

Geography – Key threads through the curriculum (non-negotiable lessons and learning)

	EYFS	Year 1	Year 2	Year 3	Year 4
<p><u>Locational Knowledge</u></p> <p>Name and locate around the World; identify and position</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p> <ul style="list-style-type: none"> Locating UK on a map Locating India (<i>linked to Diwali</i>) Locating China (<i>linked to Chinese New Year</i>) <p>Land, sea, map, globe, country</p> <p>Teach children about places in the world that contrast with locations they know well</p>	<p>Identify the four countries of the UK and capital cities, and its surrounding seas</p> <p>Country, Capital City, United Kingdom, England, Scotland, Wales, Northern Ireland, sea, land</p>	<p>Name and locate the 7 continents and 5 oceans</p> <p>Continents (Asia, Africa, North America, South America, Antarctica, Europe, Australasia) Oceans (Southern, Pacific, Atlantic, Indian, Arctic)</p> <p>Name and locate characteristics of London</p> <p>Capital City, feature, landmark e.g. Buckingham Palace, locate</p>	<p>Locating countries and their capital cities, with a focus on Europe (<i>including Russia</i>)</p> <p>Identifying the position and significance of longitude and prime/ Greenwich Meridian and links to time zones</p> <p>Canada, provinces, Italy, regions, invisible lines of the Earth, equator, longitude, time zones</p>	<p>Locating countries and their capital cities, with a focus on South America</p> <p>Identifying the position and significance of latitude, equator, N Hemisphere and S Hemisphere, the tropics, Antarctic and Arctic circle</p> <p>South America, Brazil, Amazon jungle, Amazon river</p> <p>Hemisphere, tropics, equator, latitude, Antarctic and Arctic circle</p>
<p><u>Human and Physical geography</u></p>	<p>Woodland vocabulary (Reception)</p> <p>Understand the effect of changing seasons on the natural world around them (with attention to weather and seasonal features)</p> <p>Autumn and Spring walk/hunt</p> <p>Autumn, Winter, Spring, Summer</p>	<p>Features of the seaside</p> <p>Features of town and countryside</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Physical, human, man-made, natural, town, countryside, seaside, coastal</p> <p>NC list – beach, cliff, coast, sea, city, town,</p>	<p>Features of a small town in Mexico</p> <p>Equator, North Pole, South Pole, sea, ocean, river</p> <p>Comparing weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Weather, season, town, village</p>	<p>Human and physical Geography of Canada and Italy – including types of settlement and land use</p> <p>Italy, Canada, trade, maple syrup, fishing, farming, mountain, grassland, lake</p>	<p>Studying human and physical similarities and differences between UK and Brazil</p> <p>Understand what biomes are with a focus on rainforest biomes</p> <p>Describe and understand the water cycle</p> <p>climate, landscape, water cycle</p>

	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>village, factory, farm, house, office</p>			
<p><u>Geographical Skills and Fieldwork</u></p>	<p>Using class map to locate the classroom furniture and using positional language (Reception)</p> <p>Building maps of towns and villages (Nursery)</p> <p>Treasure maps (Reception)</p> <p>Land, sea, map, key, North, South, East, West, positional language</p> <p>Draw information from a simple map</p> <p>Land, sea, coast</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice</p> <p>Birds eye view, positional language</p>	<p>Walk around Royston - aerial map of key features</p> <p>Map of seaside</p> <p>Aerial, map, key, symbol, human, physical</p>	<p>Using an atlas to find continents and oceans</p> <p>Use simple compass directions and locational and directional language to locate castles on a map of the UK</p> <p>North, South, East, West, near, far, left, right, diagonal</p> <p>To describe a route on a map using compass directions (<i>linked to Amelia Earhart</i>)</p>	<p>Use the 8 points of a compass when looking at maps of Canada and Italy</p> <p>North-East, North-West, South-East, South-West</p>	<p>Use atlases and <i>digital maps/ globes</i> to locate countries and describe their features (city)</p> <p>Introduce the concept of grid reference</p> <p>Atlas, digital maps, globes, grid reference</p>

	such as in front of, behind				
<u>Place knowledge</u> Similarities and differences between UK and elsewhere in the World	Rainforest/ African plain (Reception) UK and Australian animals (Reception) Diwali and Chinese New Year Where I live (Nursery) Comparing story settings (Reception) Same, different, similar, location	Town and countryside - comparing features and seaside Human, physical, far, fields, buildings, high street, town, countryside	Similarities and differences of Royston and Tocuaro (Mexico) Town, village, house, hill, mountain, forest, shop	Similarities and differences between Canada and Italy Human, physical Geography, Italy, Canada	Similarities and differences between UK life and Yanomami (indigenous) Indigenous

EYFS statements supported from the development matters documentation – which is non-statutory

EY foundation framework – this is the statutory guidance