

Geography Knowledge Matrices			
Topic	Wonderful Me	Year	YR/ Y1
<p><b>EYFS: Understanding the World</b> <b>The Natural World ELG</b></p> <ul style="list-style-type: none"><li>- Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants;</li></ul> <p><b>People Culture and Communities ELG</b></p> <ul style="list-style-type: none"><li>- Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</li></ul> <p><b>National Curriculum Objectives: <a href="#">KS1</a>:</b> <b>Human and physical geography</b> To use basic geographical vocabulary to refer to: - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b></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.</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>			
Prior Learning		Future Learning	
Children explore the natural world around them, making observations and drawing pictures of animals and plants. Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.		<ul style="list-style-type: none"><li>- Life on the farm (YR/YA - Odd Year) - Learning about the locality of Overbury and in particular its farming context.</li><li>- Overbury a study: Sheldon Class (Odd year) - children go deeper into land use and map reading skills</li></ul>	
What pupils need to know or do to be secure			
This is a topic that considers Overbury in its rural setting. The children learn to use basic vocabulary including city, town, village, factory, farm, house, office, port, harbour and shop. They investigate their surroundings looking at the different types of buildings in Overbury. They use their observational skills to draw features of their local area, including the school, and create a map of their village marking key places on the map. They learn the skill of creating maps and following a route they have created.			
Core Knowledge - Expected Outcomes		Geography procedural knowledge outcomes	

<ul style="list-style-type: none"> <li>- I know I go to school in Overbury</li> <li>- I can say where I live</li> <li>- I can say if where I live is a different place to Overbury and talk about how it is different.</li> <li>- I can say that Overbury is a village</li> <li>- I can name key buildings in Overbury, including the school, church, shop, house, farm.</li> <li>- I can say what Overbury is like and what I like about it/ dislike about it</li> <li>- I can talk about places in Overbury on a map</li> <li>- I can say where something is using words such as close to, far away</li> </ul>	<p><b><u>Geographical Enquiry</u></b>            I can ask and respond to simple closed questions            I can use information books/pictures as sources of information.            I can investigate their surroundings            I can make observations about where things are e.g. within school or local area</p> <p><b><u>Representation</u></b>            I can use own symbols on imaginary map.</p> <p><b><u>Using Maps</u></b>            I can recognise that it is about a place locally</p> <p><b><u>Scale and distance</u></b>            I can use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p><b><u>Perspectives (P)</u></b>            I can draw around objects to make a plan</p> <p><b><u>Map Knowledge</u></b>            I can learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France</p>
<p>Key Vocabulary</p>	<p><i>Location, place, home, school, village, town, city, buildings, hill, field, lane, map, globe, atlas</i></p>

Geography Knowledge Matricies			
Topic	African Animals	Year	YR/ Y1
<b>EYFS: Understanding the World</b> <b>The Natural World ELG</b> - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			
<b>National Curriculum Objectives: <u>KS1:</u></b> <b>Knowledge</b> <ul style="list-style-type: none"><li>name, locate and identify the 4 countries of the United Kingdom</li></ul>			
<b>Place knowledge</b> <ul style="list-style-type: none"><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</li></ul>			
<b>Human and physical geography</b> <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></ul>			
Prior Learning		Future Learning	
<b>Life on the Farm (Odd year YR):</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants. Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. <b>Rainforests (Odd year YR)</b> - 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.		<ul style="list-style-type: none"><li><b>Life on the farm (Y1 - Odd Year)</b> - Learning about the locality of Overbury and in particular its farming context.</li><li><b>Rainforests (Y1 - odd Year)</b> - learning about climate differences between UK and countries at the equator</li><li><b>Overbury a study: Sheldon Class (Odd year)</b> - children go deeper into land use and map reading skills</li></ul>	
What pupils need to know or do to be secure			
The children start to learn about the countries that make up the United Kingdom and can name them, touching on their capitals. They start to lean about countries further away. <i>They start to learn about Morrogorro - this is a village in Tanzania that is home to a school called M'chikichini that Overbury First School has supported over the years. Children also will start to learn about Malawi where we are developing a link with Kaps Model Primary School in Lilongwe.</i> The children use			

globes and maps to locate the UK and Tanzania. The children start to compare life in Morrogorro to life for them in Overbury considering human and physical geography.

Core Knowledge - Expected Outcomes	Geography procedural knowledge outcomes
<ul style="list-style-type: none"> <li>- I know the countries of the UK, England, Scotland, Ireland and Wales and can start to name them.</li> <li>- I can show where they are on a map of the United Kingdom</li> <li>- I can say where Africa is on a map of the world and globe.</li> <li>- I can compare an African village (Tanzania or Malawi) with Overbury and say what is the same</li> <li>- I can compare an African village with Overbury and say what is the same and different using geographical vocabulary focussed on human geography</li> <li>- I can compare an African village with Overbury and say what is the same and different using geographical vocabulary focussed on physical geography</li> </ul>	<p><u>Geographical Enquiry</u>            I can ask and respond to simple closed questions            I can use information books/pictures as sources of information</p> <p><u>Map Knowledge</u>            I can learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France</p> <p><u>Style of map</u>            I can use Picture Maps and globes</p>
Key Vocabulary	<i>Country, United Kingdom, England, Scotland, Ireland, Wales, Tanzania, Malawi, Africa, Tanzania, continent, locate, equator, map, globe, atlas,</i>

Geography Knowledge Matrices			
Topic	Minbeasts	Year	YR/ Y1
<u>EYFS: Understanding the World</u> <b>The Natural World ELG</b> - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <u>National Curriculum Objectives: KS1:</u>  <b>Geographical skills and fieldwork:</b> <ul style="list-style-type: none"><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>Human and physical geography</b> <ul style="list-style-type: none"><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>			
Prior Learning		Future Learning	
<b>Life on the Farm (Odd year YR):</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants. Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. <b>Rainforests (Odd year YR)</b> - 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.		<ul style="list-style-type: none"><li><b>Rainforests (Y1 - odd Year)</b> - learning about climate differences between UK and countries at the equator</li><li><b>Overbury a study: Sheldon Class (Odd year)</b> - children go deeper into land use and map reading skills</li></ul>	
What pupils need to know or do to be secure			
In this topic the children continue their learning about the weather in their locality and around the UK, and consider the weather patterns that we experience. <i>This also links to natural disasters around the world and how we can help. The children consider the different climates that different mini beasts need to survive in the UK and other areas of the world.</i>			
Core Knowledge - Expected Outcomes		Geography procedural knowledge outcomes	

<ul style="list-style-type: none"> <li>- I know what weather is</li> <li>- I can use observational and fieldwork skills to study the weather in Overbury, over a half term.</li> <li>- I can say what a weather forecast shows and I can present back the results of my fieldwork study</li> <li>- I can talk about different weather types in the UK <b>and link it to the four seasons</b></li> <li>- I can talk about how weather can be different around the world</li> <li>- I can say how different weather affects us</li> <li>- I can say how weather can be dangerous and the impact it can have on people and the environment.</li> </ul>	<p><b><u>Geographical Enquiry</u></b>            I can ask and respond to simple closed questions            I can use information books/pictures as sources of information            I can investigate their surroundings            I can make observations about where things are e.g. within school or local area</p> <p><b><u>Scale and distance</u></b>            Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p>
<p>Key Vocabulary</p>	<p><i>Weather, weather patterns, weather forecast, rainfall, storm, flood, lepidopterist, collector, preserve, natural history, exhibit, mammal, fish, amphibian, reptile, bird</i></p>