



	ELG's	How this is achieved in EYFS - Nursery	Geography KS1
Specific Area of Learning <b>Understanding the World</b>	<p><b><u>Understanding The World</u></b></p> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials</li> <li>• Explore collections of materials with similar and /or different properties</li> <li>• Talk about what they see, using a wide vocabulary</li> <li>• Know there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul> <p><b><u>People Culture and Communities ELG</u></b>  <b>Early Learning Goal at the end of EYFS:</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</li> <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> <p><b><u>The Natural World ELG</u></b>  <b>Early Learning Goal at the end of EYFS:</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <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>	<ul style="list-style-type: none"> <li>• Hands on play with natural materials -inside and outside</li> <li>• Looking at where we live and talking about features we see on the way to school e.g. shops, roads, parks etc</li> <li>• Exploring the school grounds to look at features of the environment</li> <li>• Discussing where extended family members or friends live and locating on a map or globe including EAL families place of birth where possible</li> <li>• Naming and exploring features of the world .e.g. Beach, forest, farmland, mountains etc through story, non-fiction books and films</li> </ul>	<ul style="list-style-type: none"> <li>• Human and physical features</li> <li>• Knowledge of the United Kingdom</li> <li>• Continents and Oceans</li> <li>• Our Local Area</li> <li>• Mapping and Fieldwork</li> </ul>



	ELG's	How this is achieved in EYFS - Reception	Geography KS1
Specific Area of Learning <b>Understanding the World</b>	<p><b><u>Understanding The World</u></b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Explore the natural world around them</li> <li>• Describe what they see, feel and hear whilst outside</li> <li>• Recognise that some environments are different from the one in which they live</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul> <p><b><u>People Culture and Communities ELG</u></b>  <b>Early Learning Goal at the end of EYFS:</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</li> <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> <p><b><u>The Natural World ELG</u></b>  <b>Early Learning Goal at the end of EYFS:</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <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>	<ul style="list-style-type: none"> <li>• Looking at where we live and talking about features we see on the way to school e.g. shops, roads, parks etc</li> <li>• Exploring the school grounds to look at features of the environment</li> <li>• Discussing where extended family members or friends live and locating on a map or globe including EAL families place of birth where possible</li> <li>• Comparing the features of the town/city and countryside, man-made/natural through stories .e.g. Naughty Bus, Country Mouse and Town Mouse.</li> <li>• Comparing similarities and differences of countries around the world e.g. weather, landscape, culture (Where in the world? Topic in rec) Locating different countries on a map or globe. Focus on Ethiopia as the home of our partner school.</li> <li>• Naming and exploring features of the world .e.g. Beach, forest, farmland, mountains etc through story, non-fiction books and films</li> <li>• Talking about recycling and the effect of humans on the planet</li> <li>• Look at maps of Ulverston and the UK. Look at the globe - point out geographical features</li> <li>• Songs about 4 nations of the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Human and physical features</li> <li>• Knowledge of the United Kingdom</li> <li>• Continents and Oceans</li> <li>• Our Local Area</li> <li>• Mapping and Fieldwork</li> </ul>



### Year 1

#### Continents, oceans, UK Countries, capitals and surrounding seas -

1. What are the 7 continents of the world?
2. What are the 5 oceans of the world?
3. What are the four countries of the United Kingdom?
4. What are the 7 continents and 5 oceans of the world?
5. What are the capital cities of the four counties of the United Kingdom?
6. What seas surround the United Kingdom?

#### Hot and cold locations -

1. Remember – name and find the 7 continents and 5 oceans of the world.
2. Where is the equator?
3. Where is hot and where is cold on the Earth?
4. Where are the North and South Poles? What are they like?
5. Where can I find hot countries? What are they like?
6. Summary – where are hot and cold areas of the world?

#### Mapping and Fieldwork -

1. What is a map?
2. How do I make an imaginary map?
3. How do you show what a place is like?
4. How do I make a real map?

### Year 2

#### Human and physical features + maps and directions -

1. What are human features?
2. What are physical features?
3. What features does our local area have?

#### Local study and map work -

1. How do we describe places?
2. What physical features does this place have?
3. What human features does this place have?
4. Map keys: how can we show what a place is like?
5. Sketch map: how can we show what a place is like?
6. How does the scale of map tell us what the area around our school is like?

#### Comparison of UK and non-European location -

1. Remember UK countries and capital cities
2. Where is the continent of Africa? Where is Kenya?
3. Where is Nairobi?
4. How are London and Nairobi similar?
5. How are London and Nairobi different?
6. Retrieve and present What do we know and remember about London and Nairobi?



### Year 3

#### Map and fieldwork skills-

1. What are the 8 points on the compass?
2. Where are the physical and human features located in this place?
3. What physical features can you identify in the U.K?

#### OS Map skills and Fieldwork -

1. What is an Ordnance Survey (OS) map?
2. How does scale change the way we describe a place?
3. What's the area like just beyond the school?
4. What's the area like beyond our region?

#### UK study -

1. Remember countries and capital cities of the United Kingdom What are regions and counties in the UK?
2. Name and locate cities and counties of the UK
3. Identify geographical regions by physical and human landmarks of Scotland and England
4. Identify geographical regions by physical and human landmarks of Wales and Northern Ireland
5. What are the topological patterns of the UK? What can I see here?
6. Summarise, present and explain regions, counties, cities and landmarks of the UK.

#### Mountains, volcanoes and natural disasters -

1. What makes up the layers of planet Earth?
2. What are tectonic plates and where do you find them?
3. How do tectonic plates move and what happens?
4. What causes an earthquake and what's the effect?
5. How are mountains formed?
6. How do volcanoes work?

### Year 4

#### Rivers -

1. What are the features of a river?
2. What are the features of a river?
3. What's our local river? What features can we see? Where did it come from and where does it flow?

#### Water cycle -

1. What is the water cycle?
2. How does the water cycle work?
3. What affects the water cycle?

#### Latitude and longitude -

1. What are lines of latitude?
2. What are lines of longitude?
3. How do lines of latitude and longitude tell us what the location is like?
4. How can you find exact locations around the world?
5. What are time zones and how do they affect us?
6. How does day and night occur?

#### Rivers Revist -

1. REMEMBER: what are the features of a river?
2. River study: what are the major rivers of the world? Where is the River Nile and what features does it have?
3. River study: what are the major rivers of the world? Where is the Amazon River and what features does it have?



### Year 5

#### **World study, including biomes and climate zones -**

1. Where would you find some of the major countries of the world?
2. Where would you find some of the major cities of the world?
3. What is a biome?
4. How do biomes change across the world?
5. What are the human characteristics that define Europe, North and South America?
6. What are physical characteristics that define Europe, North and South America?

#### **Ordnance Survey Map Skills and Fieldwork -**

1. Remember: what are OS maps and how do we use them?
2. What are four and six figure grid references?
3. What are contour lines?
4. What does the land look in my local area?
5. What is the land like in a contrasting locality?
6. Structured Explanative Assessment Task.

#### **Biomes and environmental regions Revisit -**

1. Where would you find some of the major countries of the world and their capital cities?
2. What are the different biomes around the world?
3. Compare and contrast: use what you know about the physical features that define Europe, North and South America.

### Year 6

#### **Comparison UK | Europe | N&S America -**

1. Where is the Lake District and what is it like?
2. How was the Lake District formed?
3. Poland: where can you find the Tatra mountains?
4. What are the Tatra mountains like?
5. The Caribbean and Jamaica: what do we know? What's the terrain like?
6. What is similar and what is different between the Lake District, Tatra mountains and the Caribbean?

#### **Settlements and economic activities -**

1. What are settlements and where are they found?
2. Do settlements have a pattern?
3. Do people, their movement and economic activity have patterns?

#### **Orienteering map skills and navigation -**

1. Remember: what are 4 and 6 figure grid references? How do we use them?
2. What is orienteering? How do I orientate a map?
3. How do I navigate a simple indoor course using controls?
4. How do I navigate a simple outdoor course using controls?
5. Matala: how do I navigate multiple outdoor courses using controls?
6. How do I plan and set up an orienteering course?