

# Higham Ferrers Nursery and Infant School

## Curriculum Key Skills and Knowledge

### Geography

Repeating thread: map skills.			
Nursery	Reception	Year 1	Year 2
Knowledge and Understanding of the World:		Geographical Knowledge	
<p>Know that there are different countries in the world and talk about their differences</p>	<p>EYFS: 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 maps.</p>	<p>Can they find where they live on a map of the UK? Can they point out the north pole and south pole are on a globe or atlas?</p> <p>Can children use positional vocabulary to describe where they are going or where something is located e.g. 'near, far, left, right and behind'?</p> <p>Can children discuss what they can see on an aerial map? Can children draw a simple map, using basic symbols as a key?</p> <p><b>Challenge</b> Can children locate places where animals are endangered?</p>	<p>Build on KS1 knowledge - Can children describe where countries are in relation to the North and South pole?</p> <p>Can they identify the four countries making up the United Kingdom? Can children identify the capital cities of these places? Can they name the continents of the world and find them in an atlas/on a map or globe? Can they name the world's oceans and find them in an atlas/on a map or globe? Can they point out where the equator is? Can children discuss which places are hot and cold based on their position near the equator? Can children identify where the Amazon</p>

			<p>Rainforest is in comparison to the equator?</p> <p>Can children use positional language such as North, East, South and West to describe where things are or where they are going?</p> <p>Can children find and discuss where they're going on a map, using known routes?</p> <p>Can children construct a map and choose the most suitable symbols for a map key?</p>
Knowledge and Understanding of the World:		Physical Geography	
<p>To begin to make sense of their own life story</p> <p>To show interest in different occupations</p> <p>To begin to understand the need to respect and care for the natural environment and all living things</p> <p>Have positive attitudes about the differences between people</p>	<p>Birth to 5 matters:</p> <p>Shows interest in different occupations and ways of life indoors and outdoors.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences and differences in relation to friends or family.</p> <p>Developing an understanding of growth, decay and changes over time</p> <p>Knows about similarities and differences between themselves and others, and</p>	<p>Can they use geographical language to describe places on a world map (desert, sea, jungle)?</p> <p>Can they describe a place outside Europe using geographical words e.g. 'season, weather'?</p> <p>Can they explain the main features of a hot and cold place?</p> <p>Can they find some hot and cold places on a map?</p> <p>Can they explain how the weather changes with each season? (Science cross curricular link)</p> <p>Can children begin to describe the differences between the UK and a non-European country (memory</p>	<p>Can children identify physical features of the local area on an aerial map?</p> <p>Can children identify certain the characteristics of England, Scotland, Wales and Ireland (castles)?</p> <p>Can they name key physical features associated with a town near the beach e.g. 'beach, cliff, ocean and mountain'?</p> <p>Can children label images using physical geographical language? (Science link - habitats)</p>

	among families, communities, cultures and traditions.	box/Mexico)?	
Knowledge and Understanding of the World:		Human Geography	
Talk about the differences between materials and changes they notice.	<p>Birth to 5 matters: Comments and asks questions about aspects of their familiar world such as the place they live or the natural world Knows about similarities and differences in relation to places, objects, materials and living things Talks about features of their own environment and how environments might vary from one another</p> <p>Development matters: Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. EYFS ELG: 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.</p>	<p>Can they begin to explain why they would wear different clothes at different times of the year? Can they explain what they might wear if they lived in a very hot or a very cold place? Can they name key features associated with a town or village, e.g. 'church, farm, shop, house'? Can children begin to describe the differences between the UK and a non-European country?</p>	<p>Can children identify human features of the local area on an aerial map? Can they describe some human features of their own locality, such as key places people visit?</p> <p><b>Challenge</b> Can children begin to discuss if people ever spoil the local area? How? Can they think about how people try to make the area better?</p>

Knowledge and Understanding of the World:		Geographical enquiry	
Talk about what they see using a wide vocabulary	<p>Birth to 5 matters: Looks closely at similarities, differences, patterns and change in nature.</p>	<p>Can they answer questions about the weather? Can they keep a weather chart?</p> <p><b>Challenge</b> Can they answer questions using a weather chart?</p>	<p>Can they discuss things they see on their local visit? Can they label a diagram or photograph using some geographical words? Can they talk about an environmental issues they see in their local area?</p> <p><b>Challenge</b> Can they talk about the effects it could have on their local area?</p>
Knowledge and Understanding of the World:		Fieldwork	
Begin to understand the need to respect and care for the natural environment and all living things	<p>Birth to 5 matters: Shows care and concern for living things in the environment Begin to understand the effect their behaviour can have on the environment</p> <p>EYFS ELG: Explore the natural world around them, making observations and drawings of animals and plants.</p>	<p>Can children use directional vocabulary to find places in school? Can children follow simple instructions to locate places in school?</p> <p><b>Challenge</b> Can they begin to discuss the human and physical features they can see around their school?</p>	<p>Can they describe some physical features of their own locality? Can they observe the area surrounding their school environment? Can they explain what makes a locality special?</p> <p><b>Challenge</b> Can children question what has changed in their local area? Can they suggest what improvements could be made to their local area?</p>