

# Hose Church of England Primary School

'Respect, Bravery, Success, Pride'



Hose C of E Primary School

EYFS Curriculum Links – Understanding the World & Geography

Geography					
KS1 Area of Study	EYFS	How	Linking Books	Vocabulary	KS1
<b>The UK</b>	<p><b>Where we live</b></p> <ul style="list-style-type: none"> <li>To know they live in Hose and that Hose is in England.</li> <li>To develop a sense of the immediate world around them through visiting parks, libraries etc. and meeting important members of the community such as dentists, doctors, nurses etc.</li> <li>To talk about what a map is for and what they observe.</li> </ul>	<ul style="list-style-type: none"> <li>Books in provision and at story time.</li> <li>Atlases, maps and globes in small world area.</li> <li>Walks around the village.</li> <li>Looking at photographs of houses and where these are within the local area.</li> </ul>	<ul style="list-style-type: none"> <li>Last Stop on Market Street.</li> <li>You Live Where?</li> <li>Martha Maps it Out.</li> <li>Rosie's Walk.</li> <li>We're Going on a Bear Hunt.</li> <li>My Map Book.</li> </ul>	<p><b>Settlement:</b> Hose, village, map, place, world, ocean, land, local area, The United Kingdom.</p> <p><b>Geographical Enquiry:</b> Ask, find out, look, watch, listen.</p>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>
<b>Our Local Area</b>					
<b>Continents &amp; Countries around the world</b>	<p><b>Around the world</b></p> <p>Animals</p> <ul style="list-style-type: none"> <li>To recognise some similarities and differences between life in this country and life in other countries.</li> <li>To talk about what a map is for and what they observe.</li> <li>To know 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>Books in provision and at story time.</li> <li>Atlases, maps and globes in small world area.</li> <li>Animals in the small world area, linking to different countries and land and seas.</li> </ul>	<ul style="list-style-type: none"> <li>Ben and Gran and the Whole, Wide, Wonderful World.</li> <li>A Balloon for Grandad.</li> <li>All Around the World</li> <li>Animal Kingdom.</li> <li>Meerkat Mail.</li> <li>Here We Are.</li> <li>Hot &amp; Cold Places.</li> </ul>	<p><b>Settlement/Global Citizenship:</b> City, direction, globe, country.</p> <p><b>Geographical Enquiry:</b> Question, answer, observe, share, tell us.</p>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>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.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> </ul>
<b>Oceans &amp; Seas</b>					
<b>Are the Poles really getting smaller?</b>	<p><b>Around the world</b></p> <p>Animals</p> <ul style="list-style-type: none"> <li>To recognise some similarities and differences between life in this country and life in other countries.</li> <li>To talk about what a map is for and what they observe.</li> <li>To know 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>Books in provision and at story time.</li> <li>Atlases, maps and globes in small world area.</li> <li>Animals in the small world area, linking to different countries and land and seas.</li> </ul>	<ul style="list-style-type: none"> <li>The Snail &amp; the Whale.</li> <li>The Odd Fish.</li> <li>What A Waste.</li> <li>The Song Whale.</li> <li>Somebody Swallowed Stanley.</li> <li>Lily and the Polar Bears.</li> </ul>	<p><b>Settlement/Global Citizenship:</b> Compass, community, atlas, continent.</p> <p><b>Environmental Impact:</b> Respect, care, responsibility.</p> <p><b>Geographical Enquiry:</b> Discover, research, present, explain.</p>	<ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>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.</li> </ul>
<b>Why is there plastic in our oceans?</b>					

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