

Geography Learning Journey – EYFS and KS1



How are hot places different from cold places?

What makes our local area special and how has it changed over time?

Children learn to identify different types of climates around the World. They explore what makes a place hot or cold, such as temperature and weather conditions. They also discover how people, animals, and plants adapt to living in these environments. Children look at examples of hot places like the Sahara Desert, which is near the Equator and very dry and hot, and cold places like the Arctic and Antarctica, which are near the North and South Poles and very icy and cold. They learn to find these places on a map and understand how the location affects the climate and life there. They begin to look at climate change.

Children build on their Year 1 learning about the local area by exploring it in more detail. They learn to use simple maps and basic geographical vocabulary to describe features like roads, buildings, and parks. They draw their own map from their house to school and use compass directions and a basic key. They understand why places are important to people and start to think about how the local area has changed over time and how it might change in the future.



What is it like to live in Lima?

2

Children will ask and answer geographical questions about London and Lima. They identify famous London landmarks and use directions to follow a route on a map of London. Children identify geographical similarities and differences through studying human and physical geography of London and Lima. Children make a tourism video to encourage tourists to either London or Lima.



Where do we live in the World?

What is it like to live by the seaside?

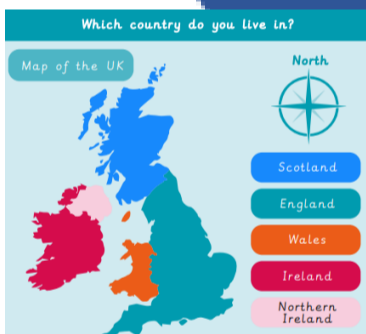
Using a World map/globe children look at where the UK is in the World and identify the continents and oceans. They learn the countries and cities that make up the UK. Children learn about the human and physical features of England and Wales and learn the differences between a city and the countryside (Scotland/N.Ireland). They identify famous landmarks of Northern Ireland using Digimaps and the internet.

Children name and locate different seaside towns on a map. Children identify physical and human features of a seaside town in Devon using google maps and aerial photographs and make a simple map and model of a seaside. They then compare it to the human and physical features of a seaside abroad (Kenya).

What is our local area like?

1

In line with the KS1 Geography curriculum, in this unit, children are locating where they live and go to school on an aerial photograph and map recognising features within a local context. They learn the features of a map including key, compass and draw their own aerial map of their classroom. They follow simple routes around the school grounds and area and discuss what the weather is like where they live.



Outdoor adventures

Exploring maps



Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons. Every 2 weeks approx. children go on a seasons sensory walk around the school grounds.

Exploring maps through discussion, story-telling, games and creative activity.



Exploring school grounds and listening to the sounds of nature on sensory walks.

Exploring where different animals come from around the world through globes, story-telling, small world and zoolab visit.

School trip to Painshill park for a Minibeast Safari, nature walks and bug hotel making/observing.

Wildlife garden visits and discussing the changes that we can see in the seasons.

Exploring different environments

EYFS

Autumn term

Animal discovery

Our World and Beyond