

EYFS and KS1

Early Years teaching prepares for KS1 by drawing on pupils' experiences to encourage our youngest pupils to think geographically.  
**Age-appropriate early teaching**, which focuses on the familiar local area, allows our youngest pupils to encounter generative knowledge, which will support them in building their own identity and developing a secure sense of place locally.  
 For example: Early Local fieldwork, creates a strong foundation for developing fieldwork and mapping across KS1 and KS2. Early locational knowledge highlights diversity within our community.

Year Group	Term 1		Term 2		Term 3	
<p><b>Reception, referencing EYFS framework: Understanding the World</b></p> <p>Develop through role play and provision areas.</p> <p>Also, stories &amp; activities linked to Expressive Arts &amp; Design ELGs</p>	<p><b>Me and My Family:</b></p> <p>*About Me: My Life: my week/my year/<b>significant</b> events so far</p> <p><b>Sequencing</b></p> <p>Family Trees, including from stories: can be a sensitive topic!</p> <p><b>Changes across the generations: daily life was both similar and different in the past.</b></p> <p><i>Developing an early mental model of the past</i></p>	<p><b>Our School</b></p> <p>Where is my school?                      *Locally, Nationally &amp; globally.</p> <p>Journeys from home                      Early mapping                      Aerial photos                      identifying school.</p> <p>Why do we go to school?</p> <p><b>Introducing context for later history studies at KS1 and KS2.</b></p>	<p><b>Our Neighbourhood</b></p> <p>*What is around my school?</p> <p>Local landmarks: church, hall, shops, parks</p> <p>Developing a sense of place</p> <p>Early mapping: journeys from school to identified locations; aerial photographs.</p> <p><b>Sense of the place and of the past: How have identified landmarks changed (similarities and differences)?</b></p>	<p><b>Our Community</b></p> <p>*Lives of people around pupils &amp; roles in society.</p> <p>Emergency Services, including the nearest Fire Station:  <b>Setting context for Y1 history: Significance of the Great Fire of London to me.</b></p> <p><b>Significant buildings</b>                      Early focus – what is important? To whom?</p> <p><b>Sense of place and of the past.</b></p> <p><i>Developing an early mental model of the past</i></p>	<p><b>Our Local Celebrations</b></p> <p>*Know some similarities between different religious &amp; cultural communities in the local area.</p> <p><b>Sense of place Diversity</b></p>	<p><b>Our World</b></p> <p>*Natural world, including the weather, seasons, animals &amp; plants.                      *How my world differs from life in another country: weather &amp; seasons.</p> <p><b>Sense of place</b></p> <p><b>Sequencing</b></p> <p><b>Early use of symbols to record.</b></p>

*A sense of belonging is recognised as being significant in children's social and emotional development and in preparing them for more formal learning. Reception teachers should set curricular goals so that children build their place knowledge and begin to appreciate the connections between people and the physical environment. Ofsted Research Review (Geography), 2021, p 11*

*Building up pupils' geographical knowledge step by step, Ofsted Research Review (Geography), 2021, p21*

*Teachers revisit content taught previously (from reception) in order to introduce new, more complex knowledge to deepen pupils' understanding throughout KS1 and KS2 (p19).*

### Spring Year 1 National Curriculum Subject Content

- **Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas**
- **Basic geographical vocabulary, as detailed in KS1 PoS**
- **Geographical skills and fieldwork**

**Curriculum Links:** History (Great Fire of London)

Digital mapping

**Prior Learning:** EYFS Local Geography

### Enquiry: Where in the UK is my school?

**Assessment detail and focus areas, including as *crow flies* routes from Hipswell to capital cities, to be completed for Autumn 2023.**

**Teacher Knowledge (to include):**

Oddizzi

Digimap for Schools Learning Resources, including Capital Stops, Dr Paula Owens

*Building up pupils' geographical knowledge step by step, Ofsted Research Review (Geography), 2021, p21*

*Teachers revisit content taught previously (from reception) in order to introduce new, more complex knowledge to deepen pupils' understanding throughout KS1 and KS2 (p19).*

### Summer Year 1 National Curriculum Subject Content

- Name and locate the world's seven continents and oceans
- Basic geographical vocabulary, as detailed in KS1 PoS and Oddizzi resources
- Geographical skills and fieldwork (using world maps, atlases, and globes)

**Curriculum Links:** History, importance of locational geography

**Prior Learning:** Where is Hipswell within the UK?

### Enquiry: Where in the world is my school?

**Assessment:** Locate Hipswell on a blank map of the UK (identifying countries); place small map of the UK on a world map (blank outlines of continents)

**Focus 1:** Is the earth flat? Are there two Pacific Oceans?

Comparing large maps of the world with large, inflatable, and other globes.

**Focus 2:** Create the world!

Trace outlines of continents, jigsaw continents, locate on a large world map.

Create and label a world map; create a football globe.

Where could I find? Add landmarks to a world map.

**Focus 3:** Exploring the world. Locate the equator and poles. Compare climate (What is expected) and weather (day to day) around the equator and the poles.

**Focus 4:** Exploring the world. When and why do birds travel to and from the UK? Where do they come from/go to? *Collins UK in maps, p6*

**Focus 5:** Exploring the world: Which animals live where and why? *Whitby Whale* Why wouldn't you find a polar bear with a penguin?

**Focus 6:** Exploring the world: Where can I grow my favourite fruit or vegetable. Why? Why not?

**Assessment:** Locate Hipswell on a blank map of the UK (identifying countries); place small map of the UK on a world map (blank outlines of continents).

Label continents and oceans. Add favourite fruit/vegetable/animal/bird/landmarks

Scribe: Two things I would still like to know about the world.

**Substantive Knowledge:** Locational Knowledge; Place Knowledge; Environmental, Physical and Human Geography; Geographical Skills and Fieldwork

**Disciplinary Knowledge:** Choosing, building, and linking knowledge to create an early picture of *what happens and why* across the world.

**Sources and Teacher Knowledge:**

**Visuals:** Large inflatable globe, blank UK and world maps, atlases (Collins First Atlas - pupils; TTS and Collins Teaching Atlases)

Oddizzi world map activities and vocabulary lists

Digimap for schools learning resources and software.

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### Summer Year 2 National Curriculum Subject Content

- **Locational Knowledge**
- **Place Knowledge: small area of the UK and small area in contrasting non-European country**
- **Human and Physical Geography: basic geographical vocabulary, as detailed in KS1 PoS and Oddizzi resources**
- **Geographical skills and fieldwork (using world maps, atlases, and globes)**

**Curriculum Links:** Local history

**Prior Learning:** Where is Hipswell within the UK?

Equator and poles

Climate and weather globally

Global produce

### **Enquiry: Do all historical towns look like Richmond**

**First Half Term Enquiry: Richmond Historical Town**

**Second Half Term Enquiry: Bhaktapur – Historical town in Nepal (Planning detail will be forwarded before half term)**

**Assessment:** Locate Richmond on a blank map of the UK (identifying countries).

Locate UK on a world map.

What is special about Richmond?

**Focus 1:** Describe Richmond's location, including human & physical geography, in the UK: region? As crow flies routes and distance from Hipswell; London; points on the coast; nearest main road (A1) and town. Importance of the River Swale. **Record digitally.**

**Focus 2:** Hipswell to Richmond. Physical and human geography along the route. **Record and label the route digitally.**

**Focus 3:** Expected climate: Seasonal weather patterns – locate Richmond in relation to Equator and Poles. Daily weather.

Focus 4: Evidence of farming in and around Richmond. Along route from Hipswell. Link to produce on the market.

Focus 5: **Why would you live in Richmond?**

**Assessment:** Identify route from Hipswell to Richmond on a map.

Identify (at least) one physical feature and one human feature along the route.

Sentence stems (At least two sentences) I would like to live in Richmond/would not like to live in Richmond because...

**Substantive Knowledge:** Locational Knowledge; Place Knowledge; Environmental, Physical and Human Geography; Geographical Skills and Fieldwork

**Disciplinary Knowledge:** Choosing, building, and linking knowledge to create an early picture of *what happens and why* across the world.

**Sources and Teacher Knowledge:**

**Visuals:** Blank local, UK, including OS, and global maps

Oddizzi world and UK maps and activities and vocabulary lists; Digimap for schools learning resources and software.