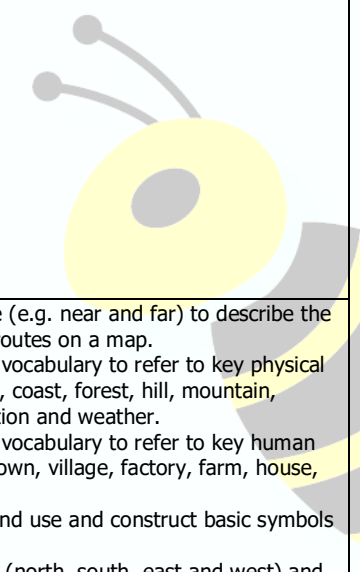


Bridging from EYFS into Year One - Geography

Beginning in **Early Years**, children discuss their familiar world, such as where they live or the natural world. They talk about differences between some counties and the animals and plants that inhabit countries. Children learn about transport and seasonal weather. From **Key Stage 1**, the Geography curriculum at SGPA is designed outwardly, giving children a firm grasp of key geographical features of their local area. Following this, children in **Key Stage 2** will compare their local area to other areas of the United Kingdom, other European countries and finally countries in other continents.

| Geography Strands | End of Nursery | ELG End of Reception | Year One |
|--------------------------------|---|--|---|
| Locational and place knowledge | <ul style="list-style-type: none"> * To use the vocabulary: road, park, wood, field, river/ sea correctly. * I know that there are different countries in the world and can talk about some differences they have experienced or seen in photos | <ul style="list-style-type: none"> * Children explore and begin to understand the use of: playgrounds, parks, shops, library, doctors, dentist in our local area. *To draw information from a simple map * I know that some environments are different to where I live * To talk about the different journeys, I make. * To use the vocabulary: road, park, wood, field, river/ sea correctly. * Through stories and pictures, recognise some similarities and differences between life in this country and life and celebrations around the world and in different countries. (Halloween, Bonfire night, Diwali, Hanukah, Christmas) *To discuss and explain journeys they take in small world play, children to use carpet maps to role play different journeys | <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Use simple fieldwork and observational skills to study the geography an area and the key human and physical features of its surrounding environment. • Name and locate the world's continents and oceans • Use maps to recognise landmarks and basic physical features. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. |
| Human and physical geography | <ul style="list-style-type: none"> *Experience seasonal weather and introduce the term Autumn and Winter *Use all their senses in hands on exploration of natural materials - collect, find natural materials, including twigs, sticks, pebbles, rocks, mud, dirt and contrasting leaf/plants shapes and textures. * Explore natural materials, indoors and outside. This will include trees, conkers, acorns, leaves, grass, stones, common fruits and vegetables linked to harvest and autumn. | <ul style="list-style-type: none"> * To recall common weather patterns and notice patterns/clusters in weekly weather. * To tell you about some creatures that are active at night and that some go to sleep in the winter. * To use accurate/scientific language to describe features of weather (mostly cloudy, heavy rain, hot sunshine, light breeze, stormy winds) * To name daffodils, snowdrops, dandelions, daisies, buttercups. * To name and investigate using my senses an increasing range of plants that give us food | <ul style="list-style-type: none"> • Identify and investigate land use around the school or other nearby locations. • 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 contrasting non-European country. |

ASPIRE



| | | | |
|---|---|--|--|
| | <p>*Explore a wider range of materials with similar and/or different properties including sponges, pine cones, metals, bottles (plastic, glass), fabrics, wool and string. To explain how parents care for babies.</p> <p>* To talk about and name common fruits and vegetables</p> <p>* Seasonal weather - Winter into spring, notice differences and changes.</p> <p>*Find and name a common range of minibeasts, noticing where they live.</p> <p>*Notice the simple features of animals as they grow from babies to adults in familiar animals (chick to hen, lamb to sheep, kitten to cat) and relate to human growth.</p> <p>*Children to notice how spring changes into Summer and name a variety of different weather and seasons</p> | <p>* To talk about the features of animals that live in similar places and suggest reasons why. To talk about the danger of looking directly at the sun.</p> <p>* To talk about rubbish and the importance of recycling: identify materials that do not belong – litter</p> <p>* To talk about how people mess up the world and what they do to look after it.</p> | |
| <p>Geographical enquiry and fieldwork</p> | | <p>*To describe what they see, hear and feel outside, such as plants/animals</p> <p>* To identify and name common native, woodland, countryside creatures. Talking about where they live, what they might eat.</p> <p>* To talk about the natural world around me (buds, new growth, puddles</p> <p>*Record daily weather patterns and notice daily changes</p> <p>* To name and investigate using my senses an increasing range of plants that give us food</p> <p>*Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>* To describe the environment where I live.</p> <p>* To talk about my journey to and from school and discuss what they see en-route. Teachers model how to draw information from a simple map, starting with a whole class map of the local area and track journeys of children's houses in relation to distances from school</p> <p>* To draw pictures of my house, school and other places in my local environment</p> | <ul style="list-style-type: none"> • Use locational language (e.g. near and far) to describe the location of features and routes on a map. • Use basic geographical vocabulary to refer to key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, vegetation and weather. • Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office and shop. • Devise a simple map; and use and construct basic symbols in a key. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. |