

Geography – Understanding the World (Specific Area)

Geography is learning about Earth's land, water, air and living things, particularly people.

Links to

Aspiration 5:

To take a walk with my friends in the local area, following a photo trail ending with a picnic in the park.

Early Learning Goal	What this looks like a Weeke Primary	Future learning in Year 1
<p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</p> <p>Link to Geography Progression Map:</p> <p>FIELD WORK</p> <p>-Encourage awareness of features of the environment in the setting and immediate local area, e.g. EYFS area, and school grounds.</p> <p>-Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.</p>	<p>Teacher Inputs/Daily Routines</p> <ul style="list-style-type: none"> • Completion of travel tracker – children say how they have travelled to school. We talk about whether it was busy on their route, what the weather was like, what did they pass on their way. • Regular walks in the school grounds, always talking about what is around us and what the children notice • Exploring the local area and talking about meaningful building – local landmarks in block area • SU2 – Where would you like to go on holiday? Link to computing – Model using 'Beebots' to plan a route on a map. • SU2 - Follow a route in the local area using picture clues and positional language. (LINK TO ASPIRATION 5) <p>Continuous Provision</p> <ul style="list-style-type: none"> • Globe and non-fiction books about various countries • Sharing books about our world, the environment and weather in the book corner • Photos of classroom and immediate school environment in block area • Famous landmark photos in block area • Mini models of local/familiar landmarks – cathedral, guildhall, Winchester market • Tin can with local shops and cafes displayed – Waitrose, Boots, Co-op • Aerial photos of school and classroom • Treasure hunts using simple maps • Role play places they have visited – putting appropriate clothing on, packing suitcase with suitcase items for climate 	<p>Geographical and map skills</p> <p>-Use world maps, atlases and globes to identify the countries, continents and oceans covered in KS1.</p> <p>-Use aerial photos to recognise landmarks, human and physical features.</p> <p>-Devise a simple map</p> <p>Enquiry Skills</p> <p>-Use resources provided and their own observations to respond to questions about places.</p> <p>Fieldwork</p> <p>-Use simple fieldwork and observational skills (sketch maps, tally charts for observation) to study the key human and physical features of our school, its grounds, local area and a non-local area</p>



ELG: People, Culture and Communities

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

Link to Geography Progression Map:

ENQUIRY SKILLS

-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
 -Talk about the features of their own immediate environment and how environments might vary from one another.

HUMAN AND PHYSICAL GEOGRAPHY KNOWLEDGE

- Model the vocabulary needed to name the specific feature of the world, both natural and made by people.

Teacher Inputs

- AU1 – Link to Literacy – ‘The Gingerbread Man’. As the story was read we discussed the various places the Gingerbread Man passed, e.g. hills, bushes, river bank along his way. Children looked at a map and had to guess which story it was from by looking at the landscape and key features. They then drew a simple map of their own, thinking about the places the Gingerbread Man passed.



- AU2 – Our environment - The children learn about their immediate environment and create maps of the areas of learning.
- SU1 – Link to Literacy – ‘Handa’s Surprise’. As we read the story we talk about the landscape, what the paths are like that Handa is walking on and the fruits that she can pick from the trees. We compare this to what life is like for us.
- SU2 – Children learn about life in Argentina and Japan – the compare food, transport, schools, toys etc

Continuous Provision

- Map of local area (Weeke) displayed in provision
- Photos of families from around the world in the role play area
- Photos of homes from around the world in the role play area
- **Play maps and small world equipment for children to create their own environments**

Locational knowledge

-Name and locate the world's seven continents and five oceans

Place knowledge



-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
 (Local area)

Human and physical geography

-Identify seasonal and daily weather patterns in the UK
 (Links to science work)
 -The location of hot and cold areas of the world in relation to the equator and the north and South Poles.
 (Hot and cold places)

-Use basic geography vocabulary to refer to key physical features inc: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.

-Use basic geography vocabulary to refer to key human features inc: city, town,

		village, factory, farm, house, office, port, harbour, shop.
<p>ELG: Natural World 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</p> <p>Link to Geography Progression Map:</p> <p>PLACE KNOWLEDGE - Recognise some similarities and differences between life in this country and life in other countries -Teach children about places in the world that contrast with places they know well (Argentina and Japan) -Explore the natural world around them through outdoor play and exploration -Teach children about contrasting environments within their local and national region</p> <p>FIELD WORK -Encourage awareness of features of the environment in the setting and immediate local area, e.g. EYFS area, and school grounds. -Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.</p> <p>LOCAL KNOWLEDGE - Learn about a contrasting country (Argentina/Japan) -Use relevant vocabulary to describe contrasting locations. --Familiarise children with the local area Stoney Lane, Weeke, Winchester</p>	<p>Teacher Inputs/Daily Routines</p> <ul style="list-style-type: none"> • Daily calendar where we talk about the weather and look at the forecast for the day and week online • SP2 – Journeys - Children will explore and contrast different places they have visited. • SU2 – Children learn about life in Argentina and Japan – the compare food, transport, schools, toys etc • SU2: Children will discuss and compare countries, including climate, location on a map, animals, transport etc. They will draw on their own experiences of holidays and family backgrounds. <p>Continuous Provision</p> <ul style="list-style-type: none"> • Globe and non-fiction books about various countries • Sharing books about our world, the environment and weather in the book corner • Photos of classroom and immediate school environment in block area • Famous landmark photos in block area • Mini models of local/familiar landmarks – cathedral, guildhall, Winchester market • Tin can with local shops and cafes displayed – Waitrose, Boots, Co-op • Aerial photos of school and classroom <div style="display: flex; justify-content: space-around;">   </div>	

Red = new learning to be planned and taught