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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, Mapcountry, 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 oceansName, locate and identify the 4 countries and capital cities of the United KingdomUnderstand 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 PoleSouth Pole Equator Arctic Antarctic DesertHemisphereHumidOceans 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
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| **Human and Physical Geography****Land Ahoy** | CliffRock poolResortTideBeachLighthouseOcean IslandCoast | * 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…** | StreetOfficeFarmHouseChurchAddressMap Symbol PostcodeRuralTown / VillageAtlas | * 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 schoolConduct simple questionnaire about our village and how it could be improved.  |
| **Locational Knowledge****Fire Fire** | Capital CityBritish IslesUnited Kingdom SeaCountry  | * 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.
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