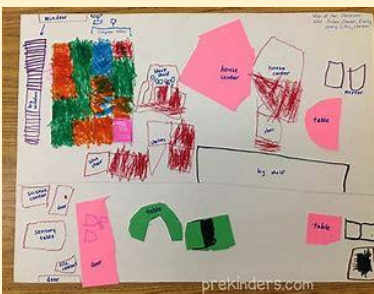
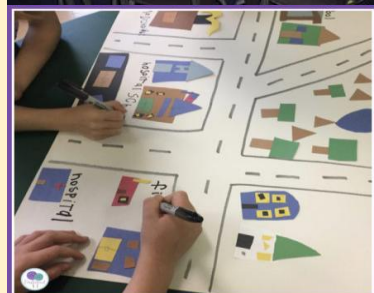


EYFS/ Year 1	Autumn	Spring	Summer
ELG most closely linked to Geography	Understanding the world (People and communities) Children know about similarities and differences between themselves and others, and among families, communities and traditions. Understanding the world (The world) children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.		
NC	<u>Geographical skills and fieldwork</u> use simple directional language [for example, near and far; left and right], to describe the location of features and routes on a map use simple fieldwork and observational skills to study the geography of their school and its grounds	<u>Geographical skills and fieldwork</u> □ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	<u>Locational knowledge</u> □ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>Geographical skills and fieldwork</u> □ 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
	My School Building	Where is my school?	The area around me
Key concepts –	1. I know the name of my school and where it is (Crays Hill, Essex, England) 2. I know the different areas of my classroom and can find the things I need – writing area, my tray, my peg, sand tray, garden etc 3. I can create plan of my classroom and talk about it. 4. I know the names of different areas of my school – corridor, hall, toilets, playground, field, forest schools, office, HT office, red area, blue area etc 5. I know how to find my way to different areas of the school and can show a friend how to get there too. 6. I can label different areas of the school on an aerial view.	1. I can name a range of features in the immediate environment (trees, pond, fields, house, roundabouts, school, playground field etc) 2. I can create a map remembering to add key features – roads, buildings, trees, fields etc 3. I can label the key features on a map 4. I can describe key features on a map using positional language (behind, in front, next to- i.e. the field is next to the school) 5. I can describe a simple route on a map using directional language (forward, turn, across, along, around) 6. I can enter a local destination on google earth and describe what I can see using my geographical language.	1. I know our school is in a village in the countryside and can use my observational skills to identify the key features around us. (little roads, fields, farms, trees, hills, post office, local shop) 2. I can look at a seaside environment (Southend) and identify the key features (sea, beach, sand, stones, fairground, promenade, cliffs, light house, coast, rockpools) 3. I can identify what features are the same and what features are different when comparing a village and the seaside. 4. I can identify villages and the seaside using a range of aerial photos. 5. I can find land and sea on a map of the UK 6. I know what a map, globe and atlas is and can discuss what I see using some of the vocabulary that I have learned.
Vocabulary	School Classroom Corridor Hall Kitchen Field Playground Red/ blue/ green/ wooden area Toilets Secret garden Forest school area Plan	Map Local area School Home Houses Flats Forwards Turn Left Right Road Direction Next to	Seaside Coast Town Lighthouse Beach Village Little roads Fields Farms Trees Hills Post office Local shop

		Behind Infront	
Link book	The gingerbread man/ The Three little Pigs	The Naughty Bus/ Hattie Peck: The Journey Home	The Whale Who Wanted More
Geographical skills and field work	Walk of school and school grounds Google maps aerial view of school School plans of building Photographs of different areas of the school	Local walk around the immediate area surrounding school Our Local area- walk to post a letter- discuss what can be seen on the walk Google Earth	Link to school trip to seaside Maps Atlas Globe
Continuous provision	  • Small world school set with classrooms, hall, playground, field and forest school elements • Wooden blocks and loose parts to build the school and different rooms • Floor maps or taped outlines of the classroom and school layout for navigation play • Clipboards, pencils and simple templates for drawing classroom plans • Label cards and word mats with classroom and school vocabulary (writing area, tray, peg, sand tray, hall, toilets, office, HT office)	   • Small world village set with school, houses, roads, roundabouts and vehicles • Road mats and toy cars for exploring routes to school • Loose parts and blocks to build the local area around school • Clipboards and mark-making tools for drawing maps of the route to school	   • Small world countryside provision with farms, fields, trees, animals and village buildings • Seaside small world set with sand, stones, shells, boats, promenade and fairground features • Sand and water trays enhanced with natural materials to represent land and sea • Aerial photographs of villages and seaside locations for sorting and comparison

	• Photographs of the school building and key areas, including aerial views • Role play area set as a classroom or school office with registers, signs and uniforms • Construction resources for building corridors, playgrounds and classrooms • Direction arrows and simple challenge cards for finding routes around the school • Outdoor chalk and large paper for creating maps of the playground and routes • Peg labels, tray labels and visual prompts to support independent navigation • Discussion prompts encouraging children to explain where places are and how to get there	• Simple maps of the local area with key features included • Positional and directional language cards (next to, behind, alongside, forward, turn) • Label cards for buildings and features (school, field, roads, houses, trees) • Aerial photographs of the local area for identification and discussion • ICT access with Google Earth images of Crays Hill and surrounding area (adult supported) • UK map showing England and Essex, with school location highlighted • Books and photographs showing villages and rural environments • Outdoor map-making using chalk or natural materials	• Simple comparison cards showing village and seaside features • World globe, atlas and UK map accessible for exploration • Loose parts and blocks to recreate seaside and countryside environments • Drawing, writing and labelling resources for map making • Positional language prompts used during small world and map play • Non-fiction books about villages, countryside and seaside locations • Sorting activities comparing what is the same and different • Discussion prompts encouraging children to describe what they see using geographical vocabulary
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