

Geography Curriculum at Emscote Infant School



| | <u>Autumn</u> | <u>Spring</u> | <u>Summer</u> |
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| EYFS (Reception) | <p>Children in Reception: Understanding the World</p> <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. <p>Early Learning Goal: Understanding the World</p> <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. | | |
| <u>Year 1</u> | <ul style="list-style-type: none"> • Use locational and directional language. • Story maps of traditional tales. • 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. | <ul style="list-style-type: none"> • Name and locate local town. • Name and locate the four countries of the UK. • Use maps, atlases and globes to identify the continents and oceans. • Describe the location, features and routes on maps. • Use photographs to recognise landmarks and basic human and physical features. • Devise simple picture maps. • Observe and describe the human and physical geography of a small area of the UK (Warwick) and the features of their school/grounds. • Identify seasonal/ daily weather patterns in the UK. (Cross curricular with Science) | <ul style="list-style-type: none"> • Understand the geographical similarities and differences of UK (Warwick) and a contrasting non-European country. (e.g. Gakonga - Africa) • Identify seasonal/ daily weather patterns in the UK. • Identify the location of hot and cold areas of the world. • Use maps, atlases and globes to identify the continents and oceans studied at this key stage. |

Year 2

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| <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 the UK and its countries. | <ul style="list-style-type: none">• Name and locate the world's seven continents and five oceans.• Identify the location of hot and cold area of the world in relation to the equator and the north and south poles.• Use basic geographical vocabulary to refer to key physical features and human features of the wider world.• Use aerial photographs and plan perspectives to recognise land marks and basic human and physical features.• Devise a simple map and use and construct basic symbols in a key.• Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.• Use simple compass directions to describe the location of features and routes on a map. | <ul style="list-style-type: none">• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.• Name and locate the world's seven continents.• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a non-European country.• Identify seasonal and daily weather patterns in the UK.• Identify the location of hot and cold area of the world in relation to the equator and the north and south poles.• Use world maps, atlases and globes to identify the UK and its countries. |
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