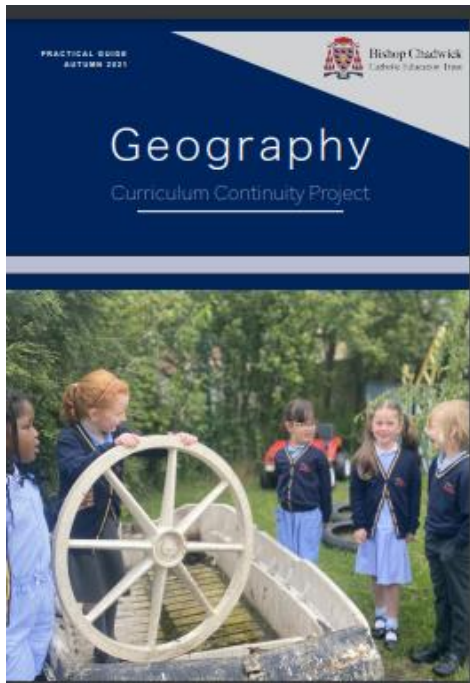




Geography

Curriculum continuity - EYFS to Year 1



A team of Primary Subject Leads and Secondary Heads of Department within BCET have worked together to produce some high quality units, following the threshold concepts, an example of which can be seen below.

An effective geography curriculum must cover all 4 of these concepts and within any one lesson at least 3 of these concepts should be covered.

Writers have worked to identify sufficient breadth of content and ensure that pupils learn this in sufficient depth. By using the materials, teachers are able to break down the content they wish pupils to learn into component parts, which have been selected to take into account, what pupils need based on their prior knowledge and experiences.

The units are written for year 1 pupils up to year 6, and this document captures the progression from EYFS into year 1.



Year 1: Geographical Skills

<p>Location and Place Knowledge</p> <p>Describe where the line of the equator is on a map of the world. Understand that climate is the temperature of a place over a period of time. Name, locate and identify hot and cold countries. Locate the line of the Equator. Locate Rainforests on a world map. Identify where extreme and dangerous weather usually occurs (the cold air from Canada meeting the warm air).</p>	<p>Geographical techniques</p> <p>Use geographical terms and vocabulary, demonstrate geographical skills, including using maps, atlases and globes and graphical methods to identify hot and cold places in the world. Antigua, the Arctic circle and Antarctica. Rainforests and the line of the Equator. Use observational skills to discuss weather and changes in the seasons. Discuss daily weather changes.</p>	<p>Physical features and processes</p> <p>Recognise the physical features in the rainforest and hot/cold countries. Understand the how this is necessary for the animals that live there.</p>	<p>Human interaction with the environment</p> <p>Understand deforestation and how this has such an impact on the animal's habitat</p>
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The 4 threshold concepts



How does the Early Year's framework fit within the 4 threshold concepts?

<i>Location and place knowledge</i>	<i>Geographical techniques</i>	<i>Physical features and processes</i>	<i>Human interaction with the environment</i>
Understanding the World: ELG People, Culture and Communities			
<p>Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps</p> <p>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</p>	<p>Describe their immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps</p> <p>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</p>	<p>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</p>	<p>Whilst an ELG does not match directly with this threshold concept, children will have regular opportunities to interact with their environment and will learn how to look after their environment. See below</p>
Understanding the World: ELG The Natural World			
<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world round them and contrasting environments, drawing on their experiences and what has been read in class</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world round them and contrasting environments, drawing on their experiences and what has been read in class</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changes of states of matter</p>	

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community.

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Statutory framework for the early years foundation stage
September 2021

