

Geography – Curriculum Skills 2023-24

“How do colours make the world the amazing place it is?” – One World, Many Colours



	Autumn 1 Orange	Autumn 2 Red	Spring 1 White	Spring 2 Blue	Summer 2 Yellow	Summer 1 Green
EYFS	<p>Shows an interest in the lives of those who are familiar to them</p> <p>Comments and asks questions about their familiar world and places they live or the natural world.</p> <p>Context: Children to learn about their environment at Galleywood Infant School. They will spend time outside, noticing the natural environment around them. They will take part in gardening activities, nature walks and discussions about seasonal changes.</p>	<p>Shows care and concern for living things and their environment.</p> <p>Looks loosely at similarities/ differences and how things change. Discuss seasons and weather</p> <p>Context: Outdoor learning sessions: Children will spend time exploring the different areas of our school grounds. They will learn to:</p> <ul style="list-style-type: none"> • follow simple routes, • discuss seasonal changes, noticing changes to the vegetation around school and the weather 	<p>Talk about the features of their own immediate environment and how they might differ from others</p> <p>Context: Look at some photographs/ videos from polar climates. What do you notice in these environments? How are they similar/ different to Galleywood? What do you notice about the plants and animals in these polar climates?</p> <p>Vocabulary: cold, icy,</p>	<p>Shows care and concern for living things and their environment.</p> <p>Discuss seasons and weather</p> <p>Context: What is an ocean? Why do we need oceans? What can you find in an ocean? Are they all the same or are they different?</p> <p>Children will learn about the creatures that live in the world’s oceans and how they can differ depending on whether they are deep, tropical, polar seas etc.</p> <p>Vocabulary: hot, cold, near, far,</p>	<p>Know about similarities and differences between themselves and others as well as communities and traditions.</p> <p>Context: What is a rainforest? Look at some photographs/ videos from tropical climates, including the rainforest. What do you notice in these environments? How are they similar/ different to Galleywood? What do you notice about the plants and animals in these tropical climates?</p> <p>Vocabulary: hot, cold, weather, near, far</p> <p>Draw information from a simple map.</p>	<p>Talk about changes in the environment Children know about similarities and differences related to places, objects and things.</p>

				deep, ocean, sea, river		<p>Children to look at maps of Galleywood and compare to maps of rainforests around the world in atlases. What do these maps tell us about what this place might be like?</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Use the text 'This is our World' by Tracey Turner to compare lives of children around the world to their life in Galleywood. Would you like to live in the rainforest? Why/ why not?</p>
Year 1	<p>Skills: Identify land use around the school</p> <p>Look at aerial view maps</p> <p>To devise a simple map</p> <p>Vocabulary: Physical and human features, soil, vegetation, urban,</p>	<p>Skills: Look at maps and aerial view maps of a location and compare to a locality.</p> <p>Identify and recognise landmarks</p> <p>Identify the key features of a location in order to say whether it is a</p>	<p>Skills: Know the names and locations of each of the worlds continents and oceans</p> <p>Compare and contrast features of another locality to their own area.</p>	<p>Skills: Know the names and locations of each of the worlds continents and oceans</p> <p>Regularly use globes, maps and atlases and use 4 main compass</p>		<p>Know the names and locations of each of the worlds continents and oceans</p> <p>Compare and contrast features of another locality to their own area.</p> <p>Regularly use globes, maps and atlases and use 4 main compass</p>

	<p>rural, map, route, journey</p>	<p>city, town, village, coastal or rural area.</p> <p>Context: Learn about London using maps, atlases, reference books and online sources Note similarities and differences between Galleywood and London</p> <p>Questions: How is London similar/different to Galleywood?</p> <p>Vocabulary: Human, physical, capital city, river Thames</p>	<p>Regularly use globes, maps and atlases and use 4 main compass points when describing location</p> <p>Context: Note similarities and differences between polar climates and Galleywood</p> <p>Questions: How does ____ compare to ____ ?</p> <p>What is similar and what is different?</p> <p>Vocabulary: northern hemisphere, southern hemisphere, key, map, symbol, equator, Arctic, Antarctica</p>	<p>points when describing location</p> <p>Vocabulary: northern hemisphere, southern hemisphere, key, map, symbol, equator, ocean, Pacific, Atlantic, Southern, Indian</p>		<p>points when describing location (every BB session through PP slides)</p> <p>Context: Note similarities and differences between the Amazon Rainforest and Galleywood Common</p> <p>Questions: How does ____ compare to ____ ?</p> <p>What is similar and what is different?</p> <p>Vocabulary: northern hemisphere, southern hemisphere, equator, remote, climate, vegetation, rural, urban</p>
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<p>Year 2</p>	<p>Skills: Identify land use around the school</p> <p>Look at and interpret aerial view maps</p> <p>Understand the human and physical geography of a local area of the UK and compare.</p> <p>To devise a simple map and use basic symbols in a key</p> <p>To recognise landmarks around the school and the key human and physical features in the surrounding environment.</p> <p>Context: Follow a route to the allotment, note the land use along the route</p> <p>Questions: Is Galleywood an urban or rural location? How do you know? What are the features of our locality?</p> <p>Vocabulary: Physical and human features,</p>	<p>Skills: Look at maps and aerial view maps of a location and compare to a locality.</p> <p>Identify and recognise landmarks</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Context: Learn about London using maps, atlases, reference books and online sources Note similarities and differences between Galleywood and London</p> <p>Questions: How do we know we are in London? What are the key physical and human features of London? How is London similar/different to Galleywood?</p> <p>Vocabulary: Human, physical, capital city, urban, landmarks, River Thames</p>	<p>Skills: Know the names and locations of each of the world's continents and oceans</p> <p>Compare and contrast features of another locality to their own area.</p> <p>Regularly use globes, maps and atlases and use 4 main compass points when describing location</p> <p>Context: Note similarities and differences between polar climates and Galleywood</p> <p>Questions: How does ___ compare to ___ ?</p> <p>Vocabulary: northern hemisphere, southern hemisphere, key, map, symbol,</p>	<p>Skills: Know the names and locations of each of the world's continents and oceans</p> <p>Regularly use globes, maps and atlases and use 4 main compass points when describing location</p> <p>Vocabulary: northern hemisphere, southern hemisphere, key, map, symbol, equator, ocean, Pacific, Atlantic, Southern, Indian</p>	<p>Skills: Know the names and locations of each of the worlds continents and oceans</p> <p>Compare and contrast features of another locality to their own area.</p> <p>Regularly use globes, maps and atlases and use 4 main compass points when describing location (every BB session through PP slides)</p> <p>Context: Note similarities and differences between the Amazon Rainforest and Galleywood Common</p> <p>Questions: How does ___ compare to ___ ?</p> <p>What is similar and what is different?</p> <p>Vocabulary: northern hemisphere, southern hemisphere, equator, remote, climate, vegetation, rural, urban</p>
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