

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

EYFS Geography Skills

<p>Locational Knowledge</p> <p>Describe my own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Name the town and county the school is located in</p>	<p>Geographical Skills and Fieldwork</p> <p>Begin to use geographical skills, including first-hand observation, to enhance their locational awareness</p>			<p>Place Knowledge</p> <p>Identify similarities and differences between places, drawing on my experiences and what has been read in class</p> <p>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.</p>	<p>Manmade and Natural Geography</p> <p>Model the vocabulary needed to name specific features of the natural world, both natural and manmade</p> <p>Understand the effect of changing seasons on the natural world around me</p>
	<p>Collect, analyse and communicate a range of data gathered through experiences of fieldwork.</p>	<p>Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth.</p>	<p>Communicate geographical information in a variety of ways e.g. maps and drawings.</p>		
	<p>Use and draw information from a simple map</p> <p>Look at aerial views and comment on buildings, open space, roads and other simple features</p>				

EYFS Geography Knowledge

Autumn – Where I live? Signs of Autumn

<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> I know about the features of my own immediate environment I know the name of the town and country the school is located in. 	<p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> I know that aerial maps are taken from above like a birds-eye view and can comment on simple features. I know and can plan my route to school- Walk around the local area. I know about what happens on a farm and what is harvesting- Visit a farm- Spring Term 	<p><u>Manmade and Natural Geography</u></p> <ul style="list-style-type: none"> I know about the signs of autumn and the associated weather. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> I know and can identify the similarities and differences between places- Look at how Christmas is celebrated around the world and locate these places on map. Track Santa as he travels around the World.
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Spring – Season- Winter/Spring/Easter Weather

<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> I know about the features of the world and Earth. 	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> I know environments vary from one another- Fleetwood and the Antarctica/Arctic 	<p><u>Manmade and Natural Geography</u></p> <ul style="list-style-type: none"> I know about the signs of winter/ spring and the associated weather.
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	<ul style="list-style-type: none"> • I know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class. Visit a farm • The Easter celebrations in different countries, ritual's with Shrove Tuesday and Ash Wednesday. Children to share their cultures around Easter- Greek, Bulgarian, Syrian, English • I know where different animals live. 	
Summer – Our Community in the Big Wide World		
<u>Geographical Skills and Fieldwork</u> <ul style="list-style-type: none"> • I know how to use and draw information from a simple map - • I know how to make simple maps of imaginary communities using a variety of construction resources. 	<u>Place Knowledge</u> <ul style="list-style-type: none"> • I know that simple symbols are used to identify features on a map. • I know that there are different bodies of water – seas and oceans. • I know where different animals live. 	<u>Manmade and Natural Geography</u> <ul style="list-style-type: none"> • I know that some things in the world are man-made, and some things are natural. • I know about the signs of summer and the associated weather e.g. and now identify the differences and similarities between the seasons e.g. in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing, and in the winter, it is cold and may snow.
Key Vocabulary		
Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural, oceans, seas, symbols, features		

Chaucer Primary School Curriculum - Vertical progression – Understanding the World – The world - Geography overview				
The World ELG – Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.				
People, Cultures and Communities ELG- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. 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.				
Focus	Location knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Nursery	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> • Talk about some of the things they have observed in different places • Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world • Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park 	<ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Begin to understand the effect their behaviour can have on the environment 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about similarities & differences
Reception	<ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. 	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Talk about features. 	<ul style="list-style-type: none"> • Explore their local environment and talk about the changes they see. 	<ul style="list-style-type: none"> • Examine change over time.

	<ul style="list-style-type: none"> • Find out about their environment and talk about those features they like/dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' • Recognise some similarities & differences between life in this country & life in other countries 	<ul style="list-style-type: none"> • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. • Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions • Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> • Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".. • Describe some actions which people in their own community do that help to maintain the area they live in. • Draw information from a simple map • Interpret range of sources of geographical information, including maps, globes, photographs
Year 1	<ul style="list-style-type: none"> • Locate and number the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capitals cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans • Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far, left and right)to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school grounds and the key human and physical features of its surrounding environment