

EYFS - Early Learning Goal – Understanding the World

The EYFS Framework for Understanding the World aims to ensure that all pupils:

People, Culture and Communities

- 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.

The Natural World

- 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

EYFS Specific Geography Coverage within the Topics

Travel and Transport

I can draw information from a simple map.

I can explore an atlas and globe.

I can listen to stories and talk about other countries in the world where they are set.

People Who Help in our Village

I can understand that some places are special to members of my community.

I can recognise that people have different beliefs and celebrate special times in different ways.

I can take part in walks around our village and note local landmarks.

I can navigate a map with our Beebot.

Animals

I can talk about how Handa's Home is different to mine. (Handa's Surprise – Eileen Browne)

I can draw information from a simple map. (What the Ladybird Heard – Julia Donaldson)

I can recognise that people have different beliefs and celebrate special times in different ways

Forest School (weekly sessions throughout the year)

Through Forest School sessions I can observe the natural environment and changing seasons
I can compare the site in our school garden to the forest school site at the churchyard

Year 1 and Year 2 Geography

Cycle A

**Our School
(Map Focus)
Term 1**

Fieldwork opportunities/
wider learning.

- To make wider connections, children could visit a nearby school in the local area to identify geographical similarities and differences between schools in the layout and organisation.
- School staff such as the head teacher, support staff, midday supervisors, play leaders and governors could be invited to talk to children about their roles in school.
To make wider connections, children could also walk the route from school to the PE hall with geography in mind, stopping to look at amenities and streets.

Learning Questions:

Can I plan a simple route on a map?

- Talk about what the work “route” means
- Look at map of Chilham. Where is our school on a map?
- Can you plan a route from the school to the PE hall together as a class make sure to reference roads and places that you pass? Could more able children do this in a group with a TA?
- Can children use the map with the plotted route as part of a daily mile and talk about the roads and places passed?

Can I present collected information on a frequency table?

- Can children spot 3 differences in the school using past and present photographs?
- Introduce children to a frequency table. Do a frequency table for your class, asking them which mode of transport they take to school, modelling on the board.
- Have children split up into 3 groups (one adult with each) let them go to a selected class and collect data for their frequency table (what mode of transport that class takes)
- Come back to class and complete with selected adult.

	<ul style="list-style-type: none"> ➤ Complete frequency table using collected data. Which class uses which mode of transport the most and the least? <p><u>What does an aerial photograph look like?</u></p> <ul style="list-style-type: none"> ➤ Children briefly look at the 4 points of a compass ➤ Children look at examples of ariel photographs: they are like bird's eye views ➤ On flip chart paper (2 stuck together), children make a messy map aerial view of the classroom out of junk modelling materials ➤ Children take photos of messy map to be used in next lesson <p><u>Can I observe the school environment? (Fieldwork)</u></p> <ul style="list-style-type: none"> ➤ Using the photos of the messy map, children stick them in and label the different parts of the classroom ➤ Children go around 4 different parts of the school recording what they can see, hear, smell and touch ➤ Sitting in the middle of the playground with a clip board, children draw and aerial view of the school ➤ Looking at their observation sheets, ask children to come up with a symbols for some of the things they observed with their senses eg a symbol for a bird tweeting. <p><u>Can I recognise map symbols?</u></p> <ul style="list-style-type: none"> ➤ Can children recall the information about compasses from a prior lesson? ➤ Introduce map symbols. ➤ Look at a map with map symbols. What can children see and understand regarding map symbols ➤ Remind children of their fieldwork. ➤ Can children design a new map symbol that may be used in a map of our school? ➤ Walking gallery of the different designed symbols
Cycle A	<p>Our Local Area Term 2</p>

<p>Fieldwork opportunities/wider learning.</p>	<ul style="list-style-type: none"> • In addition to the fieldwork trip which is integral to this unit, children could visit another nearby area to make comparisons and contrasts about the features and geography of different places. • Children could visit a local Tourist Information Centre to collect leaflets, look at maps, posters and general information about their local area.
<p>Learning Questions:</p>	<p><u>Can I use an online map to find places in the local area?</u></p> <ul style="list-style-type: none"> ➤ Ask children to talk about Chilham. What can you find here? Where do they like to visit? ➤ Using google maps, show children a map of Chilham, what can you find? ➤ Give children time to look on google maps, can they use the street view to look at places? ➤ Print out the google maps view of Chilham (or use the computers) Children can use this to fill in a table of information using the street name of local places eg the church. ➤ Traveling Ted: allow children to talk to each other and recommend a place that they would advise traveling Ted to visit in Chilham <p><u>How can a map help me to find places in my local area?</u></p> <p>Fieldwork</p> <ul style="list-style-type: none"> ➤ Talk about staying safe ➤ Give children a map of the local area and tell them that you will be using it to visit some places today with Travel Ted. ➤ Use map to visit: ➤ Chilham Castle (gates) The Church, The Hotel, The Sports Hall, they can circle each thing on the map as the visit it. ➤ Bring Traveling Ted with you and take a picture of him at each place ➤ Allow children time to reflect over the places visited <p><u>Are there different types of houses?</u></p> <ul style="list-style-type: none"> ➤ Tell me about your house ➤ Look at different types of homes, offering pictures: attached, detached, semi-detached, bungalow, flats, caravans, chalets. ➤ Children are to design a house for Ted and write about what type of house it is ➤ Walking gallery of house designs

What jobs do people do in our local area?

- What jobs do you know about? What jobs do the grownups who look after you do?
- Have pictures of places in our local area, allow children to talk about what jobs people do in these areas. Children can stick pictures in and write these jobs beside.
- People have lots of jobs in our school. Can we choose someone we would like to interview about their job? What questions could we ask them?

How can our local area be improved?

- What type of settlement is our school in? Village? Town? City?
- Circle time:
- What do you like about our local area?
- What do you not like?
- How could it be improved?
- Children plan persuasive letter to write next lesson to a councillor. Could HA write independently which the rest of the class do a shared write?
- Hear children's suggestions

How does Chilham compare to Tocuaro?

- Locate Tocuaro on a map (small Mexican village)
- What language do they speak? (Spanish)
- Look at Hortas (masks they make)
- Look at weather (Since Tocuaro is high up in the mountains, between October and April it can be quite cool in the mornings and evenings.)
- Look at diet (Tortillas)
- Look at schools (On Mondays the Mexican flag is raised and children march to the playground to watch)
- Compare to Chilham

Cycle A

**Our World
Terms 5 and 6**

<p>Fieldwork opportunities/wider learning.</p>	<ul style="list-style-type: none"> • Children can talk about places they have visited in the world and share photographs. • A travel agent may visit school and talk about different places in the world.
<p>Learning Questions:</p>	<p><u>Can I label the 7 continents of the world on a map?</u></p> <ul style="list-style-type: none"> ➤ Explain what a continent is and how it is different from a country ➤ Use an Atlas or globe to locate the continents one by one ➤ Plot them on a world map on the IWB ➤ Children then go independently and label a world map <p><u>Can I name the continent we live in and talk about some of it's physical and human features?</u></p> <ul style="list-style-type: none"> ➤ Find Europe on an online map, talk about the countries that are in it ➤ Find the UK within Europe ➤ What are landmarks? Do children know any famous landmarks (think back to UK) ➤ Use Go Jettors - Continent of Europe - BBC Teach to learn about landmarks in Europe <p><u>Can I label the 5 oceans of the world on a map?</u></p> <ul style="list-style-type: none"> ➤ Explain what an ocean is and why it is different to a river or a lake ➤ Do children know any oceans? ➤ Use a globe to locate oceans and then label them on a map on the IWB ➤ Children then go away and label these independently on a map <p><u>What is the weather like in North Africa? (Looking at location on map in relation to Equator)</u></p> <ul style="list-style-type: none"> ➤ Find North Africa on a Map, look at it in relation to the Equator ➤ Share some pictures of Africa throughout the year. What does the weather look like? ➤ Look at the daily weather forecast for Africa on that day. ➤ Activity idea: What would you need to pack to go on a holiday to Africa? <p><u>What is the weather like in Antarctica? (Looking at location on map in relation to Equator)</u></p> <ul style="list-style-type: none"> ➤ Find North Antarctica on a Map, look at it in relation to the Equator ➤ Share some pictures of Antarctica throughout the year. What does the weather look like?

	<ul style="list-style-type: none"> ➤ Look at the daily weather forecast for Antarctica on that day. ➤ Activity idea: What would you need to pack to go on a holiday to Antarctica?
Cycle B	Island Home Terms 1 and 2 Term 6
Fieldwork opportunities/wider learning.	<ul style="list-style-type: none"> • Children may talk about places they have visited in the UK and share photos from holidays.
Learning Questions:	<p><u>What are the 4 countries of the UK and can I find them on a map?</u></p> <ul style="list-style-type: none"> ➤ Explain what the UK is and that we live in the UK ➤ Use google maps to show the 4 countries in the UK ➤ Show pictures from each country ➤ Label countries on a map ➤ Children do this independently <p><u>What are the capital cities of the UK and which places are close to them?</u></p> <ul style="list-style-type: none"> ➤ Look at a labelled map on the Uk showing cities ➤ Let children talk about what they think the capital cities are ➤ Label them on a blank map on the IWB ➤ Children do this independently ➤ Challenge: What other places are close to each capital on the map? <p><u>Can I match capital cities to their famous human features?</u></p> <ul style="list-style-type: none"> ➤ Recall capital cities of the UK ➤ Show children famous landmarks from each capital city ➤ Children write a description of one of the features for a tourist magazine, convincing someone to visit them

How does the weather in the UK change with the seasons?

- What are the 4 seasons?
- Give children pictures of the UK in different seasons, can they create a word bank for each to describe the weather?

Does the weather in the UK change daily?

- Experiment: Over the course of a week, children can record the temperature of the sensory garden at a particular time a day.

Year 3 and Year 4 Geography

Cycle A

Postcards Home

Fieldwork opportunities/
wider learning.

- Children talk about places they have visited in the UK and in Europe
- Children could contact a school in Denmark and compare lives via letter

Learning Questions:

Recap: Where is the UK? What are its Capital cities?

- Recap lesson: children should recall previously learnt facts about the UK from KS1. To be used as formative assessment for the teacher to fill gaps.

Can I name and locate the main cities on the UK?

- Look at regions of UK on a map eg North East, Midlands etc.
- Introduce main cities of England: **Newcastle, York, Cambridge, London, Canterbury, Bath, Coventry, Birmingham, Liverpool**. Can children use an Atlas to label them on a map?
- As a plenary, can children match the key landmarks with each place? **Canterbury Cathedral, Stone Henge, Angel of the North, Clifton Suspension Bridge, Roman Baths, Buckingham Palace, Anfield Stadium.**

Can I name and locate European countries? (Including Russia)

Focus on Southern and Northern Hemisphere

- Explain what Europe is and show where it is found on a map.
- Children use an atlas to label countries of Europe

Can I name and locate the capital cities of Europe?

- Children use Atlas or Google Maps/ Earth to locate the capital cities of Europe.

What are the similarities and differences between England and Spain?

- A booklet can be found on Twinkl to support with this.
- Children can compare different aspects such as:
 - Climate

- | | |
|--|--------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• Schooling• Food• People of interest• Places of interest |
|--|--------------------------------------------------------------------------------------------------------------------------------------|

Cycle A	Volcanoes and Earthquakes
Fieldwork opportunities/wider learning.	<ul style="list-style-type: none"> Wider learning opportunities through case studies of Mount Vesuvius or Indian Ocean Earthquake 2004.
Learning Questions:	<p><u>Can I label the layers of the Earth?</u></p> <ul style="list-style-type: none"> ➤ Introduce the core, mantle, and crust. Talk about their features ➤ Children label a diagram of this <p><u>Can I describe the different ways tectonic plates can move?</u></p> <ul style="list-style-type: none"> ➤ Introduce the idea of tectonic plates ➤ Children should know that they can move apart, move together, or move side by side ➤ These can be recreated using either paper or Oreos <p><u>How are volcanoes formed?</u></p> <p>https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyc</p> <ul style="list-style-type: none"> ➤ Explain different types of volcanoes: active, dormant, extinct ➤ Introduce children to the “Ring of Fire” and show it on a map ➤ Children create diagram explaining how volcanoes are formed ➤ You may want to make your own volcanoes with children <p><u>How do volcanoes affect people’s lives and the environment?</u></p> <ul style="list-style-type: none"> ➤ Ask children if they would like to live beside a volcano and why. ➤ Give children pro and con cards and allow them to sort them accordingly (See Twinkl) These include: <ul style="list-style-type: none"> • Farming near a volcano can be really good, because the volcanic soil can produce very good crops. • Volcanic regions can produce geothermal energy, which is clean and renewable. • Ash can destroy farm crops. • Volcanoes are tourist attractions bringing money and jobs to the area. • Buildings can be destroyed by lava flow. • Scientists can predict when a volcano will erupt. • Dormant volcanoes may not erupt for hundreds of years.

	<ul style="list-style-type: none"> • The isolated slopes of volcanoes are good habitats for rare plants and animals. • Minerals and rocks made from volcanic lava are mined and used for building materials, bringing jobs to the area. • People can be swept away by pyroclastic flows or lahars (mudflows). • Ash can cause health problems for people and animals. • Frequent earthquakes can damage property. <p><u>How are earthquakes caused and how are they measured?</u></p> <ul style="list-style-type: none"> ➤ Explain that earthquakes happen on tectonic plate boundaries ➤ Explain that earthquakes can be measured in 2 different ways: Seismometers and Mercalli Scale ➤ Give children a copy of the Mercalli Scale and allow them to put them into order of severity (See Twinkl) <p><u>How do earthquakes affect people's lives and the environment?</u></p> <ul style="list-style-type: none"> ➤ This could be looked at through the case study of the Indian Ocean Earthquake 2004 <p><u>Case studies to be considered:</u></p> <ul style="list-style-type: none"> ➤ <u>Mount Vesuvius</u> ➤ <u>Indian Ocean Earthquake 2004</u>
Cycle B	Rainforests
Fieldwork opportunities/ wider learning.	<ul style="list-style-type: none"> • Fieldwork to a local forest

Learning
Questions:

What is a rainforest and where are they found?

- Start by looking at the 4 different types of forest:
 - Temperate deciduous, Temperate Coniferous, Boreal Forest, Tropical Rainforest
- Look at the Key features of what makes a rainforest
- Look at where rainforests are found on a map. Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map.
- Can children independently label the Rainforests on a map?

What is the climate of a Rainforest?

Starter activity: What is meant by biomes and what are the features of a specific biome?

- Recap the difference between weather and climate
- Remind children of where rainforests are found on a map: near the equator between the Tropics of Capricorn and Cancer
- As a result:
 - There are no seasons: the weather is the same all year round
 - Every month has an average rainfall of at least 6cm
 - It usually rains everyday
 - Temperatures are hot all year round
 - It is very humid
- Activity suggestion: Children write and record their own weather report for a rainforest

What are the layers in a tropical rainforest?

- Rainforest layers are different because of the different amounts of light and water that they get
- Explain the features of each layer:
 - Emergent layer
 - Canopy layer
 - Understory layer
 - Forest floor
- Activity idea: Children label each layer on a diagram

What is the Amazon Rainforest?

- Children research the Amazon Rainforest and present their findings to the class

	<p><u>How does the Amazon Rainforest compare to a local forest?</u></p> <ul style="list-style-type: none"> ➤ Fieldwork report <p><u>What does deforestation mean and why are rainforests under threat?</u></p> <p><u>What can we do about it?</u></p> <ul style="list-style-type: none"> ➤ Define deforestation ➤ Look at the negative impacts of deforestation ➤ Think of ways that we can help at Chilham ➤ Activity idea: Write a class letter to a local MP, convincing them to help stop deforestation
<p>Year 5 and Year 6 Geography</p>	
<p>Cycle B</p>	<p>Mountains</p>
<p>Fieldwork opportunities/ wider learning.</p>	<p>In English through our book King of the Cloud Forest, children will be given a chance to study the Himalayas in a cross curricular context as part of a larger case study on mountains. They will be given time to independently research the Himalayas, gathering facts and figures.</p>
	<p><u>What makes a mountain?</u></p> <p>Mountain focuses for this lesson: Pyrenees, Alps, Carpathians, Apennines, Urals, Balkan mountains.</p> <ul style="list-style-type: none"> ➤ Explore when a hill becomes a mountain. ➤ Use google maps to locate different mountains on a digital map. ➤ Identify the height of a peak on a map. ➤ Explore contours and what they tell us about a hill or mountain. <p><u>What are the key features of a mountain?</u></p> <p>Mountain focuses for this lesson: Himalayas and Snowdonia.</p> <ul style="list-style-type: none"> ➤ Understand that not all mountains look the same. Compare Himalayas and Snowdonia. ➤ Identify a valley and summit, foot and slope of a mountain. ➤ Identify an outcrop, a ridge, the tree line and the snow line. ➤ Identify the plateau.

What mountains are in the UK and how do they differ from the Himalayas?

Mountain focuses for this lesson: Pennines, Grampian mountains, Snowdonia, Dartmoor, Cambrian mountains, Sperrin mountains, Himalayan mountains.

- Use google maps to identify different mountain ranges in the UK.
- Choose one of the Uk mountains and use the computer to independently research this mountain.
- Find differences and similarities to the Himalayas.

How are mountains made?

Mountains of focus for this lesson: Alps (fold mountains), Sierra Nevada Mountains (Fault- block mountains), Mount Vesuvius (Volcanic mountain) Devils Tower (Dome mountain) Allegheny Mountains (Plateau mountain)

- Understand that mountains formed a very long time ago.
- Describe how tectonic plates move together to create fold mountains.
- Describe how lava flow creates volcanic mountains.
- Describe how fault lines in the earth's crust move to create mountains.
- Describe how pressure from magma below the earth creates dome mountains.
- Describe how erosion creates plateau mountains.

What is the climate of a mountain?

Mountains of focus for this lesson: Rocky Mountains, Alps, Himalayas.

- Understand the difference between climate and weather.
- Find and compare mountain climates.
- List risks associates with the climates of a mountain.

How does tourism effect mountain regions?

- Discuss why people may visit a mountain.
- Describe some of the effects of tourism on a mountain region.
- Discuss how we could limit damage created by tourism on mountain regions.
- Identify who might be responsible for limiting damage caused by tourism on mountain regions.

Cycle B	Rivers
Fieldwork opportunities/wider learning.	<ul style="list-style-type: none"> Fieldwork opportunity to visit the river Stour.
Learning Questions:	<p><u>Where does our water come from and what rivers are in the UK?</u> River focus for this lesson: Spey, Bann, Trent, Mersey, Thames, Severn, Conwy, Tyn, Clyde, Tweed.</p> <ul style="list-style-type: none"> ➤ Look at water cycle and understand that it is a closed cycle. ➤ Use a map to find rivers. ➤ Identify the source on a map and the sea the river runs into. ➤ Identify key locations along a river using a map. <p><u>Which are the key rivers of the world?</u> River focus for this lesson: Amazon, Cogo, Ganges, Indus, Loire, Mississippi, Murray, Nile, Ob, Yangtze.</p> <ul style="list-style-type: none"> ➤ Recap from last lesson: ➤ Find a river on a map. ➤ Identify the source on a map and the sea the river runs into. ➤ Identify key locations along a river using a map. ➤ New learning: ➤ Compare length of rivers ➤ Compare discharge of rivers <p><u>What are the key features of a river system? Link to fieldwork</u> River focus for this lesson: Amazon and Thames.</p> <ul style="list-style-type: none"> ➤ Look at the key features of the rivers upper course. ➤ Look at the key features of a rivers middle course. ➤ Look at the key features of a rivers lower course. ➤ Compare a river at different points of its course. <p><u>What are erosion and deposition?</u> River focus for this lesson: Amazon River.</p> <ul style="list-style-type: none"> ➤ Explore how water erodes a river bank.

	<ul style="list-style-type: none"> ➤ Explain how deposition changes to shape of a river. ➤ Explore key features of erosion and deposition: ox-bow lake, waterfall and meander and identify them on a map and on a photograph. <p><u>How do humans use rivers?</u></p> <ul style="list-style-type: none"> ➤ Use OS map to identify human uses around a river. ➤ Explore and list some ways humans use rivers. ➤ Sort these uses into categories: Leisure, industry, conservation and other. ➤ Look at advantages and disadvantages of using rivers. ➤ Identify possible impacts on rivers. <p><u>How can we stop a river from flooding?</u></p> <p>Dam focus for this lesson: Hoover Dam</p> <ul style="list-style-type: none"> ➤ Learn what a dam is and why they are built. ➤ Explore a major dam (Aswan Dam) ➤ Identify advantages and disadvantages of building a dam.
Cycle A	The Americas
Fieldwork opportunities/wider learning.	
Learning Questions:	<p><u>Can I locate and name countries found in The Americas?</u></p> <ul style="list-style-type: none"> ➤ Identify North and South America on a map ➤ Locate the Countries on North and South America ➤ For differentiation, more confident may also find capital cities <p><u>How does latitude and longitude effect geographical characteristics?</u></p> <ul style="list-style-type: none"> ➤ Look at lines of latitude and longitude on a map ➤ Identify that because the Americas are so large, they cover many lines of latitude and longitude and therefore characteristics of different countries and regions vary significantly (temp, rainfall, vegetation, land use) ➤ Activity: compare Anchorage, Alaska and Rio de Janeiro

Can I describe the climates and biomes of different regions across the Americas?

Areas to look at: Las Vegas, Havana, Churchill, Buenos Aires, Barrow

- Recap difference between weather and climate
- Look at different climate zones, stating that they are determined by latitude
- Look at the Koppen system
- Discuss that climate can then influence biomes
- Research different areas of the Americas, looking at: latitude, climate, type of biome

Case study: How do the Peak District, UK and Death Valley, California compare?

- Allow children to research both areas and complete a PowerPoint presentation explaining similarities and differences.