

Helsby Hillside Primary School
Geography Essential Learning and Assessment
Early Years and Key Stage One



With kindness, respect and gratitude, together we aim high in all we do

EYFS Geography Curriculum

EYFS	Reception	Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. 	
	Early Learning Goals	Understanding the World	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • 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. 	<p>The Natural World</p> <ul style="list-style-type: none"> • 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.

Key Stage One Curriculum

		Essential Learning	Assessment Questions
Year 1	Our Local area	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Identify the significant features (landmarks) of their local area and consider viewpoints in relation to this. • Compare journeys and landscapes and understand near/far, often/rarely. • Understand the function of maps, map-making and symbols. 	<ul style="list-style-type: none"> • What human features are in our local area? • What physical features are in our local area? • How can maps help us? What do they tell us? • Which landmarks would I see on my way to the park? In which order?
	People and their Communities	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents. • Learn about the human and physical geography of a small area in several non-European countries. • Read images, maps, atlases and globes. • Ask and answer questions. • Use basic geographical vocabulary. 	<ul style="list-style-type: none"> • Where in the UK do we live? How could you describe it? • What would it be like to live by the sea? • What would life be like if you lived in a rainforest? • Can people live in deserts? • Can you name any big cities? What would it be like to live there?

	Animals and their Habitats	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify countries, continents and oceans. Use simple fieldwork and observational skills. 	<ul style="list-style-type: none"> What are the names of the seven continents? Can you locate them on globe? What are the names of the five oceans? Where are they located? Can you locate the equator on a globe? Can you explain how a shark/panda/elephant/penguin/swallow is well suited to its habitat?
Year 2	Seasons	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> Develop locational and place knowledge about their locality, and the UK as a whole. Understand basic subject-specific vocabulary relating to physical geography. Begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Identify seasonal and daily weather patterns in the UK. Use simple fieldwork and observational skills in their school, its grounds and surroundings. Use and construct basic symbols in a key. 	<ul style="list-style-type: none"> What are the different types of weather? What are the four seasons? What order are they in? Can you describe them? Is the weather the same for everyone in the UK? How do you know? What causes the weather to change?
	Journeys: Food	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production. Use locational and directional language (e.g. near and far) to describe the location of features and routes on a map. Name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. 	<ul style="list-style-type: none"> What are the countries of the UK? What different areas (types of landscape, e.g. farmland) of the UK support food production? What food can I buy locally and where does it come from? How has food changed (been processed) from being grown to the supermarket?

	<p>Our Wonderful World</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none">• Name, locate and identify characteristics of the seven continents and oceans.• Use world maps, atlases and globes.• Understand geographical similarities and differences when studying both human and physical geography identify the locations of hot and cold areas around the world.• Use basic vocabulary to refer to physical and human features.• Develop knowledge about the world.	<ul style="list-style-type: none">• What are the key wonders in the natural (physical), modern (human) and ancient (historic) world?• How can I identify wonders in the living (flora and fauna) world?• What local 'wonders' can you name?• What is the world's highest mountain? Where is it located?• What of the world's major rivers can you name? Where are they located?• How do geographers decide if a landmark is a wonder or not?
--	------------------------------------	--	---