar story.</p>

Geography

Foundation Stage

Early Learning Goals

People Culture and Communities

- 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.

The Natural World

- 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.

Local Area		The Wider World	Map Skills	The Environment and Seasons
<ul style="list-style-type: none"> • Understand that some places are special to members of their community. 		<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Draw information from a simple map. 	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them.
FS2	<ul style="list-style-type: none"> • Knows that some places are special to members of my community. • Observe features of my local environment. • Talk about features of my local environment. • Explore the natural world around me. 	<ul style="list-style-type: none"> • Recognise similarities between life in this country and life in other countries. • Recognise the differences between life in this country and life in other countries. • Compare and contrast my local environment with different environments. 	<ul style="list-style-type: none"> • Gather information from a simple map. • Draw a simple map. 	<ul style="list-style-type: none"> • Know the different seasons. • Recognise the difference between seasons (hot/cold) • Know how seasons change throughout a year. • Talk about the seasonal changes in my local area.

Autumn Term	<ul style="list-style-type: none"> • Walk around inside school to identify classroom, hall, toilets, etc. • Walk around the school grounds to identify courtyard, playground, quiet area, etc. 	<ul style="list-style-type: none"> • Read <i>This Is The Way We Go To School</i> - look at different ways of getting to school around the world. • Compare Christmas in England to Christmas in Australia. • Compare Scunthorpe to India when looking at Diwali. • Compare Scunthorpe to the Jungle (Elmer). 	<ul style="list-style-type: none"> • Look at map of school - identify where classroom, playground, hall is. 	<ul style="list-style-type: none"> • Look at Autumn. • Identify the signs of Autumn. • Go on an Autumn walk.
Spring Term	<ul style="list-style-type: none"> • Go on a Winter walk - identify features of the local environment. 	<ul style="list-style-type: none"> • What are the similarities and differences between Scunthorpe and Antarctica (Lost and Found). • Look at the similarities and differences between life in Scunthorpe and China. • Look at farming in England and farming around the world. 	<ul style="list-style-type: none"> • Look at a world map to identify Scunthorpe, Antarctica and China. 	<ul style="list-style-type: none"> • Look at Winter. • Identify the signs of Winter. • Compare the differences between Autumn and Winter. • Look at Spring. • Identify the signs of Spring. • Compare the differences between Winter and Spring.
Summer Term	<ul style="list-style-type: none"> • Identify some of the places in Scunthorpe. 	<ul style="list-style-type: none"> • Read <i>The Runaway Chapat</i> and <i>The Enormous Pancake</i>. Look at pictures from the stories and compare what is the same and different between the two countries. • Compare Scunthorpe and Cleethorpes. 	<ul style="list-style-type: none"> • Look at maps of Red Riding Hood's journey through the woods - identify different features on the map. 	<ul style="list-style-type: none"> • Look at Summer. • Identify the signs of Summer. • Compare the differences between Spring and Summer.

Geography: Key Stage 1

Locational knowledge		Place knowledge	Human/Physical	Skills/Fieldwork
Year 1	Know the names of the four countries that make up the UK and name the three main seas that surround the UK	Know features of hot and cold places in the world	Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Know the main differences between city, town and village	Know where the Equator, North Pole and South Pole are on a globe Know which is N, E, S and W on a compass Know their address, including postcode
	Label the continents on world map. Name the four countries of the UK and make a United Kingdom flag.	Choose suitable clothes for the weather (linked to The Smartest Giant). Habitat fact file of the North Pole. Hot and cold habitats and animals that live there.	Discuss and compare features of town and country. Compare continents- Europe and Antarctica, ice experiment (land, animals). Recognise features/landmarks/places from Scunthorpe.	Play the compass game in PE (Athletics Autumn). Locate places on a map where Julia Donaldson/Axel Scheffler have lived.
	Label a UK map- countries, capitals and seas. Locate London on a map and describe its location.	Explore seasonal weather patterns in London.	Study the Old London street layout. Features of town/city/ countryside/ London.	Locate London landmarks on aerial map and use compass points to move between landmarks. Plan a trip to London. Draw own map with London landmarks. Study map of Old London.

Summer Term	Beans from around the world- continents.	Weather diary.	Locate castles on UK map and discuss.	Locate castles using compass points.
	Seas and oceans, sea creatures.	Seasonal weather.	Land features around castles. Features of a farm.	Design a map.

Geography: Key Stage 1			

<p>Year 2</p>	<p><u>Year 2</u></p> <p>Know the names of and locate the seven continents of the world</p> <p>Know the names of and locate the five oceans of the world</p> <p>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p>	<p>Know the main differences between a place in England and that of a small place in a non-European country</p>	<p>Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.</p> <p>Explain some of the advantages and disadvantages of living in a city or a village</p>	<p>Know and use locational and directional language, for example left and right; below, next to, near and far, to describe the location of features and routes on a map</p> <p>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</p> <p>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.</p>
<p>Autumn Term</p>	<p>Label continents/oceans on world map (linked to dinosaurs' origins).</p> <p>Locate and name countries in the UK using a map/atlas.</p>	<p>Locate Scunthorpe/Lyme Regis on UK map (linked to Mary Anning), look at pictures of Lyme Regis.</p>	<p>Sort human/physical features for Scunthorpe/Lyme Regis and compare.</p> <p>Take photos of physical/human features around school, sort, draw and label.</p> <p>Walk around local area, identifying physical/human features.</p>	<p>Draw map of the school with key (linked to dinosaur egg location).</p> <p>Identify local landmarks on aerial map, draw route and walk around local area, identifying physical/human features.</p>

Spring Term	<p>Identify continents/oceans on an aerial view of earth.</p> <p>Piece parts of UK together</p> <p>Identify UK landmarks</p>		<p>Compare and sort UK physical/human landmarks.</p>	<p>Compass directions.</p>
Summer Term	<p>Locate UK/Africa/seas/oceans in atlas.</p>	<p>Locate Africa on world map (meerkat locations).</p> <p>Compare Scunthorpe and Africa (human and physical features).</p>	<p>Compare temperatures of UK/Africa.</p> <p>Pack a suitcase of things needed for the Kalahari Desert.</p>	<p>Use compass directions to devise a route for meerkats around Africa (Maths).</p> <p>Use atlas to locate UK and Africa.</p> <p>Follow compass directions (PE).</p>