

EYFS Geography coverage: Understanding the world—Natural world

National Curriculum Coverage	ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter		
	LINKS TO (KS1 NC): <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 		
Understanding the world— Natural world	This is me Sirens and Celebrations	Under the sea and over the waves Traditional tales	Pashley Pets Our World
	T1 and T2	T3 and T4	T5 T6
Lesson Objectives	<ul style="list-style-type: none"> • I can describe my own environment and local area 	<ul style="list-style-type: none"> • I can talk about the weather linked to seasonal change 	<ul style="list-style-type: none"> • I can contrast the natural world around me with different environments
Knowledge taught	<ul style="list-style-type: none"> • The weather changes during the different seasons. • We are in the Autumn season • We are in the Winter season 	<ul style="list-style-type: none"> • The weather is beginning to change. • The weather will begin to get warmer. 	<ul style="list-style-type: none"> • Other animals live in different habitats such as polar bears who live in the arctic, desert foxes live in the desert. • The weather is getting warmer • We are in the Summer season
Vocabulary to be retained	weather , Autumn , seasons	weather , warm , environment ,	Habitat , environment , summer ,
Useful links		Billy's Bucket	https://kids.nationalgeographic.com/nature/habitats RAYSTEDE visit Drusillas visit
Assessments	Pupil voice Tapestry		

EYFS Geography coverage: Understanding the world—People and communities

National Curriculum Coverage	<p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps</p> <p>LINKS TO (KS1 NC):</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to human and physical features. • use world maps, atlases and globes to identify the United Kingdom and its countries • 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 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 • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 		
	This is me Sirens and celebrations	Under the sea and over the waves Traditional tales	Pashley Pets Our World
Understanding the world—People and communities	T1 and T2	T3 and T4	T5 and T6
Learning Objectives	<ul style="list-style-type: none"> • I can talk about how different people celebrate • I can talk about my immediate environment using all my senses. • I can draw information from a simple map 		<ul style="list-style-type: none"> • I know some similarities and differences between cultures and communities in this country. • I can talk about what is the same and different in life in this country and other countries.
Knowledge taught	<ul style="list-style-type: none"> • I can name different parts of my immediate environment e.g. adventure playground, farm, allotment etc... • I know a map is a representation of an area or land showing things like road 		<ul style="list-style-type: none"> • I know some similarities and differences between life in this country and in other countries through looking at stories, non-fiction texts and maps.
Vocabulary to be retained	Map		Cold, hot, mountain, desert
Useful links			Dollar street website
Assessment	Pupil voice Tapestry		

Year 1 Geography	Term 1/2	Term 3/4	Term 5/6
	Unit 1- Explorers (exploring our school and local area)	Unit 2- Fact or Fantasy? (Facts about the United Kingdom)	Unit 3- Beside the Seaside (local geography of our coast)
National Curriculum Coverage	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. use basic geographical vocabulary to refer to human and physical features. use world maps, atlases and globes to identify the United Kingdom and its countries 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. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to human and physical features Use simple compass directions (North, South, East and West) 	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. use basic geographical vocabulary to refer to human and physical features 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 use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 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.
Lesson objectives & Knowledge taught ESSENTIAL DESIRABLE	<p>1.What is Geography?</p> <ul style="list-style-type: none"> Geography is the study of people and places Geographical features can be divided into human or physical features Physical features are natural; they would be here without people (e.g. seas, mountains, rivers, hills, cliffs) Human features are things built by people (e.g. houses, roads, bridges) There are both human and physical features of the geography of our school grounds. <p>2.Where do I live? Name, locate and identify the United Kingdom on a globe and identify where Eastbourne is on the map of the UK.</p> <ul style="list-style-type: none"> The United Kingdom is the name of the country we live in and it can be called The UK for short. What the United Kingdom looks like The town we live in is called Eastbourne Eastbourne is on the coast (by the sea) The sea that Eastbourne borders is called the English Channel <p>3. What is the Geography of my local area? (history link)</p> <ul style="list-style-type: none"> Different human features have been built around our school since it was established An <i>aerial</i> photograph or map is a photo from above, looking down <p>4. What is the human and physical geography of my local area?</p> <ul style="list-style-type: none"> Downlands (the south downs) are physical features Woodland is a physical feature Our school is a human feature, as are the local churches, roads, shops and cafes Some parks have human features built into them, but the trees and plants are all physical <p>5. TRIP TO THE DOWNS</p> <ul style="list-style-type: none"> Pashley is at the foot of the South Downs (downland) and we can walk to it directly from our school. The English channel is visible from the South Downs Eastbourne is a town, with many human and physical features visible from the South Downs 	<p>1. To name, locate and describe the 4 countries of the UK</p> <ul style="list-style-type: none"> The United Kingdom is the name of the country we live in and it can be called The UK for short. The UK is a union of 4 countries (England, Scotland, Wales, Northern Ireland) Northern Ireland is across the Sea on the island of Ireland Northern Ireland is part of the UK, but borders a different country (Republic of Ireland). <p>2. To name and locate the 4 capital cities of the UK.</p> <ul style="list-style-type: none"> A capital city is an important city where a country's government works. A king, queen, president or prime minister will live there. England's capital is London. Wales' capital is Cardiff. Scotland's is Edinburgh. Northern Ireland's is Belfast. Their approximate locations in each country <p>3. Identify differing human and physical geography in the 4 capital cities.</p> <ul style="list-style-type: none"> Various human and physical features in each capital city—for example the following: <ul style="list-style-type: none"> ⇒ Buckingham Palace, Big Ben, and the River Thames are all in London. ⇒ Edinburgh castle, and extinct volcanoes are features of Edinburgh ⇒ Cardiff has more castles than any other city in the world ⇒ The Titanic Exhibition Centre and Belfast Harbour are features of Belfast 	<p>1. How does my local area differ from other parts of the UK?</p> <ul style="list-style-type: none"> Eastbourne is a “coastal” town—where the land meets the sea Beachy Head is a headland on the south downs A headland is a narrow piece of land which sticks out from the coast into the sea The cliff faces of the south downs are white because of the chalk Eastbourne has a pier (a structure built out into the sea for walking on), a seafront, a bandstand and beaches The sea at Eastbourne is the English Channel London is inland Some features of London, (e.g. has a large river called the Thames, buildings are very tall, has an underground railway) London is much larger than Eastbourne. It is a city, not a town <p>2. Name and locate the 4 seas surrounding the UK</p> <ul style="list-style-type: none"> The sea is one body of water. It covers most of the Earth Different parts of the sea have different names The UK is bordered by 4 seas: The English Channel to the south, separating UK from the mainland The North Sea (to the east) The Irish Sea to the west, (between Great Britain and Ireland) The Atlantic Ocean (west) <p>3. Use a map to navigate and to find information.</p> <ul style="list-style-type: none"> Maps are drawings of an actual place that use lines and symbols to represent real life objects Maps are usually drawn from an <i>aerial</i> view (from above, looking down) Maps include symbols which are explained in the “key” <p>4. Use simple compass directions</p> <ul style="list-style-type: none"> A compass shows four directions; north, south, east and west These are marked on the compass using the letters N S E and W Compasses can be used to find your way—“navigating” The arrow on the compass will always point to north You need to turn your body/hand so the arrow lines up with the N for north South is opposite to north East is opposite to west Some maps include compass directions

Year 1 Geography	Term 1/2	Term 3/4	Term 5/6
	Unit 1- <i>Explorers (exploring our school and local area)</i>	Unit 2- <i>Fact or Fantasy? (Facts about the United Kingdom)</i>	Unit 3– <i>Beside the Seaside (local geography of our coast)</i>
Skills used	Team work, literacy, critical thinking, communication, ICT	Team work, literacy, critical thinking, communication, ICT	Creativity, fieldwork, literacy, team work, communication, critical thinking
Vocabulary to be retained	physical, human, geography United Kingdom (UK), coast, English Channel	United Kingdom, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, capital city	Coast, inland, Beachy Head, , Downs, town, symbol, compass, North, South, East, West, London Headland, coastline, key, symbol, North Sea, Atlantic Ocean, Irish Sea, English Channel
Prior learning to recall	Understanding the world in EYFS– local geography and school setting	Recap - Name, locate and identify the United Kingdom and identify where Eastbourne is on the maps Use world maps, atlases and globes to identify the United Kingdom and its countries	Recap - Name, locate and identify the United Kingdom and identify where Eastbourne is on the maps. The four capitals of the UK. Use world maps, atlases and globes to identify the United Kingdom and its countries. Recap human and physical geography.
Useful links	https://geology.com/world/world-map.shtml https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb https://www.bbc.co.uk/bitesize/subjects/zcdqxnb	https://www.bbc.co.uk/bitesize/subjects/zcdqxnb https://www.youtube.com/watch?v=v60llwsJPE https://www.youtube.com/watch?v=p6vmFlNIEPE	https://www.bbc.co.uk/bitesize/subjects/zcdqxnb https://www.youtube.com/watch?v=v60llwsJPE
Assessment WT ARE GD	Cold Task — flipchart: “Tell me about our local area” Can I explain the difference between human and physical geography? Can I also name some of the H/P geography of my local area? Can I also identify the UK on a world map and use this to identify the rough location of Eastbourne? Trip to the downs—identifying physical and human features	Cold Task —Label a map of the UK (repeat this activity at the end of the unit) Can I name the four countries of the UK? Can I identify the four countries and name the capital cities of the UK? Can I name the capital cities of the four countries, show their approximate location and/or describe some of their human or physical geography?	Cold Task — Flipchart: What does this show? (an aerial map of Eastbourne seafront) Can I name some features you can see at the coast and spot some on a map? Can I also name and identify the four seas surrounding the UK? Can I find the four directions on a compass and refer to the location of coastal features using these?

Year 2 Geography	Term 1	Term 2	Term 6
	Start with art (<i>Global geography facts</i>)	Start with Art (<i>Mexico focus linked to Frida Kahlo</i>)	<i>Bee Happy- How Weather Effects Our Lives</i>
National Curriculum Coverage (recap and spiral)	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use basic geographical vocabulary to refer to human and physical features. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather & key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. Use basic geographical vocabulary to refer to key physical and human features. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.
Lesson objectives & Knowledge taught ESSENTIAL DESIRABLE	<p>1. I can name and locate the world's seven continents.</p> <ul style="list-style-type: none"> A continent is a large area of land (land mass) There are 7 continents on Earth —Asia, Africa, North America, South America, Antarctica, Europe and Australia The UK is part of the continent of Europe <p>2. I can name and locate the world's five oceans.</p> <ul style="list-style-type: none"> The world is mostly covered by water, called the sea The sea is divided into 5 large main areas called oceans The oceans are: Pacific, Atlantic, Indian, Arctic and Southern 	<p>1. I can locate the continent of North America and the country of Mexico</p> <p>Mexico is a country in the continent of North America</p> <p>Mexico is in the south of North America</p> <p>North America is across the Atlantic Ocean from the UK</p> <p>Mexico is a much larger country than the UK (about 8 times larger) with many more people</p> <p>Mexico City is the capital city of Mexico</p> <p>2 I can identify the human and physical features of Mexico City.</p> <p>Mexico City is surrounded by mountains and volcanoes</p> <p>Mexico City is a huge city with many tall buildings and busy roads</p> <p>Buildings in Mexico City are very colourful and vibrant</p> <p>Mexico weather—it has a rainy and dry season. There is little temperature change because it is so close to the equator.</p> <p>3. I can compare the human and physical similarities and differences between Eastbourne and Mexico City.</p> <p>Mexico City is surrounded by mountains and volcanoes, Eastbourne is by the coast</p> <p>Mexico City is a huge city with many tall buildings and busy roads, Eastbourne is a town with quieter roads and smaller buildings.</p> <p>Buildings in Mexico City are very colourful and vibrant</p> <p>Eastbourne is colder than Mexico City.</p> <p>4. I can Identify the equator and explain why weather isn't the same everywhere in the world.</p> <p>The equator is an imaginary line around the middle of the earth. It is halfway between the north and south poles</p> <p>Mexico is much closer to the equator than the UK which is why there is little temperature change.</p> <p>Countries nearer the equator have hotter weather year round</p> <p>This is because sunlight hits the earth more directly at the equator</p> <p>5. I can explain how weather changes throughout the year.</p> <p>6. I can observe the changes in weather. (Overriding LO for experiment) SCIENCE LINK—USE ALONGSIDE WEATHER EXPERIMENT.</p> <p>The weather is the way the air and the atmosphere feels and can change at any moment in time.</p> <p>Elements of the weather include temperature, wind, and the conditions (sun, rain, fog, snow, etc)</p> <p>Elements of the weather can be observed and measured</p> <p>A thermometer measures the temperature—how hot or cold it is</p> <p>A rain gauge measures the amount of rainfall over a period of time in mm that have been collected.</p>	<p>TERM 3/4</p> <p>1. How has the weather changed at our school? SCIENCE LINK—USE ALONGSIDE EXPERIMENT</p> <p>TERM 6</p> <p>1. I can explain how the weather changes through the four seasons of the year</p> <p>The four seasons affect the weather across the world</p> <p>In climate zones nearer to the equator (Tropics), seasonal temperature doesn't change much</p> <p>Tropical climates have a wet season and a dry season</p> <p>The wet season is the time of year when most of a region's average annual rainfall occurs</p> <p>The dry season is the time of year when little rain falls</p> <p>2. I can explain the weather in a desert</p> <p>A desert is a very dry place, where there is no more than 25cm of precipitation a year</p> <p>Precipitation is water that falls to Earth (either rain, snow, sleet or hail)</p> <p>3. I can identify the similarities and differences between the Sahara Desert and Antarctica</p> <p>Antarctica is the coldest and most southerly continent on Earth</p> <p>The Sahara Desert is located in Africa</p> <p>SD is the largest hot desert on Earth, and one of the hottest places on earth</p> <p>The Sahara Desert is huge. It covers an enormous area of Africa and is still growing.</p> <p>Antarctica is located at the very south of the globe and the south pole is at its centre</p> <p>Antarctica is cold because it is far from the equator and gets very little direct sunlight.</p> <p>Antarctica is in fact land covered by ice</p> <p>It is the driest place on Earth and the world's largest desert.</p> <p>It is also the coldest and windiest place on Earth.</p>

Year 2 Geography	Term 1	Term 2	Term 6
	Start with art (Global geography facts)	Start with Art (Mexico focus linked to Frida Kahlo)	Bee Happy- How Weather Effects Our Lives
Skills used	Team work, literacy, critical thinking, communication, ICT	Numeracy, organization, team work, literacy, critical thinking, problem solving, comparing/contrasting, speculating	Fieldwork/data collection, Data representation, critical thinking, problem solving, comparing/contrasting
Vocabulary to be retained	North America, South America, Africa, Europe, Asia, Australia, Antarctica, Continent, Ocean, Atlantic, Indian, Arctic, Pacific, Southern	Weather, North Pole, South Pole, Season, Town, City Mexico, Mexico City, Equator, Hemisphere, climate, temperature, conditions	Equator, Antarctica, season, temperature Climate, Tropics, desert, Sahara, precipitation
Prior learning to recall	The United Kingdom is made up of four countries and surrounded by 4 seas. The four countries that make up the UK are England, Scotland, Wales and Northern Island. Eastbourne is the town we live in, in England	The UK is a country in Europe Eastbourne is our hometown and the physical/human geography of it, learned in Y1 North America is one of the 7 continents. A continent is continuous expanse of land An ocean is the body of salt water that covers 70% of Earth's water What human/physical features are	Experienced different weather conditions Observed and discussed seasonal signs in the natural world Located the UK on a globe, world map and in an atlas Know that continents are land (and their names), oceans water, and there are many countries Know that temperatures decrease the further away from the Equator
Useful links	https://www.youtube.com/watch?v=K6DSMZ8b3LE https://www.youtube.com/watch?v=X6BE4VcYngQ https://www.youtube.com/watch?v=j1eWxEjSMj8 https://www.bbc.co.uk/bitesize/topics/zvsd8xs/articles/z6vyf4j	https://kids.nationalgeographic.com/celebrations/article/day-of-the-dead https://www.literacyshed.com/day-of-the-dead.html https://www.bbc.co.uk/bitesize/clips/zxf7sbk https://www.bbc.co.uk/programmes/b007r6km/clips https://www.bbc.co.uk/bitesize/subjects/zcdqxnb	https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zjg46v4 https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jetters-continent-of-antarctica/zj9c382 https://www.bbc.co.uk/bitesize/topics/zwv2wnb https://www.youtube.com/watch?v=slujRh4g6lw https://www.youtube.com/watch?v=FQbWtF9ghkg
Assessment WT ARE GD	I can name several continents and oceans. I can name all 7 continents and 5 oceans. I can identify/label all 7 continents and all 5 oceans on a map.	I can identify North America and the United Kingdom on a map of the world. I can also identify the equator and describe the climate in places nearer to the equator than the UK. I can also describe some human features in Mexico and discuss how and why they differ from Eastbourne.	I know the location of the Equator, the North Pole and the South Pole. I can describe weather conditions using symbols. I also can describe how and why weather changes over time and use instruments to collect weather data. I can also describe explain what a desert is and name two major deserts.