



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

Year 2				
Topic Enquiry focus	NC Key Skills and Knowledge	Lesson Progression	Spiral knowledge building Termly/Annually	Curriculum Cohesion /Cultural Capital
<b>Indians and Oceans</b>  Why don't we all live in the sea	Locational knowledge : ➤ name and locate the world's seven continents and five oceans	<b>Locational knowledge/ Geo skills/Geo vocab</b> 1. Study the globe and maps/atlas Review the names and position of the continents and identify the five oceans and their position. 2. Learn "There are five..." oceans song to consolidate ocean names. 3. 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. 4. Through stories about ocean pollution, children discuss how physical environments are being effected by human. 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. <b>Human and Physical Geography.</b> 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.	Building on knowledge of the 7 continents from and 5 oceans year 1 – including map work and comparing physical and human features  Building on contrasting features of non-European localities from year 1.  Building on geographical vocabulary terms (see yr 2 list)	Comparing life of an Inuit boy to life for children living in countries on the equator-link Handa's Hen.  Computing- to research and create PPTs.  Compare houses, school, physical and human surroundings for children living in different continents in relation to the equator.
	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 (Australia)			
	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			



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

		<p>8. Children learn about the animals that live in the Arctic compared to those that live in the Pacific and Indian warmer waters.</p> <p><b>Place knowledge</b></p> <p>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.</p>	Compare life with Handa from Handa's Hen (yr1) and study of UGhana.	
	<p><b>Geographical skills and fieldwork :</b></p> <ul style="list-style-type: none"> <li>➤ 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</li> <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> </ul>	<ol style="list-style-type: none"> <li>1. Use maps to identify and name the United Kingdom and the four countries that make up the island.</li> <li>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.</li> <li>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</li> </ol>	Learning builds on maps drawn in year 1 by using grids and coordinates for detailed positioning.	<p>Link computing applications Bee bot software.</p> <p>Treasure maps are made using their growing geographical vocabulary and directional language/knowledge</p>
<b>Topic Enquiry focus</b>	<b>Key Skills &amp; Knowledge</b>	<b>Lesson Progression</b>	<b>Spiral knowledge building Termly/Annually</b>	<b>Curriculum Cohesion</b>
<p><b>Mapping</b></p> <p><b>Why don't pirates get lost?</b></p>	<p><b>Geographical skills and fieldwork :</b></p> <ul style="list-style-type: none"> <li>➤ 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</li> </ul>	<p><b>Geographical skills and field work.</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol>	Building on map work and compass points from year 1 study	



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

	<ul style="list-style-type: none"> <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> </ul>	<p>Explore drawing objects from above and create a simple map of a toy town on squared paper.</p> <ol style="list-style-type: none"> <li>2. Design a key for the physical and human features on their map and reference these with grid references (A,5)</li> <li>3. Use grid references to locate geographical features on maps and using bee bot software, navigate from one point to another on their grid.</li> <li>4. Identify and use 4/ 8 compass points and use directional language to direct and describe locations of different features on their maps.</li> <li>5. Widen their geographical vocabulary by including rivers, roads, valleys, mountains, and features not met in yr1 etc on their maps.</li> </ol>		
<p><b>Town Mouse and Country Mouse</b></p> <p><b>Would you rather be a Town Mouse or a Country Mouse?</b></p>	<p><b>Geographical skills and fieldwork :</b></p> <ul style="list-style-type: none"> <li>➤ 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</li> <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>➤ use aerial photographs and plan perspectives to recognise landmarks</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ol style="list-style-type: none"> <li>1. Read the <b>story of Town mouse and Country mouse</b> . Review their learning and knowledge of town and country features through a study of aerial photographs and maps.</li> <li>2. Using photographs of physical and human features, sort images into town and countryside.</li> <li>3. Watch a French version of Town Mouse and Country mouse (BBC) and compare towns and countryside in France with those studied in England.</li> <li>3. In groups make a map of town mouse and country mouse’s local area. Use photographs provided to turn into a scaled map on squared paper. This has coordinates and is given a key.</li> <li>4. Link literacy by writing a postcard from each mouse celebrating the features of their local area.</li> </ol> <p><b>Human and physical geography.</b></p> <ol style="list-style-type: none"> <li>5. The children revisit the local school grounds in the second term. They identify the trees and physical features,</li> </ol>	<p>Building on geographical vocabulary from EYFS and Year 1</p> <p>Building on mapping including aerial photos/ maps from year 1.</p> <p>Building on seasonal and daily weather features from EYFS and Year 1.</p>	<p>Towns and countryside in the United Kingdom is compared with similar physical and human features of town and countryside in France.</p>



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

	<p>and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	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 seasonal changes and to plot/devise a map of the trees.	
	<p><b>Human and physical geography :</b></p> <ul style="list-style-type: none"><li>➤ 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</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>			



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

Year 1				
Topic Enquiry focus	NC Key Skills and Knowledge	Lesson Progression	Spiral knowledge building Termly/Annually	Curriculum Cohesion /Cultural Capital
Bridges  Can we live without bridges?	<b>Locational knowledge:</b> ➤ name and locate the world's seven continents and five oceans	<ol style="list-style-type: none"> <li>1. Look at bridges around the world- on each continent</li> <li>2. locate on a map and talk about the continent they are on.</li> <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> </ol>		
	<b>Human and physical Geography:</b> ➤ 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			
Mapping  Help I'm Lost!	<b>Geographical skills and fieldwork :</b> ➤ 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 style="list-style-type: none"> <li>1. Look at aerial views and maps and compare them. Draw simple aerial view of a classroom object (chair).</li> <li>2. Draw a plan of the classroom. Introduce compass points, North, South, East and West.</li> <li>3. 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>4. The Three Little pigs. Make their own maps (with key and symbols) showing the houses and pond in the story.</li> <li>5. 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



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

<u>Topic</u> <u>Enquiry focus</u>	<u>NC</u> <u>Key Skills and Knowledge</u>	<u>Lesson Progression</u>	<u>Spiral knowledge</u> <u>building</u> <u>Termly/Annually</u>	<u>Curriculum</u> <u>Cohesion</u> <u>/Cultural Capital</u>
<p><b>A Non-Contrasting UK Locality</b></p> <p><b>Where would you rather live- Ghana or Emmbrook?</b></p>	<p><b>Place knowledge :</b></p> <ul style="list-style-type: none"> <li>➤ 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)</li> </ul> <p><b>Human and physical Geography:</b></p> <ul style="list-style-type: none"> <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>	<ol style="list-style-type: none"> <li>1. Human and physical features. What are they? Create a model map of Emmbrook to show these.</li> <li>2. Debate about the development of human features in Emmbrook and the new development</li> <li>3. Local walk to look at human and physical features in Emmbrook. Draw a class map of the route showing the features.</li> <li>4. 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>5. Life of child in a village in Ghana compared to a child in Emmbrook.</li> <li>6. Compare homes in a village in Ghana with homes in Emmbrook.</li> <li>7. Compare climates in Ghana and Emmbrook. Children write a postcard to Mrs Gillard from Ghana.</li> </ol>	<p>Building on the use of geographical vocabulary from EYFS.</p> <p>Look at bridges in Emmbrook (sticky learning from Spring Term) and Victorian houses (summer term)</p>	<p>The children study Ghana which links to their study of the Victorians and the Empire</p>
<p><b>Bears</b></p> <p><b>Which bear would you like to visit and why?</b></p>	<p><b>Human and physical Geography:</b></p> <ul style="list-style-type: none"> <li>➤ 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</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> <li>➤ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ol style="list-style-type: none"> <li>1. 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>2. Locate continents on a world map and colour code. Label the different continents that bears live in.</li> <li>3. 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>4. 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>5. Write an envelope for a letter to send home, including England, UK, and continent.</li> </ol>	<p>Building on seasonal and daily weather patterns from EYFS</p> <p>UK countries are looked at in detail on the Saints Days in Faiths and celebrations books.</p>	



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

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



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

<b>Topic</b> <b>Enquiry focus</b>	<b>Key Skills &amp; Knowledge</b> <b>ELG: Understanding the world -natural world</b> <b>Characteristics of Effective Learning</b> <ul style="list-style-type: none"> <li>➤ Playing and exploring</li> <li>➤ Active learning</li> <li>➤ Creating and thinking critically</li> </ul>	<b>Lesson Progression</b>	<b>Spiral knowledge building</b> <b>Termly/Annually</b>	<b>Curriculum Cohesion</b>
<b>People who help us/ Festival and Celebrations</b>  <b>Who can help us?</b>	<b>ELG: People and communities</b> Children at the expected level of development will: - <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</li> </ul>	<ol style="list-style-type: none"> <li>1. Tour of school and immediate environment to meet staff and to get to know key locations around school.</li> <li>2. Create own route to school and map of school using key words</li> </ol>	Assess Baseline knowledge – talk about family photos  Develop and understanding the children’s sense of place, do they know where they live?	PSED Communication and Language  Literacy Expressive arts and Design
<b>Why are festivals special for people?</b>	<b>ELG: People and communities</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ol style="list-style-type: none"> <li>1. Exploring small world toys to become familiar with different environments</li> <li>2. Use photo from home to talk about their immediate family</li> <li>3. Discussion around people who help in school, pair matching game, painting portraits of staff</li> <li>4. Learn about the wider community can help us including the work of emergency services and use new vocab e.g. paramedic and health care professionals</li> </ol>	Assess Baseline knowledge – talk about family photos  Develop and understanding the children’s sense of place, do they know where they live?	PSED Communication and Language  Literacy Expressive arts and Design  Maths
	<b>ELG: Natural world</b> <ol style="list-style-type: none"> <li>1. 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>2. Understand some important processes and changes in the natural world around them, including the</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit from buttercup the cow linking to healthy week</li> <li>2. A- Life workshop and visit from GP</li> <li>3. Observe seasonal changes over time: Winter Welly Walk</li> <li>4. Make polar bears and penguins – learn about the North/South Pole &amp; compare to our country.</li> </ol>	Assess Baseline knowledge – talk about family photos  Develop and understanding the children’s sense of place, do they know where they live?	PSED Communication and Language  Literacy Expressive arts and Design





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

	seasons and changing states of matter.			
<b><u>Traditional tales /Space</u></b>	<p><b>ELG: People and communities</b> Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</li> </ul>	<ol style="list-style-type: none"> <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 similarities with other seasons – beginning of changes. Looked at again in a few more weeks.</li> </ol>	Build on map skills transferred to a different environment	<p>PSED Communication and Language</p> <p>Literacy</p> <p>Expressive arts and Design</p>
<b>Which is your favourite traditional story character and why?</b>	<p><b>ELG: People and communities</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ol style="list-style-type: none"> <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>	Build upon children’s sense of self and the wider community	<p>PSED Communication and Language</p> <p>Literacy</p> <p>Expressive arts and Design</p> <p>Physical development</p>
<b>Where would you go in Space?</b>	<p><b>ELG: Natural world</b></p> <ol style="list-style-type: none"> <li>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>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ol>	<ol style="list-style-type: none"> <li>Spring observational walk later in the term to look at how spring has changed and what features we can now see in our 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>	Draw on similarities and difference from the winter walk and note changes	<p>PSED Communication and Language</p> <p>Literacy</p> <p>Expressive arts and Design</p> <p>Computing</p>



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

<p><b>Mini Beasts / Dinosaurs</b></p> <p><b>Where could you find a minibeast?</b></p>	<p><b>ELG: People and communities</b> Children at the expected level of development will: -</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</li> </ul>	<ol style="list-style-type: none"> <li>Summer Welly walk to look for signs of summer and observational changes looking at similarities and differences from previous walks.</li> <li>Daily weather observations – during registration – questions like could we get snow now?</li> <li>Children look at day and night, touching on why we have longer days in the summer.</li> <li>Farm Trip to look at animals and their habitats.</li> <li>Children visit their new classes and teachers</li> </ol>	<p>Build on children’s knowledge from previous welly walks and look at similarities and differences from the walks.</p> <p>Build upon children’s sense of self and the wider community</p>	<p>PSED Communication and Language</p> <p>Literacy</p> <p>Expressive arts and Design</p> <p>Physical development</p>
<p><b>Would you see a dinosaur today?</b></p>	<p><b>ELG: People and communities</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ol style="list-style-type: none"> <li>Look at habitats around the world – linking to farms from the trip, could dinosaurs live here? Could farm animals live where it is too hot or too cold? Minibeasts and their habitats</li> <li>Look at when and where dinosaurs lived – would you see a dinosaur today?</li> <li>Look at farmers and the community –</li> <li>Create a farm map after the school trip to a farm.</li> </ol>	<p>Build upon children’s sense of self and the wider community</p>	<p>PSED Communication and Language</p> <p>Literacy</p> <p>Expressive arts and Design</p> <p>Physical development</p>
	<p><b>ELG: Natural world</b></p> <ul style="list-style-type: none"> <li>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>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ol style="list-style-type: none"> <li>Habitats – school trip to farm</li> <li>Mini beasts and their habitats</li> <li>Dinosaurs, similarities and differences between animals and their habitats today and dinosaurs.</li> </ol>	<p>Build upon children’s sense of self and the wider community</p>	<p>PSED Communication and Language</p> <p>Literacy</p> <p>Expressive arts and Design</p> <p>Physical development</p>