

Geography

What does Geography look like in Nursery?	<p><u>Understanding the World</u> Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><u>Mathematics</u> Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p><u>Characteristic which may support future learning in History Playing and Exploring</u> Do things independently that they have been previously taught. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Respond to new experiences that you bring to their attention</p> <p><u>Active Learning</u> Keep on trying when things are difficult</p> <p><u>Creating and thinking critically</u> Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>		
What does Geography look like in Reception?	<p><u>Communication and language</u> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><u>Understanding the World</u> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.</p>			
	Year 1 Knowledge	Year 1 Vocabulary	Year 2 Knowledge	Year 2 Vocabulary
	<p><u>Location Knowledge</u></p> <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 in an atlas and on a globe • name and locate the world's seven continents and five oceans in an atlas and on a globe • locate the Equator and North and South Poles in an atlas and on a globe <p><u>Place Knowledge</u> understand geographical differences (human and physical) between places</p>	<p>beach, cliff, coast, forest, hill, places and journeys. mountain, sea, ocean, river, soil, valley, vegetation, season and weather,</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop,</p> <p>North, South, East, West, near, far, left, right</p> <p>atlas, map, globe</p>	<p><u>Location Knowledge</u> Revisit location knowledge from Year 1</p> <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 in an atlas and on a globe • name and locate the world's seven continents and five oceans in an atlas and on a globe • locate the Equator and North and South Poles in an atlas and on a globe • Locate their International Study Focus Country on a map, in an atlas and on a globe <p><u>Place Knowledge</u> • understand geographical similarities and differences through studying the human and</p>	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>North, South, East, West, near, far, left, right</p>

	<p>which are near and far away. local Geography - whole school Leeds focus week</p> <ul style="list-style-type: none"> • International Study – whole school focus week countries of the world. Year 1 will study a country to be decided each year 		<p>physical geography of a small area in a contrasting non-European country (Kenya)</p> <ul style="list-style-type: none"> • Local Geography - whole school Leeds focus week • International Study – whole school focus week countries of the world. Year 2 will study a country to be decided each year 	
	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom (Science – seasonal changes) <p>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • weather watching and seasonal changes • identify the location of hot and cold areas of the world. (Focus on Antarctica and Kenya) 	
	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • begin to use world maps, atlases and globes to identify studied regions • begin to use compass directions North, South, East and West and locational and directional language (for example, near and far; left and right) <p>recognise some landmarks begin to devise a simple map use aerial photographs and plan perspectives to devise a simple plan of their classroom</p>		<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases and globes with increasing confidence to identify studied regions • use compass directions (North, South, East and West) with increasing confidence. • recognise significant landmarks and local landmarks • use simple fieldwork and observational skills to study the geography of the school and it's grounds, including key physical and human features of it's environment • devise simple maps and are beginning to include a key 	
Year 1 & 2 Skills	<p><u>Geographical Skills and Fieldwork</u></p> <p>For instance:</p> <p><u>Gather information</u></p> <p>Use basic observational skills Carry out a small survey of the local area/school Draw simple features Ask and respond to basic geographical questions Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey</p> <p><u>Sketching</u></p> <p>Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features</p>			

	<p><u>Audio/Visual</u> Recognise a photo or a video as a record of what has been seen or heard Use a camera in the field to help to record what is seen</p>	
	<p><u>Year 1</u> <u>Map Skills</u> For instance: <u>Using maps</u> Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p><u>Map knowledge</u> Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p><u>Making maps</u> Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features</p>	<p><u>Year 2</u> <u>Map Skills</u> For instance: <u>Using maps</u> Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><u>Map knowledge</u> Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p> <p><u>Making maps</u> Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key</p>
	<p><u>Locational Knowledge</u> Making maps Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key</p>	
	<p><u>Place Knowledge</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country 	
	<p><u>Human and Physical Geography</u> Pupils should be taught to:</p> <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 • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ◇ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean ,river, soil, valley, vegetation, season and weather ◇ key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop 	