

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
GEOGRAPHY OVERVIEW
EYFS TO YEAR 2

	Locational knowledge		
	Reception	Year 1	Year 2
	Children are taught to:		
Development Matters Understanding the World - children in Reception will be learning to:			
<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate the world's seven continents and five oceans.</p>	

	<p>Statutory ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Statutory ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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>For more detail Birth to 5 Matters Understanding the world: People and communities Range 5</p>	<p>Place knowledge</p>	
	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Shows interest in different occupations and ways of life indoors and outdoors 	<p>That their home country is The United Kingdom that is a union of England, Wales, Scotland and Northern Ireland. They should identify the locations of those individual countries and some of the major cities, including their nearest city and the capital city, London.</p> <p>That the United Kingdom is a country which is part of the continent of Europe.</p>	<p>Location of poles and the Equator.</p> <p>The location and names of the world's continents, oceans and largest seas.</p> <p>That Oceania is the continent and the location of the country Australia.</p> <p>That places may be described using terms such as continent, country, city and the nearest oceans or seas.</p>

		<p>The British Isles is surrounded by the North Sea, the Irish Sea, The English Channel and The Atlantic Ocean.</p> <p>The location of the North and South Poles and Equator. The location of their home town/village and the Island of Coll.</p> <p>Location of Hong Kong in the country of China in the continent of Asia.</p> <p>It is along the east coast of mainland China, and is bordered by mainland China. Know that China is East of the UK</p> <p>The difference between a continent, a country and a city, and urban and rural environment.</p>	<p>Discovering why people choose to settle in specific places and the geographical characteristics of Australia's coastal cities e.g. Sydney is the state capital of New South Wales and has a population of 4.3 million.</p> <p>It is the largest city in Australia. It is located on Australia's east coast. The city surrounds the world's largest natural harbour. Climate is temperate.</p>
	<p>For more detail Birth to 5 Matters Understanding the world: The World Range 5 & Range 6</p>	<p>Human and physical geography</p>	
	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work <ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment <ul style="list-style-type: none"> • Begin to understand the effect their behaviour can have on the environment <p>Range 6</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature 	<p>Know the difference between a human and physical feature.</p> <p>Identify some well-known physical and human landmarks in the UK- such as Big Ben, Snowdonia, Stonehenge.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom, compare 2 locations- including their own location.</p> <p>Identify 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 a less familiar area.</p> <p>Key physical features, including: <i>Focusing on the four major landform regions of Australia, (island, plateau, lake, gorge, desert, mountain ranges).</i></p> <p><i>The three climate zones of Australia are: temperate, arid, and tropical. Describe the characteristics of these climates and their impact on human activity: key human features, including: coast, city, factory, farm, house, office, port, harbour, Human geography of Australia's coastal cities (Population, nationalities, tourist attractions)...</i></p>

	<ul style="list-style-type: none"> • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another <p>Statutory ELG: The Natural World Children at the expected level of development will: - 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.</p>	<p>Use basic geographical vocabulary to refer to local and familiar features: key physical features, : <i>forest, hill, bay, ocean, mountain, valley, vegetation, port, .</i> key human features, including: <i>city, town, village, factory, farm, house, apartment, port, business, office, factory, transport.</i></p>	
Geographical skills and fieldwork			
		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Understand basic symbols on weather maps and interpret simple information about weather, such as rainfall.</p> <p>Use maps, atlas and globe to locate Hong Kong. Use photographs to deduce human and physical features.</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 places and routes on a map. Label a route on a map of the world.</p>	<p>Use maps, atlases and data on weather to describe climate, location and features.</p> <p>Know the 4 points of a compass and 2 figure grid references.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Devise a simple map; and use and construct basic symbols in a key. Move onto location language.</p>

	Vocabulary		
	<p>Inside, outside, on top, next to, behind, under, around, near to, shop, house, farm, church, school, mosque, road, pavement, flat, park, zebra crossing, bicycle, field, forest, pond, playground, dinner hall, library, river, allotment, museum, map, left, right</p>	<p>Human feature, physical feature, rural, urban, weather, seasons, axis, sun, temperature, rainfall, wind.</p> <p>North, South, West, East</p> <p>Country, continent, city, equator, North Pole, South Pole, island, forest, harbour, mountain, port, vegetation capital, cliff, coast, landmark</p>	<p>Names of continents and five oceans.</p> <p>Compass points North, South, East and West.</p> <p>Arid, bush fire, coastal, cyclone, city, climate, desert, drought, equator, gorge, hemisphere, landmark, latitude, mountain range, plateau, population, grid reference, scale, aerial</p>
	Possible Educational Visits		