## Emmbrook Infant School EYFS & KS1 Geography: Overview: Progression of Skills & Knowledge

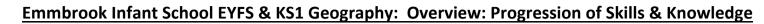


Year 2				
<u>Topic</u> <u>Enquiry focus</u>	NC Key Skills and Knowledge	<u>Lesson Progression</u>	Spiral knowledge building Termly/Annually	Curriculum Cohesion /Cultural Capital
Indians and Oceans	Locational knowledge:  > name and locate the world's seven continents and five oceans	Locational knowledge/ Geo skills/Geo vocab  1. Study the globe and maps/atlas Review the names and position of the continents and identify the five oceans and their position.	Building on knowledge of the 7 continents from and 5 oceans year	Comparing life of an Inuit boy to life for children living in countries on the
Why don't we all live in the sea	live in the understand geographical similarities	<ol> <li>Learn "There are five" oceans song to consolidate ocean names.</li> <li>Research each ocean. Children use different sources of information (text, pictures/ipads/power points to find out facts about each ocean. They create posters about each ocean and share/compare facts as a class.</li> <li>Through stories about ocean pollution, children discuss how physical environments are being effected by human.</li> </ol>	1 – including map work and comparing physical and human features  Building on contrasting	equator-link Handa's Hen.  Computing- to research and create PPTs.  Compare houses,
	Human and physical geography:  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 Pole use basic geographical vocabulary to refer to:  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Posters made to raise awareness.  5. Compare UK with another European country. Japan (Olympics). Compare physical and human features of both countries-homes, schools, shops, towns, countryside. Watch films of children living in both places and compare. Human and Physical Geography.  5. Children identify daily and seasonal weather patterns related to the autumn. They revisit the school grounds, identifying each tree and record its characteristic features within that season.  6. Identify the order of the seasons and discuss this order. Design a new season to fall in between too others and describe weather patterns and features for new season.  7. Identify hot and cold areas of the world through a study and comparison of oceans (Arctic cf. to Indian) This lesson starts with the reading of Julia Donaldson's "The snail and the whale". Their journey is plotted on a map and the weather patterns that match each ocean are noted.	features of non- European localities from year 1.  Building on geographical vocabulary terms (see yr 2 list)	school, physical and human surroundings for children living in different continents in relation to the equator.

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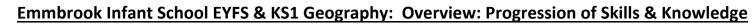


	Geographical skills and fieldwork:  ➤ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  ➤ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	8. Children learn about the animals that live in the Arctic compared to those that live in the Pacific and Indian warmer waters.  Place knowledge  9. A study of the globe identifies the equator and the children have to discover how many and which countries lie on the equator. Review yr1 Ghana knowledge. Through films and photos and text, the children ask questions and widen their knowledge as to how different human and physical geography is when living on the equator to living far north near the Arctic. Read Oscar's diary- a diary of an Inuit boy. Compare life with Handa from Handa's Hen (yr1) and study of Ghana.  1. Use maps to identify and name the United Kingdom and the four countries that make up the island.  2. Research each country (physical/human features and culture) in groups. Use pictures, text, films, flags, patron saints, food and tastes to learn about each country.  3.Identify the capital city of each country on a map and compare physical and human features of each. Complete a group quiz assessing knowledge	Compare life with Handa from Handa's Hen (yr1) and study of UGhana.  Learning builds on maps drawn in year 1 by using grids and coordinates for detailed positioning.	Link computing applications Bee bot software.  Treasure maps are made using their growing geographical vocabulary and directional language/knowledge
Topic Enquiry focus	Key Skills & Knowledge	<u>Lesson Progression</u>	Spiral knowledge building	Curriculum Cohesion
			Termly/Annually	
Mapping Why don't pirates get lost?	Geographical skills and fieldwork:  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	Geographical skills and field work.  1. Use maps and globes to locate continents and oceans. Use Google earth and aerial views of the local area to identify key human and physical features from the air.	Building on map work and compass points from year 1 study	



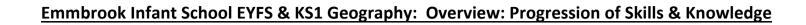


	<ul> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>Human and physical geography:</li> <li>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill,</li> </ul>	Explore drawing objects from above and create a simple map of a toy town on squared paper.  2. Design a key for the physical and human features on their map and reference these with grid references (A,5)  3. Use grid references to locate geographical features on maps and using bee bot software, navigate from one point to another on their grid.  4. Identify and use 4/8 compass points and use directional language to direct and describe locations of different features on their maps.  5. Widen their geographical vocabulary by including rivers, roads, valleys, mountains, and features not met in yr1 etc on their maps.		
	mountain, sea, ocean, river, soil, valley,			
	vegetation, season and weather			
Town Mouse		Coographical skills and fieldwork	Puilding on	Towns and
Town Mouse	Geographical skills and fieldwork:	Geographical skills and fieldwork	Building on	
and Country	use world maps, atlases and globes to	1. Read the story of Town mouse and Country mouse.	geographical vocabulary from	countryside in the
Mouse	identify the United Kingdom and its countries, as well as the countries,	<b>R</b> eview their learning and knowledge of town and country features through a study of aerial photographs and maps.	EYFS and Year 1	United Kingdom is compared with
	continents and oceans studied at this	2. Using photographs of physical and human features, sort	ETF3 dilu Tedi 1	similar physical and
Would you	key stage	images into town and countryside.	Building on	human features of
rather be a	<ul><li>use simple compass directions (North,</li></ul>	images into town and country side.	mapping including	town and
Town Mouse or	South, East and West) and locational	3. Watch a French version of Town Mouse and Country	aerial photos/	countryside in
a Country	and directional language [for example,	mouse (BBC) and compare towns and countryside in France	maps from year 1.	France.
Mouse?	near and far; left and right], to describe	with those studied in England.	. ,	
	the location of features and routes on	3. In groups make a map of town mouse and country	Building on	
	a map	mouse's local area. Use photographs provided to turn into	seasonal and daily	
	> use simple fieldwork and observational	a scaled map on squared paper. This has coordinates and is	weather features	
	skills to study the geography of their	given a key.	from EYFS and Year	
	school and its grounds and the key	4. Link literacy by writing a postcard from each mouse	1.	
	human and physical features of its	celebrating the features of their local area.		
	surrounding environment.	Human and physical geography.		
	use aerial photographs and plan	5. The children revisit the local school grounds in the		
	perspectives to recognise landmarks	second term. They identify the trees and physical features,		



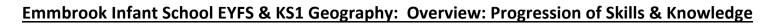


devise a simple map; and use and	noting seasonal changes. Begin to plot the buildings and trees on a grid map, planning perspectives. They use basic symbols for a key.	Spiral knowledge revisits the school grounds to identify
Human and physical geography:  ➤ identify seasonal and daily weather		seasonal changes and to plot/devise
patterns in the United Kingdom and the location of hot and cold areas of		a map of the trees.
<ul> <li>the world in relation to the Equator</li> <li>and the North and South Poles</li> <li>use basic geographical vocabulary to</li> </ul>		
refer to: key physical features, including: beach, cliff, coast, forest, hill,		
mountain, sea, ocean, river, soil, valley, vegetation, season and weather		





Year 1				
<u>Topic</u> Enquiry focus	<u>NC</u> Key Skills and Knowledge	Lesson Progression	Spiral knowledge building Termly/Annually	Curriculum Cohesion /Cultural Capital
Bridges  Can we live  without	Locational knowledge:  > name and locate the world's seven continents and five oceans	<ol> <li>Look at bridges around the world- on each continent</li> <li>locate on a map and talk about the continent they are on.</li> </ol>		
bridges?	<ul> <li>Human and physical Geography:</li> <li>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	<ul><li>3. Use geographical vocabulary to talk about the bridges (river, valley etc)</li><li>4. Why are the bridges built where they are?</li></ul>		
Mapping Help I'm Lost!	Geographical skills and fieldwork:  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	<ol> <li>Look at aerial views and maps and compare them. Draw simple aerial view of a classroom object (chair).</li> <li>Draw a plan of the classroom. Introduce compass points, North, South, East and West.</li> <li>Use a simple map of a zoo and use compass points to direct a partner around the zoo. Introduce positional and directional language. Use a simple key with symbols.</li> <li>The Three Little pigs. Make their own maps (with key and symbols) showing the houses and pond in the story.</li> <li>Orienteering in the playground using a map with key and symbols. Positional and directional language to follow the map and direct a partner.</li> </ol>	Building on routes and simple mapping work from EYFS	Bee Bots used to follow directions left and right and directional/ positional language in Maths





Topic Enquiry focus	<u>NC</u> <u>Key Skills and Knowledge</u>	<u>Lesson Progression</u>	Spiral knowledge building Termly/Annually	Curriculum Cohesion /Cultural Capital
A Non- Contrasting UK Locality  Where would you rather live- Ghana or Emmbrook?	Place knowledge:  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 (Ghana)  Human and physical Geography:  use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	<ol> <li>Human and physical features. What are they? Create a model map of Emmbrook to show these.</li> <li>Debate about the development of human features in Emmbrook and the new development</li> <li>Local walk to look at human and physical features in Emmbrook. Draw a class map of the route showing the features.</li> <li>Introduce to Ghana, Videos, power points and artefacts. Locate Ghana on a map and Globe. Look at location near equator and continent it is on. Human and physical features in Ghana compared to Emmbrook.</li> <li>Life of child in a village in Ghana compared to a child in Emmbrook.</li> <li>Compare homes in a village in Ghana with homes in Emmbrook.</li> <li>Compare climates in Ghana and Emmbrook. Children write a postcard to Mrs Gillard from Ghana.</li> </ol>	Building on the use of geographical vocabulary from EYFS.  Look at bridges in Emmbrook (sticky learning from Spring Term) and Victorian houses (summer term)	The children study Ghana which links to their study of the Victorians and the Empire
Bears  Which bear would you like to visit and why?	Human and physical Geography:  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 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	<ol> <li>Using globes, maps and atlases. Finding England and other countries they have been to. Looking at the equator and the poles. Hot and cold climates.</li> <li>Locate continents on a world map and colour code. Label the different continents that bears live in.</li> <li>Fact writing about where different bears come from and a fact about the bear based on its habitat and diet. Does it come from a hot or cold country?</li> <li>Letter from a polar bear and a koala bear, inviting them to stay. Letter tells them about the climate and the children decide what they will pack if they visit and why.</li> <li>Write an envelope for a letter to send home, including England, UK, and continent.</li> </ol>	Building on seasonal and daily weather patterns from EYFS  UK countries are looked at in detail on the Saints Days in Faiths and celebrations books.	

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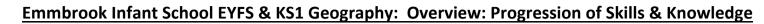


6	Colour code a map of the UK and label the 4 countries.	



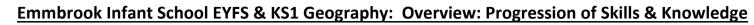


<u>Topic</u>	Key Skills & Knowledge	Lesson Progression	Spiral knowledge	Curriculum
<b>Enquiry focus</b>	<b>ELG:</b> Understanding the world -natural world		building	Cohesion
	Characteristics of Effective Learning		Termly/Annually	
	Playing and exploring			
	Active learning			
	Creating and thinking critically			
People who	ELG: People and communities	1. Tour of school and immediate environment to meet	Assess Baseline	PSED
<u>help us/</u>	Children at the expected level of	staff and to get to know key locations around	knowledge – talk about	Communication
Festival and	development will: -	school.	family photos	and Language
<u>Celebrations</u>	Describe their immediate	2. Create own route to school and map of school		
	environment using knowledge from	using key words	Develop and	Literacy
	observation, discussion, stories, non-		understanding the	
	fiction texts, and maps		children's sense of place,	Expressive arts
Who can help			do they know where they	and Design
us?			live?	
	ELG: People and communities	1. Exploring small world toys to become familiar with	Assess Baseline	PSED
	<ul> <li>Explain some similarities and</li> </ul>	different environments	knowledge – talk about	Communication
Why are	differences between life in this	2. Use photo from home to talk about their	family photos	and Language
festivals special	country and life in other countries,	immediate family		
for people?		3. Discussion around people who help in school, pair	Develop and	Literacy
	non-fiction texts and – when	matching game, painting portraits of staff	understanding the	
	appropriate – maps.	4. Learn about the wider community can help us	children's sense of place,	Expressive arts
		including the work of emergency services and use	do they know where they	and Design
		new vocab e.g. paramedic and health care	live?	
		professionals		Maths
	ELG: Natural world	1. Visit from buttercup the cow linking to healthy	Assess Baseline	PSED
	1. Know some similarities and	week	knowledge – talk about	Communication
	differences between the natural	2. A- Life workshop and visit from GP	family photos	and Language
	world around them and contrasting	3. Observe seasonal changes over time: Winter Welly		
	environments, drawing on their	Walk	Develop and	Literacy
	experiences and what has been read	4. Make polar bears and penguins – learn about the	understanding the	
	in class;	North/South Pole & compare to our country.	children's sense of place,	Expressive arts
	2. Understand some important		do they know where they	and Design
	processes and changes in the natural		live?	
	world around them, including the			





Traditional	seasons and changing states of matter.  ELG: People and communities Children at the expected level of development will: -  • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps	<ol> <li>Story maps of three Little pig – different house and material types</li> <li>Story maps for Billy goats gruff linking to maps we drew of our way to school</li> <li>Breads from around the world – looking at a world map and discussing where the counties are. Linking to when pupils are from.</li> <li>Spring walk – signs of spring and different and</li> </ol>	PSED Communication and Language Literacy Expressive arts and Design
tales /Space		similarities with other seasons – beginning of changes. Looked at again in a few more weeks.	200811
Which is your favourite traditional story character and why?	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<ol> <li>Chinese New year – Activities and food tasting – food from China and where food comes from when we buy it from the supermarket.</li> <li>Earth Song come in and talk about music from around the world – China. Look at different instruments and where they come from.</li> </ol>	PSED Communication and Language  Literacy  Expressive arts and Design  Physical development
Where would you go in Space?	<ul> <li>8. 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;</li> <li>4. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ol> <li>Spring observational walk later in the term to look at how spring has changed and what features we can now see in out surroundings.</li> <li>Create Blossom art linked to seasonal changes.</li> <li>Observe seasonal changes over time: spring Welly Walk and looking at books as well as Espresso games linked to seasonal changes.</li> <li>Daily weather observations – during registration and throughout the day.</li> </ol>	PSED Communication and Language Literacy Expressive arts and Design Computing





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Mini Beasts /	ELG: People and communities	1.	Summer Welly walk to look for signs of	Build on children's	PSED
<u>Dinosaurs</u>	Children at the expected level of		summer and observational changes looking at	knowledge from previous	Communication
	development will: -		similarities and differences from previous	welly walks and look at	and Language
	Describe their immediate		walks.	similarities and	
	environment using knowledge from	2.	Daily weather observations – during	differences from the	Literacy
Where could	observation, discussion, stories, non-		registration – questions like could we get snow	walks.	
	fiction texts, and maps		now?		Expressive arts
you find a		3.	Children look at day and night, touching on	Build upon children's	and Design
minibeast?			why we have longer days in the summer.	sense of self and the	
		4.	Farm Trip to look at animals and their habitats.	wider community	Physical
		5.	Children visit their new classes and teachers		development
	ELG: People and communities	1.	Look at habitats around the world – linking to	Build upon children's	PSED
	<ul> <li>Explain some similarities and</li> </ul>		farms from the trip, could dinosaurs live here?	sense of self and the	Communication
Would you see	differences between life in this		Could farm animals live where it is too hot or	wider community	and Language
a dinosaur	country and life in other countries,		too cold? Minibeasts and their habitats	,	
today?	drawing on knowledge from stories,	2.	Look at when and where dinosaurs lived –		Literacy
	non-fiction texts and – when		would you see a dinosaur today?		,
	appropriate – maps.	3.	Look at farmers and the community –		Expressive arts
	'' '	4.	Create a farm map after the school trip to a		and Design
			farm.		
					Physical
					development
	ELG: Natural world	1.	Habitats – school trip to farm	Build upon children's	PSED
	Know some similarities and	2.	Mini beasts and their habitats	sense of self and the	Communication
	differences between the natural	3.	Dinosaurs, similarities and differences	wider community	and Language
	world around them and contrasting		between animals and their habitats today and	,	and Language
	environments, drawing on their		dinosaurs.		Literacy
	experiences and what has been read		4		Literacy
	in class;				Expressive arts
	Understand some important				and Design
	processes and changes in the natural				a 2 co.p.i
	world around them, including the				Physical
	seasons and changing states of				development
					acvelopinent
	matter.				