

A Curriculum for Hindhayes - Building Geography Skills

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hindhayes EYFS Geography Curriculum	Progression of Skills: Learning Experiences	<ul style="list-style-type: none"> -Having access to simple maps of their classroom, the outside learning areas, and the school grounds. -Having their attention drawn to distinct features within the school grounds that are both natural and man-made. -Meeting members of staff and finding out about their roles within the school. -Talking about the world around them, asking questions and finding out answers. -Developing their geographical knowledge and vocabulary through questioning members of staff. -Noticing seasonal changes. 	<ul style="list-style-type: none"> -Having access to maps of the local area. -Having their attention drawn to distinct features within their local community and surrounding area that are both natural and man-made. -Meeting members of the local community and finding out how they help us. -Talking about the world around them, asking questions and finding out answers. -Immersing themselves in the natural world learning about trees and plants and the wild animals and creatures which visit our school. -Traveling to a local wildlife rescue centre on the Somerset Levels to see some local British wildlife. -Developing their geographical knowledge and vocabulary through questioning the people they meet. -Interacting with an array of real-life world maps, along with globes and age-appropriate atlases to locate the Artic and Antarctic regions. -Noticing seasonal changes. 	<ul style="list-style-type: none"> -Having access to maps of the local high street. -Having their attention drawn to distinct features within their local community that are both natural and man-made. -Creating a basic linear map using photographs to show our journey to the bakery. -Interacting with an array of real-life world maps, along with globes and age-appropriate atlases to locate the country, China. -Using photos and sharing stories to draw their attention to distinct features of the country China that are both natural and man-made. -Meeting members of the local community and finding out how they help us. -Talking about the world around them, asking questions and finding out answers. -Developing their geographical knowledge and vocabulary through questioning the people they meet. -Noticing seasonal changes. 	<ul style="list-style-type: none"> -Having access to maps of the local area/countryside. -Having their attention drawn to distinct features in the surrounding area that are both natural and man-made. -Learning about map making through their play through their interactions with a small world scene from a story What the Ladybird Heard. -Drawing and creating their own maps using the story What the Ladybird Heard. -Learning to follow simple directions using a map in the outside play area using the story What the Ladybird Heard. -Interacting with an array of real-life world maps, along with globes and age-appropriate atlases to locate the country, Africa, and the African savannah. -Using photos and sharing stories to draw their attention to distinct features of Africa and the African savannah that are both natural and man-made. -Meeting members of the local community and finding out how they help us. -Talking about the world around them, asking questions and finding out answers. -Developing their geographical knowledge and vocabulary through questioning the people they meet. -Traveling to a local farm to meet a farmer and to experience life on a real farm. -Noticing seasonal changes. 	<ul style="list-style-type: none"> -Having access to maps of the city of London and the country England. -Using photos and sharing stories to draw their attention to distinct features of the city of London that are both natural and man-made. -Having access to simple map of the school 'allotment.' -Having access to maps of the local area/countryside. -Having their attention drawn to distinct features within the school grounds and local community that are both natural and man-made. -Interacting with an array of real-life world maps, along with globes and age-appropriate atlases to locate where in the world our food comes from. -Interacting with an array of real-life world maps, along with globes and age-appropriate atlases to locate the country, South America, and the Amazon rainforest. -Using photos and sharing stories to draw their attention to distinct features of South America and the Amazon rainforest that are both natural and man-made. -Meeting members of the local community who grow their own food. -Talking about the world around them, asking questions and finding out answers. -Immersing themselves in the natural world learning about trees and plants. -Traveling to The Newt to learn about how food is grown. -Developing their geographical knowledge and vocabulary through questioning the people they meet. -Noticing seasonal changes. 	<ul style="list-style-type: none"> -Having access to maps of the local area. -Having their attention drawn to distinct features within their local community and surrounding area that are both natural and man-made. -Having access to maps of the Somerset coastline. -Using photos and sharing stories to draw their attention to distinct features of the coastline that are both natural and man-made. -Drawing and creating their own 'pirate' maps based on stories shared in class. -Learning to follow simple directions using a 'pirate' map in the school grounds. -Interacting with an array of real-life world maps, along with globes and age-appropriate atlases to locate the country, Australia, and the Great Barrier Reef. -Using photos and sharing stories to draw their attention to distinct features of the coastal areas of Australia and the Great Barrier Reef that are both natural and man-made. -Looking at the Earth and the Great Barrier Reef from space using Google Earth. -Traveling to a local Environmental Centre to learn about how to live a sustainable life. -Travelling to a Somerset beach to observe the coastal landscape. -Talking about the world around them, asking questions and finding out answers. -Meeting members of the local community and find out how they help us. -Developing their geographical knowledge and vocabulary through questioning members of staff and the people they meet. -Immersing themselves in the natural world learning about trees and plants and the wild animals and creatures which visit our school. -Noticing seasonal changes.
	Early Learning Goals EYFS	<p>Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, 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. 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 - the seasons.</p>					
National Curriculum Statutory Requirements KS1	<p style="text-align: center;">Locational knowledge</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p style="text-align: center;">Place knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</p>	<p style="text-align: center;">Human and physical geography</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather.</p> <p>Key human feature, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p style="text-align: center;">Geographical skills and fieldwork</p> <p>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.</p> <p>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.</p> <p>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.</p>			

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hindhayes Year 1 Geography Curriculum	Progression of Skills	<p>Our School & My Village</p> <ul style="list-style-type: none"> -Postcodes can be used to locate houses or addresses. -My school can be found on a map of Street. -The layout of my school can be mapped. -A compass is used to find the cardinal directions North, South, East, and West. -A compass tells us which direction we are facing. -Maps are made to scale. -Maps can be used to show a location. -Maps can be used to show a journey. -All journeys can be mapped. -Maps can be used to plan a journey. -Maps can be used to assess risk. -Maps can be used to plan safer journeys. -Maps can be used to look at different houses in a community. -Houses in the local community can be mapped using a simple key. -A key on a map is a list of symbols that show significant objects and places. -Aerial photos can be used to identify the human and physical features of my school and my village. 		<p>Villages, Towns and Cities</p> <ul style="list-style-type: none"> -Villages can be located on maps of local areas. -Street and its surrounding villages can be located on a map of the local area. -Towns can be located on maps of local areas. -Cities can be located on maps of countries. -London can be located on a map of the UK, in an atlas and on a globe. -England can be found on a globe, map and atlas. -Europe can be found on a globe, map and atlas. -Significant cities, countries and continents around the world can be found on globes, maps, and atlases. -Aerial photos can be used to identify the human and physical features of villages, towns and cities. 			<p>Mountains, Rivers and Coasts</p> <ul style="list-style-type: none"> -A globe is a spherical model of the world. -The blue part on a globe shows water. -The green part on a globe shows land. -An atlas is a book of maps. -An atlas can show more information than a globe. -Continents and oceans can be located on a globe, atlas, and map. -A map is a drawing of the Earth's surface. -Mount Everest can be located on a map of Asia and in an atlas. -Asia can be located on a world map, in an atlas, and on a globe. -The river Thames can be located on a UK map, and in an atlas. -London can be located on a globe, map of the UK and in an atlas. -England can be found on a globe, map, and atlas. -Mountains, rivers, and coastlines around the world can be found on globes, maps, and atlases. -Aerial photos can be used to identify the human and physical features of mountains, rivers and coasts.
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hindhayes Year 2 Geography Curriculum	Progression of Skills	<p>An Epic Adventure & The United Kingdom Countries and Capital Cities</p> <ul style="list-style-type: none"> -The countries of the United Kingdom can be located on a globe, map, and atlas. -The seas surrounding the United Kingdom can be located on a map and atlas. -The Atlantic Ocean can be located on a globe, map, and atlas. -The continents of Europe can be found on a globe, map and atlas. -A globe is a round model of the Earth. -A map is a drawing of the Earth's surface. -An atlas is a collection of maps. -Aerial photos can be used to identify the physical features of a place. 		<p>Continents and Oceans & The Weather and the Poles</p> <ul style="list-style-type: none"> -A globe is a spherical model of the world. -The blue part on a globe shows water. -The green part on a globe shows land. -The North Pole is located at the top of a globe. -The South Pole is located at the bottom of a globe. -The Equator runs around the middle of a globe. -A map is a drawing of the Earth's surface. -An atlas is a book of maps. -An atlas can show more information than a globe. -Continents and oceans can be located on a globe, atlas and map. -The Equator, and the North and South Poles can be found on a globe, map and atlas. -Antarctica is South of the Equator. -The Arctic is North of the Equator. -Seasonal and local daily weather patterns can be recorded in a diary. -Local weather charts can be created from daily observations. -Aerial photos can be used to identify the physical features of Antarctica and the Arctic. 			<p>India & Journey's and Migration</p> <ul style="list-style-type: none"> -A globe is a spherical model of the world. -The blue part on a globe shows water. -The green part on a globe shows land. -The Equator runs around the middle of a globe. -India is located on the Equator. -India can be located on a globe, map and atlas. -An atlas is a book of maps. -An atlas can show more information than a globe. -Continents and oceans can be located on a globe, atlas and map. -The Equator can be found on a globe, map and atlas. -A map is a drawing of the Earth's surface. -Aerial photos can be used to identify the physical features of Chembakolli, an India village. -Diagrams are drawings. -Symbols and codes represent something on a diagram. -The journey to a holiday destination can be mapped. -Animal migrations can be mapped.