

Bridging Geography Curriculum from EYFS to Year 1



EYFS	Geography		
	Locational Knowledge	Place Knowledge	Human and Physical Geography
	ELG: The natural world <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals 		ELG: The natural world <ul style="list-style-type: none"> Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class. ELG: People, culture and communities <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps

Skills and Fieldwork				
Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT/Technology
<ul style="list-style-type: none"> Use a range of maps and globes (including picture maps) at different scales. Use vocabulary such as bigger/smaller, near/far. Know that maps give information about places in the world (where/what?). Locate land and sea on maps. Use large scale maps and aerial photos of the school and local area. Recognise simple features on maps e.g. buildings, roads and fields. Follow a route on a map starting with a picture map of the school. Recognise that maps need titles. Recognise landmarks and basic human features on aerial photos. Know which direction is North on an OS map. Draw a simple map e.g. of a garden, route map, place in a story. Use and construct basic symbols in a map key. Know that symbols mean something on maps. Find a given OS symbol on a map with support Begin to realise why maps need a key. Look down on objects and make a plan e.g. of the classroom or playground. 	<ul style="list-style-type: none"> Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. Use simple compass directions (NSEW). Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment Investigate through observation and description. Recognise differences between their own and others' lives. Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary from the PoS as well as to describe specific local geographical features Give and follow simple instructions to get from one place to another using positional and directional language. Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. 	<ul style="list-style-type: none"> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary from the PoS as well as to describe specific local geographical features Give and follow simple instructions to get from one place to another using positional and directional language. Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. 	<ul style="list-style-type: none"> Use simple electronic globes/maps. Do simple searches within specific geographic software. Use a postcode to find a place on a digital map. Add simple labels to a digital map. Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. Use programmable toys or sprites to move around a course/screen following simple directional instructions. Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc. Describe and label electronic images produced.

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	Locational Knowledge	Place Knowledge	Human and Physical Geography
F1	<ul style="list-style-type: none"> Know that we live in England Know the features of a beach- shells, sand, sea. 	<ul style="list-style-type: none"> To know we live in Oldham and what our school is called. To say how they have travelled to school. 	<ul style="list-style-type: none"> To know if something can grow or not. To know if the weather is hot or cold
F1 Vocab	<ul style="list-style-type: none"> Beach, shells, sand, sea, England, fish, crab 	<ul style="list-style-type: none"> Oldham, Holy Rosary RC Primary School, walk, ride a bike/scooter, car, bus 	<ul style="list-style-type: none"> Grow, getting bigger, not growing, soil, sun, water, seed, flower Hot, sunny, cold, snowy, rain, cloudy
F2	<ul style="list-style-type: none"> Know that there is more than 1 country in the UK. Know where a beach would be located. 	<ul style="list-style-type: none"> Know where they live and how they travel to school. (Supported by Travel Tracker) Talk about the places they read about in stories. 	<ul style="list-style-type: none"> To know if something is manmade and natural in their environment. To know a hot and cold country in the world (China and Antarctica)
F2 Vocab	<ul style="list-style-type: none"> Blackpool, coast, beach, sand, shells, England, Oldham, travel to the beach, sea, country, Scotland, Wales, Northern Ireland 	<ul style="list-style-type: none"> Oldham, Holy Rosary RC Primary School, walk, ride a bike/scooter, car, bus, park and stride, map, start, finish, travel 	<ul style="list-style-type: none"> Manmade, natural, wood, plastic, metal, stone, China, Antarctica, hot, cold, world, country, same/ different weather- snow, ice, cold, freezing, habitat, hot,

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EYFS	Skills and Fieldwork				
	Mapping	Fieldwork	Enquiry and Investigation	Communication	Use of ICT/Technology
F1	<ul style="list-style-type: none"> To explore maps in stories To know maps show us places 	<ul style="list-style-type: none"> To explore seasonal changes in their environment 	<ul style="list-style-type: none"> To ask questions or make relevant comments about their environment. 	<ul style="list-style-type: none"> To discuss their own experiences in the local environment. 	<ul style="list-style-type: none"> Identify familiar areas from the locality using images
F1 Vocab	<ul style="list-style-type: none"> Map, where, what does it show? Start, finish. 	<ul style="list-style-type: none"> Hot, cold, leaves falling Summer, autumn, winter, spring, 	<ul style="list-style-type: none"> Where? What? Why? E.g. Where is the sun/ clouds? What is that? Why do I need my wellies? 	<ul style="list-style-type: none"> Travel, bus, walk, drive, houses, park, river, road, Oldham (town) 	<ul style="list-style-type: none"> Map, school, home, playground, (classroom features- toilet cloakroom etc)
F2	<ul style="list-style-type: none"> To make and follow maps from stories and/or of the local environment To know maps show us land and sea 	<ul style="list-style-type: none"> To identify different seasons and know that their environment changes over these seasons 	<ul style="list-style-type: none"> To be able to identify what they would find in their environment and to complete simple investigations to support Collect simple evidence to answer questions about the environment 	<ul style="list-style-type: none"> Use stories and images to promote discussion about different places and areas of the world. To discuss comparisons between the local environment and other places in the world. 	<ul style="list-style-type: none"> Use technology to view images from their locality and places around the world Take pictures of local area.
F2 Vocab	<ul style="list-style-type: none"> Direction, left, right, start/ finish, where, Land, (green) sea, (blue) 	<ul style="list-style-type: none"> Summer, autumn, winter, spring, change, season 	<ul style="list-style-type: none"> Collect, explore, find, (leaves, snow, rain) investigation, found, 	<ul style="list-style-type: none"> Same, different, world, country, animals, habitat, 	<ul style="list-style-type: none"> google maps, camera, photograph, walk, (Discuss what we can see on the walk)