Geography at Kimbolton St James’ Primary School

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| **EYFS Knowledge Cycle A** |
| **Topic** | **Vocabulary** | **Locational, Human and Physical Knowledge** |
| **Ahoy There, Me Hearties!/How Does Your Garden Grow?** | Town, village, road, house, world, map, hot, sunny, summer, tropical, port, harbour, sea, sand | **2. Locational Knowledge*** I can talk about the features of my own environment.
* I can make distinctions in my observations.

**2. Geographical Skills and Fieldwork*** I can identify what a map is and explore the use of a map
* I can use simple directions and directional language to describe the location of features on a map.

**3. Geographical Skills and Fieldwork*** I can draw a simple map of imaginary communities

**1. Place Knowledge*** I can recognise some environments that are different to the one in which I live.
* I know some similarities and differences between the natural world around me and contrasting environments, drawing on our experiences and what has been read in class.
* I know the similarities between where I live and a hot/cold place
* I know the differences between where I live and a hot/cold place

**1. Human and Physical Geography** * I can understand seasonal and daily weather patterns where I live and compare it to a contrasting location.
* I know that in the summer it gets hot and sunny; that I need to find the shady areas when outside and wear appropriate clothing.
* I know simple key natural features
* I know simple key man-made features
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| **Skills** |

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| **Locational Knowledge** | **Geographical Skills and Fieldwork** | **Place Knowledge** | **Human and Physical Geography**  |
| 1. Talk about the **features** of their own environment. E.g. say what they observe first-hand.2. Name the road, village, town or city where they live. | 1. Make observations of animals and plants and explain why some things occur. E.g. life/seasonal changes-cycles. | 2. Talk and begin to draw or write about changes. E.g. notice seasonal changes/ decay/new growth. | 3. Make simple **maps** of imaginary communities e.g. using Duplo or other small world toys. | 1. Recognise that there are **similarities** and **differences** in relation to places and objects. E.g. comparing farm or woodland to villages or towns | 1. Talk about the features of their own immediate environment and how environments might vary from one another. E.g. **man-made features** such as roads and **naturally occurring features** such as streams/rivers |