

Austwick CE (VA) Primary School

EYFS/KS1 Geography Curriculum



	Autumn	Spring	Summer
Year A	<p>EYFS</p> <p>Autumn Coverage: All About Me</p> <p>What is it like in Austwick? What is it like where I live? Learn about the key physical and human features of the local area. Field work- walk around the village/ walk to the Church and the park. Do we live the city? Do we live in a village? How is it different?</p> <p>Seasons (Weather) Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>EYFS</p> <p>Coverage: Transport</p> <p>What types of transport are there? Learn about transport links in our local area. Children find out more about local buses, trains etc. Visitors to come into school, e.g. emergency vehicles and talk to the children about why their transport is so important.</p> <p>Seasons (Weather) Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>EYFS</p> <p>Coverage: The World</p> <p>What is the world? Looking at a globe and finding where we live. Which parts are the water and which parts are the land? Do we live in the city or the countryside? What are world landscapes like? Exploring the jungle, desert, rainforest and polar regions.</p> <p>Seasons (Weather) Identify seasonal and daily weather patterns in the United Kingdom</p>
	The UK – Cities and Countries	Seasons	The World – Continents and Oceans
Year B	<p>EYFS</p> <p>Autumn Coverage: All About Me</p> <p>What is it like in Austwick? What is it like where I live Learn about the key physical and human features of the local area. Field work- walk around the village/ walk to the Church and the park. Where does our food come from? Where does our milk come from? Do we know any local farms? What do farms provide us with?</p> <p>Seasons (Weather) Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>EYFS</p> <p>Coverage: Transport</p> <p>What types of transport are there? Learn about transport links in our local area. Children find out more about local buses, trains etc. Visitors to come into school, e.g. emergency vehicles and talk to the children about why their transport is so important.</p> <p>What would transport be like in an urban setting?</p> <p>Do we live in a rural or an urban setting?</p> <p>Seasons (Weather) Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>EYFS</p> <p>Coverage: Seaside</p> <p>What would we find at the seaside? Where is our local beach? What would we find in rockpool? How do rockpools get there? What are the human and physical features of seaside towns? Have you been to the seaside? How is the seaside in the UK different to the seaside in another country?</p> <p>Seasons (Weather) Identify seasonal and daily weather patterns in the United Kingdom</p>
	Where our food comes from	Rural and Urban	The Seaside

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Year A

	Key Questions	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
	<i>Big Questions</i>				
Autumn The UK – Cities and Countries	<p>Where is the UK on a world map? Where are the four countries of the UK located? What are the capital cities of each country in the UK? What are some of the key human and physical features of each country of the UK?</p> <p><i>What would happen if maps didn't exist?</i></p>	<p>Develop locational knowledge</p> <p>Develop locational vocabulary</p> <p>Collect and communicate data</p> <p>Interpret maps and aerial photographs</p> <p>Communicate information through maps and sketches</p>	<p>Name the four countries of the UK, capital cities and surrounding seas</p> <p>Use world maps and globes to identify the UK and begin to locate her countries.</p>	<p>Make a salt dough map of the UK painting each country in a different colour with capital cities and seas labelled.</p> <p>Use a jigsaw map of the UK to piece together the countries</p> <p>Create a 'passport' for each UK country with key facts</p> <p>Plot seaside, mountain, and city photos onto a UK map</p> <p>Compare Austwick with London</p> <p>Sing a 'four countries of the UK' rhyme and locate them on a globe</p> <p>Sort pictures into human vs physical UK feature</p>	<p>England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, country, city, Union Jack, St Andrew's Cross, features, human, physical</p>
Spring Seasons	<p>What are the months of the year? What are the four seasons, their order and key features?</p>	<p>Collect and analyse data gathered through fieldwork</p> <p>Interpret maps</p> <p>Record geographical information using quantitative skills.</p>	<p>Name weather types in the UK.</p> <p>Identify daily changes in weather.</p>	<p>Keep a record of weather conditions using a weather station.</p> <p>Make a weather report video using weather symbols</p>	<p>Season, time, month, order, summer, autumn, spring, weather, snow, rain, sun, wind, fog, lightning, clothing, suitable/unsuitable, job, positive, negative</p>

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	<p>What are the differences between the types of weather experienced in different seasons in the UK and in a contrasting country?</p> <p>How do different types of weather affect our local area (including flooding, drought etc)?</p> <p>How important are different types of weather conditions for different people's jobs?</p> <p><i>Is it better to live somewhere hot or cold?</i></p>	<p>Identify seasonal weather patterns in the United Kingdom</p> <p>Develop basic geographical vocabulary</p>	<p>Identify seasonal changes across a year.</p> <p>Recognise weather symbols.</p> <p>Make recordings about the weather</p> <p>Explain how weather can affect people's lives in the UK</p>	<p>Explain how different weather and seasons affect us</p> <p>Design outfits for particular seasons for teddy</p>	
<p>Summer</p> <p>The World – Continents and Oceans</p>	<p>Where does our local area fit into the wider world – town, county, country and continent?</p> <p>What are the four compass points?</p> <p>What are the names of the seven continents and their locations on a map?</p> <p>What are the names of the five oceans, their locations on a map and their key physical features?</p> <p>What are the key human and physical features of</p>	<p>Locate the world's oceans and continents</p> <p>Develop geographical questions – Where is it? What is this place like? How near/far is it?</p> <p>Develop knowledge of globally significant places—marine</p> <p>Understand the interdependence of human and physical features of the world.</p>	<p>Understand that the world is spherical.</p> <p>Locate and name the seven continents and five oceans of the world correctly.</p> <p>Learn how the oceans and currents effect climate</p> <p>Recognise that the UK lies within the Atlantic Ocean.</p>	<p>Label the continents (year 2 label coastal countries) and oceans on a world map.</p> <p>Use atlases and globes to begin to locate the continents and some countries (year 2)</p>	<p>Map, town, village, county, country, continent, land, ocean, continent, location, North, South, East, West, physical/human features</p>

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	<p>each continent of the world?</p> <p><i>Why do we need to know where things are?</i></p>				
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Year B

	Key Questions	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
	<i>Big Questions</i>				
<p>Autumn</p> <p>Where our food comes from</p>	<p>Where does the food we eat come from?</p> <p>Where does the production of plants and animals take place?</p> <p>What are some of the main features of a dairy farm?</p> <p>How is milk used as a raw material in a wide range of dairy products?</p> <p><i>What would happen if there were no farms?</i></p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p> <p>Use basic geographical vocabulary</p>	<p>Learn where food comes from, locally, and further afield.</p> <p>Learn about the geographical features of the landscape where there's farming.</p> <p>Understand how the weather affects farming in different areas of the UK.</p> <p>Learn about the manufacturing process of different food.</p>	<p>Sort foods into 'grown in the UK' vs 'grown abroad'</p> <p>Create a food miles map linking foods to their country of origin</p> <p>Read labels on fruit/veg to find countries and plot them on the globe</p> <p>Visit a local farm</p> <p>Role play: farmers, shopkeepers, transporters</p> <p>Compare a 'local lunchbox' vs a 'global lunchbox'</p>	<p>Dairy products, herd, farm, business, economic activity, physical features, human features, trade, profit, weather, environment, temperature, harvesting, packaging, container ship, cargo ship</p>

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<p>Spring</p> <p>Compare rural and urban</p>	<p>What are the key human and physical features of both urban and rural areas?</p> <p>What are the key human and physical geographical features of our local area?</p> <p>What are the different types of homes people have in our area and in contrasting urban areas?</p> <p>What are the Ordnance Survey map symbols used to map our local area?</p> <p>What are the geographical features that make our local area special to the people who live here?</p> <p><i>If you could build a town anywhere in the world, where would it be?</i></p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p> <p>Use basic geographical vocabulary</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> <p>Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Recognise what is human-made versus natural</p> <p>Know that urban areas are more built up, rural areas more open and green</p> <p>Learn about the local area and compare it with a city</p> <p>Understand that different places have different purposes</p> <p>Begun to recognise that towns, cities and countryside exist in the UK</p> <p>Be aware of significant nearby cities, e.g. Bradford, Leeds</p> <p>Recognise how people use land differently</p> <p>Begin to understand that people's lives differ depending on where they live</p>	<p>Sort pictures into 'urban' and 'rural'</p> <p>Go on a local walk to spot features</p> <p>Listen to a story, one set in a city and one set in the countryside</p> <p>Create a class map showing the differences</p>	<p>Population, land use, buildings, transportation, environment, city, town, village, countryside, farm, factory, road, park, house, flat</p>
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<p>Summer</p> <p>Seaside</p>	<p>Where is England on a map/globe?</p> <p>Where is the location of our local area on a map?</p> <p>Where is the location of our nearest seaside/coast on a map?</p> <p>What human/physical features are there?</p> <p>What are some of the human and physical features of Morecambe Bay?</p> <p>How are seaside areas used?</p> <p>How are beaches formed?</p> <p><i>What makes a place special?</i></p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p> <p>Use basic geographical vocabulary</p>	<p>Recognise human and physical features of seaside environments.</p> <p>Learn about the importance of protecting the seaside.</p> <p>Understand how seaside holidays have changed</p>	<p>Sort seaside features into human and physical</p> <p>Create a seaside map with key symbols</p> <p>Compare a seaside holiday now and in the past (Victorian seaside)</p> <p>Use role play to explore how people use the seaside (ticket office, beach cafe)</p> <p>Field trip to local beach (or virtual)</p>	<p>Coastal, urban, rural, environment, human features, human activity, continent, ocean, sea</p>
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