

Geography Intent

As Geographers, Milford children are motivated to understand the world we live in. We want our children to be enthused by Geography! We will provoke and provide answers to questions about the world. The children will discuss and find out about the natural and human aspects of the world. Our intent is to inspire in children, a fascination about the world and the people in it; to promote the children's interest and understanding of our local community and then more diverse places, people and environments. Children will study and compare contrasting areas. They will become confident to use maps, globes and online earth programs. We will begin every unit by zooming in from the world to look closely at our focused area.

<p>EYFS People, cultures and communities</p>	<p>Birth-Three Make connections between the features of their family and other families. Notice differences between people.</p>	<p>Three- Four Years Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Reception . Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognize that people have different beliefs and celebrate special times in different ways. Chinese New Year, Cultural capital. Recognise some similarities and differences between life in this country and life in other countries- Talking to children who have moved to this country from another country. Describing weather, food. Draw information from a simple map, e.g. google, finding UK, Yeovil, in relation to other countries. Recognise some environments that are different to the one in which they live.</p>	<p>People, cultures and communities- ELG. . Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UTW. PC&C.ELG . 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. UTW. PC&C.ELG . Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG</p>		
<p>celebrations</p>	<p>Comment on <u>recent</u> photographs of experiences in my own life, e.g., my visit to the seaside, park, or farm. in my own life, e.g. This is me at ... my birthday, Christmas, Diwali or Chinese New Year.</p>	<p>Comment on images of familiar experiences that I have shared in my own life. I can retell key events such as, visits to the dentist, holidays, and day trips.</p>	<p>Comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, Harvest and Chinese New Year.</p>	<p>Describe my memories of key events and celebrations, providing some details. I can share my feelings and narrate events. I can talk about the experiences that others have in celebrating their special times.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. UTW. PC&C.ELG</p>	
<p>Seasonal Change</p>	<p>Talk about how the weather changes. Name some types of weather, e.g. rainy, sunny, windy, snowy, cloudy and stormy.</p>	<p>Talk about some natural features that I see and feel during different seasons, including different weather. I can talk about the clothes that I need for different seasons/ weather and why.</p>	<p>Name the four seasons. Order the four seasons.</p>	<p>I can describe about how the seasons can affect the natural world and how things grow. e.g. acorns and conkers are found in autumn and some trees have no leaves in winter.</p>	<p>Notice and describe seasonal weather patterns. Ask and answer how/why questions.</p>	<p>Understand some important processes and changes in the natural world around them, including seasons.</p>

Homes	Talking about and describing my home. Explain key features of my home and the homes of others.	know that different countries have different homes.	Compare different types of homes in my own country.	Compare different types of homes in other countries.	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. UTW. PC&C.ELG
Features of places	Name and talk about familiar features that I see in my own environment (home/school) house, tree, road, garage, shed, classroom Welly Walks Talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library.	I notice that some places and environments are different to the place where I live. I can identify simple similarities and differences.	Use photos, maps, books and my own experiences in order to compare different places and environments across the UK.	Use photos, maps, books and my own experiences in order to compare different places and environments across the world.	Describe my immediate environment using knowledge from observation discussion, stories, non-fiction texts and maps. UTW. PC&C.ELG I can 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. UTW. PC&C.ELG
	Year 1		Year 2		
Mapping Skills: locating on a global scale.	Use world maps, globes and atlases to locate the United Kingdom, its four countries and capital cities and its surrounding seas and oceans.		Use world maps, globes and atlases to locate the world's seven continents and five oceans.		
Mapping skills: navigating on a local scale.	Able to use directional language: near and far, left and right. Begin to use the 4 points of the compass on maps, aerial photographs and in the environment.		Able to use the 4 points of the compass, maps and aerial photographs to navigate the local environment.		
Mapping skills: encoding	Create physical 2D/3D maps of the local environment – school, village or town.		Draw maps including simple pictures or symbols to represent the local environment – classroom, school, village or town.		
Observing and recording the environment	Records simple observations in the local environment of a geographical feature – such as the weather or biodiversity in a habitat.		Records observations from the local environment and presents these findings in a simple way.		
Understanding interconnections	Understands that their environment is part of a larger context – zooming out and zooming in.		Understands the county's place within the UK and the UK's place within Europe and how Europe relates to the rest of the world geographically.		
Asking geographical questions	What is this place like? Why is this place like this? Why is this place here and not there? How is this place changing? How do we know about this place? Has this place always been the same? How might this place change in the future? How is this place similar to and different from another place?				