



Geography EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Magical Me and Autumn	Celebrations and Festivals	Julia Donaldson and Winter	Spring, Easter and Traditional Tales	Growing and Recycling	Under the Sea
Knowledge	<p>Where we live – children to talk about the area they live looking at different physical features in their environment.</p> <p><i>Physical Feature within different places.</i> Children to describe physical features they may see or pass on their journey – starting with grass, trees, rivers moving onto what they can see further – the beach, the lakes, fields etc.</p>	<p>Looking the different countries surrounding each celebration.</p> <p><i>Human Features within different places.</i> Looking at the wider world using pictures, aerials, photographs, maps and videoclips to compare and contrast how they are different to where we live. Focusing on those similarities and differences linking to our experiences.</p>	<p>Children to look at the change of seasons and go to the park. Children to talk about their journey to the park.</p> <p><i>Wider World</i> Children to look at different aspects of the Antarctic/North Pole looking at the snow, icebergs, snow cap mountains, ridges and avalanches.</p>	<p>Traditional tales walk to the park – children to discuss what they have passed on the walk and create a map as a class of their walk drawing pictures of the places they have passed.</p> <p><i>Human features within different places.</i> Children to try and look out for different areas when out for our walk – the countryside, the seaside, a park, the town etc. When looking at the different stories’ children should discuss how they are similar/different to where we live.</p>	<p>Children to observe the changes in the environment over time.</p> <p><i>Weather Charts</i> Children to look at how the weather has changed with the seasons. Children to look at thermometers and rainfall measurement gauges to engage with the weather in Fleetwood and how it changed each day and how that compares to other areas surrounding us.</p>	<p>Visit the beach and talk about the seaside discussing the sea and where else might have a beach. Children to create a journey stick whilst out to remind them of what they have seen on their journey.</p> <p><i>Physical Features within different places.</i> Look at aerial photos – children to try and identify the sea and land. Look at different stories surrounding the beach. Visit the beach and look at different features there. Talk about different places and there</p>



						features how are they similar/different.
Vocabulary	<p>Nursery House School Shops Road Street Big Small Long Short In front</p> <p>Reception Continuation of Nursery vocabulary. Bungalow Church Zebra Crossing Traffic Lights Bridge Left Right Forwards Backwards Above Under Tunnel Roundabout</p>	<p>Nursery Church House Street School</p> <p>Reception Continuation of Nursery vocabulary. Mosque Stables Temple Houses of Parliament London Bethlehem</p>	<p>Nursery Winter Cold Snow Rain Trees Animals Leaves Grass Snowman</p> <p>Reception Continuation of Nursery vocabulary. Frost Wind Forest Igloo Ice Snowflakes</p>	<p>Nursery Spring Easter Grass Leaves Flowers Animals Water Park</p> <p>Reception Continuation of Nursery vocabulary. Vegetables Twigs Pond River Gate Playground Hill Farm Garden Centre Fence Stables Tractor</p>	<p>Nursery Grow Animals Rain Sun Wind Snow Hot Cold</p> <p>Reception Continuation of Nursery vocabulary. Growing Recycling Mini beasts Weather Insects</p>	<p>Nursery Beach Sea Shell Boat Sand Rocks Seaweed Fish Wales Sharks Lighthouse</p> <p>Reception Continuation of Nursery vocabulary. Sea Ocean Promenade Lifeboat Station Tower Pier Sand Dune Pebbles Rockpool Cliff Seagulls</p>



	Map					
Skills	<p>Mapping Know that maps give information about places in the world (where/what?). Recognise some simple features on maps e.g. buildings, roads and fields. Use positional language in relation to where they are. Draw and verbally discuss their journey to school.</p> <p>Fieldwork Use some simple field work techniques such as observation to identify key human and physical features. Use positional language in relation to where they are. Use aerial photos to recognise familiar</p>	<p>Mapping Know that maps give information about places in the world (where/what?). Recognise land and sea on maps. Recognise some simple features on maps e.g. buildings, roads and fields. Recognise some familiar landmarks and basic human features on aerial photos.</p> <p>Enquiry and Investigation Begin to ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment' Recognise that we are all unique.</p>	<p>Mapping Recognise some simple features on maps e.g. buildings, roads and fields. Recognise some familiar landmarks and basic human features on aerial photos. Use positional language in relation to where they are. Discuss their journey to the park and draw a simple picture to what they passed.</p> <p>Fieldwork Use some simple field work techniques such as observation to identify key human and physical features. Use technology to record geographical features, changes,</p>	<p>Mapping Know that maps give information about places in the world (where/what?). Recognise some simple features on maps e.g. buildings, roads and fields. Recognise some familiar landmarks and basic human features on aerial photos. Use positional language in relation to where they are.</p> <p>Fieldwork Use some simple field work techniques such as observation to identify key human and physical features. Use technology to record geographical features, changes,</p>	<p>Mapping Know that maps give information about places in the world (where/what?). Recognise land and sea on maps. Draw a simple map of their classroom.</p> <p>Fieldwork Use some simple field work techniques such as observation to identify key human and physical features. Use technology to record geographical features, changes, differences e.g. weather and seasons.</p> <p>Enquiry and Investigation Begin to ask simple geographical,</p>	<p>Mapping Know that maps give information about places in the world (where/what?). Recognise land and sea on maps. Recognise some simple features on maps e.g. buildings, roads and fields. Recognise some familiar landmarks and basic human features on aerial photos.</p> <p>Fieldwork Use some simple field work techniques such as observation to identify key human and physical features. Use positional language in relation to where they are.</p>



	<p>landmarks and basic human and physical features.</p> <p>Enquiry and Investigation Begin to ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment' Start to Investigate through observation. Recognise that we are all unique.</p> <p>Communication Discuss, draw and write simple sentences about the world and their surroundings. Use basic geographical vocabulary in the correct context. Use positional language to describe where they are and what they have passed to get there.</p> <p>Use of ICT and Technology</p>	<p>Communication Discuss, draw and write simple sentences about the world and their surroundings.</p> <p>Use of ICT and Technology Begin to look at simple electronic globes/maps. Describe electronic images they are shown.</p>	<p>differences e.g. weather and seasons. Use positional language in relation to where they are.</p> <p>Enquiry and Investigation Begin to ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment' Start to Investigate through observation.</p> <p>Communication Discuss, draw and write simple sentences about the world and their surroundings. Notice and describe simple changes. Use basic geographical vocabulary in the correct context. Use positional language to describe where they are and what they have passed to get there.</p>	<p>differences e.g. weather and seasons. Use positional language in relation to where they are. Use aerial photos to recognise familiar landmarks and basic human and physical features.</p> <p>Enquiry and Investigation Begin to ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment' Start to Investigate through observation.</p> <p>Communication Discuss, draw and write simple sentences about the world and their surroundings. Notice and describe simple changes. Use basic geographical vocabulary in the correct context.</p>	<p>'where?', 'what?', and 'who?' questions about the world and their environment' Start to Investigate through observation.</p> <p>Communication Discuss, draw and write simple sentences about the world and their surroundings. Notice and describe simple changes.</p> <p>Use of ICT and Technology Begin to look at simple electronic globes/maps. Use technology to record geographical features, changes, differences e.g. weather and seasons. Describe electronic images they are shown.</p>	<p>Use aerial photos to recognise familiar landmarks and basic human and physical features.</p> <p>Enquiry and Investigation Begin to ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment' Start to Investigate through observation.</p> <p>Communication Discuss, draw and write simple sentences about the world and their surroundings.</p> <p>Use of ICT and Technology Begin to look at simple electronic globes/maps. Use technology to record geographical features, changes, differences e.g. weather and seasons.</p>
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