

Cavendish Close Infant and Nursery School

A rich, relevant, broad and balanced curriculum contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning

Subject area: Geography

End of Early Years Foundation Stage expectation		National Curriculum End of Key Stage 1 expectation		
<p>ELG - Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>		<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. • Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p><u>Place knowledge</u></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 United Kingdom, and of a small area in a contrasting non-European country. <p><u>Human and physical geography</u></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 key physical and human features. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies. • Use simple compass directions and locational and directional language, to describe the location of features and routes on a map. • 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 <p>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.</p>		
	<u>EYFS 1 (30-50 months)</u>	<u>EYFS 2 (40-60 months)</u>	<u>Year 1</u>	<u>Year 2</u>
The world	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'. • Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from. 	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.

	<p>how things work.</p> <ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. 		<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Identify the human and physical features of the two localities studied. • Identify seasonal and daily weather patterns in the UK. <p><u>Geographical skills and enquiry</u></p> <ul style="list-style-type: none"> • 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 e.g. note taking, videoing, data collection, sketches, observations. 	<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. • Identify the human and physical features of the two localities studied. <p><u>Geographical skills and enquiry</u></p> <ul style="list-style-type: none"> • Fieldwork to develop knowledge and understanding of the school and local area. • Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment – fieldwork in the local area/close proximity to the school e.g. the road, park, river and shops.
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