







# Bridging from EYFS into Year One- Geography

Beginning in **Early Years**, children discuss their familiar world, such as where they live or the natural world. They talk about differences between some countries and the animals and plants that inhabit countries. Children learn about transport and seasonal weather. From **Key Stage 1**, the Geography curriculum at Cavendish is designed outwardly, giving children a firm grasp of key geographical features of their local area. Following this, children in **Key Stage 2** will compare their local area to other areas of the United Kingdom, other European countries and finally countries in other continents.

Geography Strands	End of Nursery 	ELG End of Reception 	Year One
<b>Locational Knowledge</b> 	*Children to have some understanding of how and why journeys are taken using transport, for example, going to the shops, going on holiday, visiting someone. *Children to explore through play models of houses, small world, train sets, car mats and begin to understand how buildings, transport and people live together.	*Children discuss holidays and places they have been beyond their local community. *Use a globe and/or ICT (Google Maps) to identify the location of the holiday destinations. *Children talk about their journey to and from school and discuss what they see en-route.	*Name and locate the four countries and capital cities of The United Kingdom.
<b>Place Knowledge</b> 	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (See natural world progression.)	*Understand some human and physical features in my local area.

<p><b>Human and Physical Geography</b></p> 	<p>*By the end of Nursery, children should know common words for the places they live from stories and first-hand experience including road, park, wood, field, river/ sea.</p> <p>* Children to notice how Spring changes into Summer and name a variety of different weather and the seasons.</p>	<p>*Explore the natural world around them, making observations and drawing pictures of animals and plants. Increase their knowledge of a range of animals to include creatures from a different habitat. Visit and explore a different habitat (the sea or pond life) noting the features of animals that live in a similar place and suggest possible reasons.</p> <p>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</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.</p>	<p>*Understand the difference between a human feature and a physical feature</p> <p>*Use pictures and aerial maps to identify and sort the human and physical features in our local area: town, shop, village, house, soil, vegetation</p> <p>*Identify daily weather patterns in our local area including temperature, rainfall and wind</p> <p>*Identify daily weather patterns in the 4 capital cities of the UK</p> <p>*Identify warmer and colder areas of the UK. Locate some warmer and colder countries in Europe.</p>
<p><b>Map Skills and Fieldwork</b></p> 		<p>*Children to discuss and explain journeys they take in small world play, children to use carpet maps to role play different journeys.</p> <p>*Teachers model how to draw information from a simple map, starting with a whole class map of the local area and track</p>	<p>*Use <i>near, far, left and right</i> to describe features on a journey to school</p> <p>*Use fieldwork to identify: town, shop, village, house, soil, vegetation.</p> <p>*Identify and measure daily weather patterns in our local area including temperature, rainfall and wind.</p> <p>Use <i>near, far, left and right</i> to describe features on a journey to school</p>

		<p>journeys of children's houses in relation to their distance from school.</p> <p>*Children to recognise weather maps, and things that look like maps. Example: globes, maps of the world, atlas.</p>	<p>Use fieldwork to identify: town, shop, village, house, soil, vegetation</p> <p>Identify and measure daily weather patterns in our local area including temperature, rainfall and wind.</p>
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