

### Geography in EYFS and KS1

Below is an overview of the key skills

	Skills Covered	Tier 2 vocabulary
Reception	<p>Autumn-</p> <ul style="list-style-type: none"> <li>Talk about own homes and our school</li> </ul> <p>Spring-</p> <ul style="list-style-type: none"> <li>Walk around Mile Oak</li> <li>Maps</li> </ul> <p>Summer-</p> <p>Brighton Inc. Beach (<b>i360 Visit</b>)</p> <ul style="list-style-type: none"> <li>Sea pollution</li> <li>refuse, reuse, recycle</li> </ul> <p>-I can talk about my school grounds and what I notice (UW).</p> <p>-I can talk about my local environment and what I notice (UW).</p> <p>-I can describe my immediate environment and how environments might vary from one to another (UW).</p> <p>- I can talk about some similarities and differences between life in this country and life in other countries (UW).</p> <p>- I can identify features in the school grounds and local environment e.g. road, playground, school, houses, parks, Downs, beach (UW).</p> <p>-I can answer simple geographical questions about my school grounds and local environment (CL, UW).</p>	<p>Environment</p> <p>Describe</p> <p>Local</p> <p>Area</p>
Year 1	<p><i>Autumn-</i></p> <ul style="list-style-type: none"> <li>Geographical Skills and Fieldwork</li> <li>Human and Physical Geography</li> <li>(School grounds and map work- <b>School Grounds and Surrounding Areas Visit</b>)</li> </ul> <p><i>Spring-</i></p> <ul style="list-style-type: none"> <li>Locational Knowledge and Human and Physical Geography</li> <li>(Countries in the UK and seasonal weather)</li> </ul> <p><i>Summer-</i></p> <ul style="list-style-type: none"> <li>Place Knowledge and Human and Physical Features</li> <li>(Similarities and differences- Brighton VS Kenya)</li> </ul>	<p>Similarities</p> <p>Differences</p> <p>Comparison</p> <p>Features</p> <p>Human</p> <p>Physical</p>
Year 2	<p><i>Autumn-</i></p> <ul style="list-style-type: none"> <li>Locational Knowledge</li> <li>Place Knowledge</li> <li>Human and Physical Features</li> <li>(Capital cities in the UK and surrounding seas and similarities and differences between the UK and Ghana).</li> </ul> <p><i>Spring-</i></p> <ul style="list-style-type: none"> <li>Locational Knowledge</li> <li>Geographical Skills and Fieldwork</li> <li>(Hot and cold areas in relation to the equator/school grounds and local area-human and physical features- <b>Forest School Outdoor Learning opportunity</b>)</li> </ul> <p><i>Summer-</i></p> <ul style="list-style-type: none"> <li>Locational Knowledge</li> <li>Geographical Skills and Fieldwork</li> </ul>	<p>Aerial</p> <p>Observational</p> <p>Studied</p> <p>Landscape</p> <p>Vegetation</p> <p>Valley</p>

	<ul style="list-style-type: none"> <li>(7 continents and 5 oceans/map work/compass directions)</li> </ul>	
<b>Geography in KS2</b>		
Year 3	<p><i>Autumn-</i></p> <ul style="list-style-type: none"> <li>Locational Knowledge</li> <li>Human and Physical Features</li> <li>(Europe -differences and similarities UK and France/Longitude/latitude)</li> </ul> <p><i>Spring-</i></p> <ul style="list-style-type: none"> <li>Locational Knowledge</li> <li>Geographical Skills and Fieldwork</li> <li>(Human and physical features</li> <li>-Field work – <b>Portslade Village Visit</b></li> <li>-4 figure grid references</li> <li>-8 points of a compass</li> <li>-map skills)</li> </ul> <p><i>Summer-</i></p> <ul style="list-style-type: none"> <li>Place Knowledge</li> <li>(Why places are like they are- River Nile links)</li> </ul>	<p>Scale</p> <p>Influence</p> <p>Interpret</p> <p>Analyse</p>
Year 4	<p><i>Autumn-</i></p> <ul style="list-style-type: none"> <li>Geographical Skills and Fieldwork</li> <li>Human and Physical Features ( <b>Shoreham Beach Visit</b></li> <li>-Water cycle)</li> </ul> <p><i>Spring-</i></p> <ul style="list-style-type: none"> <li>Locational Knowledge</li> <li>Place Knowledge</li> <li>(-Map work (UK)</li> <li>-Volcanoes</li> <li>-UK/Europe (Italy) Inc. Russia)</li> </ul> <p><i>Summer-</i></p> <ul style="list-style-type: none"> <li>Geographical Skills and Fieldwork</li> <li>(Orienteering Skills of local area and <b>Devils Dyke -Enquiry)</b></li> </ul>	<p>Region</p> <p>Method</p> <p>Context</p> <p>Locality</p> <p>Erosion</p>
Year 5	<p><i>Autumn-</i></p> <ul style="list-style-type: none"> <li>Locational Knowledge</li> <li>(Time zones)</li> </ul> <p><i>Spring-</i></p> <ul style="list-style-type: none"> <li>Locational Knowledge</li> <li>(Location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent)</li> </ul> <p><i>Summer-</i></p> <ul style="list-style-type: none"> <li>Place Knowledge</li> <li>Geographical Skills and Fieldwork</li> <li>Human and Physical Features</li> <li>(Comparing the physical features of a region of the UK and a region in South America, identifying similarities and differences)</li> <li>(Analyse and give views of different geographical representations of a location</li> <li>-6 figure grid references- <b>Brighton Beach Visit).</b></li> </ul>	<p>Significance</p> <p>Deposition</p> <p>Contour</p> <p>Reference</p>
Year 6	<p><i>Autumn-</i></p> <ul style="list-style-type: none"> <li>Geographical Skills</li> </ul>	<p>Aspects</p> <p>Characteristics</p> <p>Urban</p>

	<ul style="list-style-type: none"> <li>• (Geographical terms, rural, land use, tributary and trade links- explaining why Vikings came to Britain).</li> </ul> <p><i>Spring-</i></p> <ul style="list-style-type: none"> <li>• Locational Knowledge</li> <li>• Geographical Skills and Fieldwork</li> <li>• Place Knowledge (UK Rivers and their features – <b>Lewes Railway Trust Visit</b> -Physical characteristics and key topographical features of the countries within North America)</li> </ul> <p><i>Summer-</i></p> <ul style="list-style-type: none"> <li>• Geographical Skills</li> <li>• (Grid references- 4 and 6 figure and map work).</li> </ul>	Rural
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