



## Knowledge map for Geography EYFS and Key Stage 1











		EYFS	Year1	Year 2
<b>AUTUMN TERM</b>	TOPIC	<p><b>Where in the world do animals live and how are their homes different?</b></p> <p>Pattan’s Pumpkin – India, animals, maps Leopard’s Drum – Africa, maps, Around the world</p>	<p><b>What is our local area like, and how do we use it?</b></p>	<p><b>How are the countries in the United Kingdom different from each other?</b></p>
	KEY KNOWLEDGE	<ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify physical features of school grounds and surrounding areas including river, trees</li> <li>• Identify human features of school grounds and surrounding areas including town, school, playground</li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and identify characters of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• Understand geographical similarities and differences through studying human and physical geography</li> </ul>
	KEY VOCAB	<p>animal, home, place, world, map, country, far away, near, different, same, India, Africa, jungle, forest, desert, river, mountain, village, city, leopard, elephant, tiger, monkey, bird, fish, tree</p>	<p>Near, far, next to, behind, in front of, between, left / right, North / South / East / West, building, playground , field, path, gate, fence, tree, grass, road, car park, bench</p>	<p>United Kingdom (UK), England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, island, mountain, hill, river, lake, loch, coast, sea, countryside, city, capital city, landmark, bridge, castle, monument, flag, national symbol, tradition, language, sport, music, food, map, atlas, globe, aerial view, compass, north, south, east, west.</p>



# Knowledge map for Geography EYFS and Key Stage 1



	IMPACT QUESTIONS/LESSONS	<p>Follows children’s interests</p> <ol style="list-style-type: none"> <li>1. Where does the story Pattan’s Pumpkin take place? Can you find India on the map?</li> <li>2. What animals live in India in the story? What kind of homes do they have?</li> <li>3. Where is Leopard’s Drum set? Can you find Africa on the map?</li> <li>4. What animals live in Africa in the story? How are their homes different from the animals in India?</li> <li>5. What is the same about the homes of animals in India and Africa? What is different?</li> <li>6. Can you name some places where animals live around the world?</li> </ol>	<ol style="list-style-type: none"> <li>1. How are different areas of my school used, and why?</li> <li>2. How do sketch maps help us understand the layout and features of my school?</li> <li>3. How do maps help us understand the layout and features of my school?</li> <li>4. How can I use locational language to describe the features of my school?</li> <li>5. How can I create a map to represent the features of my school playground?</li> <li>6. What can fieldwork tell us about the features and layout of my school grounds?</li> </ol>	<ol style="list-style-type: none"> <li>1. Where is the UK in the world, and what are its key features?</li> <li>2. What are the capital cities of the UK, and what makes them special?</li> <li>3. What are some of England’s key geographical features, and where can we find them?</li> <li>4. What are some of Scotland’s key geographical features, and where can we find them?</li> <li>5. What are some of Wales’s key geographical features, and where can we find them?</li> <li>6. What are some of Northern Ireland’s key geographical features, and where can we find them?</li> </ol>
Thread		<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p style="font-size: 8px; background-color: #bbdefb; padding: 2px;">Locational knowledge</p>  <p style="font-size: 8px; background-color: #bbdefb; padding: 2px;">To discover the exact place or position of.</p> </div> <div style="text-align: center;"> <p style="font-size: 8px; background-color: #c8e6c9; padding: 2px;">Place knowledge</p>  <p style="font-size: 8px; background-color: #c8e6c9; padding: 2px;">To understand geographical features and locations.</p> </div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p style="font-size: 8px; background-color: #fff9c4; padding: 2px;">Human and physical geography</p>  <p style="font-size: 8px; background-color: #fff9c4; padding: 2px;">Things you can see all around you. Physical features are natural and human features have been built by humans.</p> </div> <div style="text-align: center;"> <p style="font-size: 8px; background-color: #ffe0b2; padding: 2px;">Geographical skills and fieldwork</p>  <p style="font-size: 8px; background-color: #ffe0b2; padding: 2px;">To collect data from the physical and human environment.</p> </div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p style="font-size: 8px; background-color: #bbdefb; padding: 2px;">Locational knowledge</p>  <p style="font-size: 8px; background-color: #bbdefb; padding: 2px;">To discover the exact place or position of.</p> </div> <div style="text-align: center;"> <p style="font-size: 8px; background-color: #c8e6c9; padding: 2px;">Place knowledge</p>  <p style="font-size: 8px; background-color: #c8e6c9; padding: 2px;">To understand geographical features and locations.</p> </div> <div style="text-align: center;"> <p style="font-size: 8px; background-color: #ffe0b2; padding: 2px;">Geographical skills and fieldwork</p>  <p style="font-size: 8px; background-color: #ffe0b2; padding: 2px;">To collect data from the physical and human environment.</p> </div> <div style="text-align: center;"> <p style="font-size: 8px; background-color: #fff9c4; padding: 2px;">Human and physical geography</p>  <p style="font-size: 8px; background-color: #fff9c4; padding: 2px;">Things you can see all around you. Physical features are natural and human features have been built by humans.</p> </div> </div>



# Knowledge map for Geography EYFS and Key Stage 1










SPRING TERM

	EYFS	Year1	Year 2
TOPIC	<b>What can we see out of the window on a journey?</b> The Train Ride – geographical features	<b>What is weather like in the United Kingdom?</b>	<b>Would you prefer to live in a hot or cold place?</b>
KEY KNOWLEDGE	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the United Kingdom</li> <li>Discuss daily weather patterns in the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world’s seven continents and five oceans</li> <li>Talk about hot and cold areas of the world in relation to the Equator and the North and South poles</li> </ul>
KEY VOCAB	tree, house, river, mountain, field, road, car, bridge, train, track, cloud, sky, farm, hill, grass, lake, village, tunnel, farm animals,	United Kingdom (UK), England, Scotland, Wales, Northern Ireland, map, globe, country, island, capital city, north, south, east, west, compass, direction, season, spring, summer, autumn, winter, weather, sunny, rainy, cloudy, windy, snowy, hot, warm, cold, temperature, forecast, weather chart, thermometer, clothing, umbrella, coat, boots, sunscreen, shelter, storm, flood.	continent, Africa, Antarctica, Asia, Europe, North America, South America, Australia, ocean, Arctic, Antarctic, North Pole, South Pole, Equator, hemisphere, tropical, polar, climate, temperature, hot, cold, warm, cool, weather, desert, rainforest, ice, snow, sunshine, dry, humid, frozen, habitat, animals, people, clothing, food, shelter, adaptation, map, globe.
IMPACT QUESTIONS/LESSONS	Follow’s children’s interests  1. What can you see out of the window on the train? 2. Can you find a river or a mountain from the window?	1. Where is the United Kingdom? 2. What are the four seasons? 3. What are the compass directions? 4. What is the weather like today? 5. Is the weather the same everywhere in the UK?	1. Where are the continents? 2. Where are the coldest places on Earth? 3. Where is the Equator? 4. What is life like in a hot place? 5. Do we live in a hot or cold place? 6. Would you prefer to live in a hot or cold



# Knowledge map for Geography EYFS and Key Stage 1



		<ol style="list-style-type: none"> <li>3. What animals might live near the places we see on the journey?</li> <li>4. How do the places we see change as the train moves?</li> <li>5. Why do you think some places have lots of trees and others don't?</li> <li>6. Can you draw a picture of what you see outside the train window?</li> </ol>	<p>6. How do people prepare for weather?</p>	<p>place?</p>
Thread		<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p style="background-color: #ffcc00; padding: 2px;">Human and physical geography</p>  <p style="font-size: 8px;">Things you can see all around you. Physical features are natural and human features have been built by humans.</p> </div> <div style="text-align: center;"> <p style="background-color: #ff9966; padding: 2px;">Geographical skills and fieldwork</p>  <p style="font-size: 8px;">To collect data from the physical and human environment.</p> </div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p style="background-color: #6699cc; padding: 2px;">Locational knowledge</p>  <p style="font-size: 8px;">To discover the exact place or position of.</p> </div> <div style="text-align: center;"> <p style="background-color: #ffcc00; padding: 2px;">Human and physical geography</p>  <p style="font-size: 8px;">Things you can see all around you. Physical features are natural and human features have been built by humans.</p> </div> <div style="text-align: center;"> <p style="background-color: #ff9966; padding: 2px;">Geographical skills and fieldwork</p>  <p style="font-size: 8px;">To collect data from the physical and human environment.</p> </div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p style="background-color: #6699cc; padding: 2px;">Locational knowledge</p>  <p style="font-size: 8px;">To discover the exact place or position of.</p> </div> <div style="text-align: center;"> <p style="background-color: #ffcc00; padding: 2px;">Human and physical geography</p>  <p style="font-size: 8px;">Things you can see all around you. Physical features are natural and human features have been built by humans.</p> </div> </div>



# Knowledge map for Geography EYFS and Key Stage 1






















		EYFS	Year1	Year 2
<b>SUMMER TERM</b>				
	TOPIC	<p><b>Can we help the ladybird find the way?</b></p> <p>What the ladybird heard - Map skills</p>	<p><b>How is the Isle of Scilly different to Ware?</b></p>	<p><b>What is life like in Serekunda, Gambia and how is it different from where we live?</b></p>
	KEY KNOWLEDGE	<ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom</li> <li>Physical and human feature terms including beach, cliff, coast, hill, mountain, city, town, village</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences of a small area in a contrasting non-European country</li> <li>Physical and human features terms including (cliff, river, coast, jobs, farm)</li> </ul>
	KEY VOCAB	ladybird, map, way, path, road, left, right, forwards, backwards, near, far, up, down, farm, house, field, pond, tree, barn, gate, fence, track, cross, stop	Isles of Scilly, United Kingdom (UK), England, Cornwall, island, map, globe, location, north, south, east, west, beach, coast, sea, ocean, cliff, hill, harbour, rock, sand, weather, nature, wildlife, town, village, house, road, boat, school, shop, hotel, farm, transport, ferry, aerial photograph, satellite image, bird's-eye view, features, compare, different, similar, settlement	country, continent, map, sketch map, key, compass, border, river, land, coast, beach, climate, forest, vegetation, landscape, farmer, fisherman, market trader, tourist, tourism, aerial photograph, bird's-eye view, feature, symbol, direction, scale
	IMPACT QUESTIONS/LESSON	Follow's children's interests	<ol style="list-style-type: none"> <li>Where are the Isles of Scilly?</li> <li>How can we use compass directions to describe</li> </ol>	<ol style="list-style-type: none"> <li>Where is The Gambia?</li> <li>Which physical terms can be used to</li> </ol>



# Knowledge map for Geography EYFS and Key Stage 1



		<ol style="list-style-type: none"> <li>1. Where is the ladybird trying to go?</li> <li>2. Can you find the ladybird's home on the map?</li> <li>3. What things do we see on the map that can help the ladybird?</li> <li>4. How do we know which way the ladybird should go?</li> <li>5. What is near the ladybird's path?</li> <li>6. Can you draw or tell me the best way to help the ladybird get home</li> </ol>	<p>the Isles of Scilly location?</p> <ol style="list-style-type: none"> <li>3. Which physical terms can be used to describe the features of The Isles of Scilly?</li> <li>4. Which human terms can be used to describe the features of The Isles of Scilly?</li> <li>5. What can aerial photographs tell us about the Isles of Scilly?</li> <li>6. How different is Hugh Town on St Mary's to other settlements on the island?</li> </ol>	<p>describe The Gambia?</p> <ol style="list-style-type: none"> <li>3. What types of jobs do the people do in the area?</li> <li>4. What can an aerial photograph tell us about Serrekunda's landscape and features?</li> <li>5. How can we create a sketch map to show the key features of Serrekunda?</li> <li>6. How can we create our own map of Cape Point, Serrekunda, using a key?</li> </ol>						
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Thread</p>	<p>Geographical skills and fieldwork</p>  <p>To collect data from the physical and human environment.</p>	<table border="0"> <tr> <td data-bbox="853 630 1032 809"> <p>Place knowledge</p>  <p>To understand geographical similarities and differences.</p> </td> <td data-bbox="1032 630 1189 809"> <p>Human and physical geography</p>  <p>Things you can see all around you. Physical features are natural and human features have been built by humans.</p> </td> <td data-bbox="1189 630 1507 809"> <p>Geographical skills and fieldwork</p>  <p>To collect data from the physical and human environment.</p> </td> </tr> </table>	<p>Place knowledge</p>  <p>To understand geographical similarities and differences.</p>	<p>Human and physical geography</p>  <p>Things you can see all around you. Physical features are natural and human features have been built by humans.</p>	<p>Geographical skills and fieldwork</p>  <p>To collect data from the physical and human environment.</p>	<table border="0"> <tr> <td data-bbox="1507 630 1686 809"> <p>Place knowledge</p>  <p>To understand geographical similarities and differences.</p> </td> <td data-bbox="1686 630 1843 809"> <p>Human and physical geography</p>  <p>Things you can see all around you. Physical features are natural and human features have been built by humans.</p> </td> <td data-bbox="1843 630 2119 809"> <p>Geographical skills and fieldwork</p>  <p>To collect data from the physical and human environment.</p> </td> </tr> </table>	<p>Place knowledge</p>  <p>To understand geographical similarities and differences.</p>	<p>Human and physical geography</p>  <p>Things you can see all around you. Physical features are natural and human features have been built by humans.</p>	<p>Geographical skills and fieldwork</p>  <p>To collect data from the physical and human environment.</p>
<p>Place knowledge</p>  <p>To understand geographical similarities and differences.</p>	<p>Human and physical geography</p>  <p>Things you can see all around you. Physical features are natural and human features have been built by humans.</p>	<p>Geographical skills and fieldwork</p>  <p>To collect data from the physical and human environment.</p>								
<p>Place knowledge</p>  <p>To understand geographical similarities and differences.</p>	<p>Human and physical geography</p>  <p>Things you can see all around you. Physical features are natural and human features have been built by humans.</p>	<p>Geographical skills and fieldwork</p>  <p>To collect data from the physical and human environment.</p>								