

## EYFS Geography Investigation: Unit 4

### *Stories: Gateways to Geography*

Substantive Knowledge: What the pupils will know	Disciplinary Knowledge: Geographical techniques the pupils will use	End Points of Learning																				
<ul style="list-style-type: none"> <li>Recognise some of the natural features of the environments in which bears live.</li> <li>Describe how the environment in which a polar bear lives is different from that of all other bears.</li> <li>Identify and describe some natural features of the pine forests in which brown bears live.</li> <li>Know that most trees in these forests have pine needles.</li> <li>Know that forests of pine trees are very cold.</li> <li>Recognise that pine forests are very cold because they are in the north of the world towards the North Pole.</li> <li>Recognise that brown bears build dens in pine forests in which to sleep in the winter.</li> <li>Identify and describe some natural features of the Arctic.</li> <li>The location in the world the Arctic and North Pole</li> <li>Talk about some of the ways the Inuit live in the Arctic.</li> <li>Recognise some differences in the way they live compared with the Inuit.</li> <li>Know that rain comes from water droplets in clouds.</li> <li>Talk about why rain is important for living things.</li> <li>Know what a drought is.</li> <li>Know why it is exciting when the rain finally comes in India.</li> <li>Know that most of the world is covered in water rather than land.</li> <li>Know that large areas of this water are called oceans.</li> <li>Know that the large areas of land are called continents.</li> <li>Talk about what they see at the seaside.</li> <li>Know that landscapes look different in other places around the world.</li> <li>Recognise some natural features of hot deserts.</li> <li>Talk about the lives of people who live in deserts.</li> <li>Know some of the human features of large cities.</li> <li>Know some natural features of the landscape of the Serengeti in Tanzania.</li> <li>Identify some of the animals that live there.</li> <li>Talk about some aspects of the life of the Masai people.</li> <li>Recall what an island is.</li> <li>Recognise some physical and human features of the island of Montserrat.</li> <li>Talk about the similarities and differences between Montserrat and the area in which they live.</li> </ul>	<p><b>Mapwork</b></p> <p style="text-align: center;">World maps; Atlases; Globe; Aerial and satellite photographs; GIS Google Earth Pro and GIS Google Street View</p> <p style="text-align: center;"><b>Disciplinary Knowledge</b></p> <p style="text-align: center;"><b>Critical thinking skills the pupils will use to understand what they know</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>‘Say what you see’. Give an account in words of something or someone</td> </tr> <tr> <td>Observe</td> <td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td> </tr> <tr> <td>Select</td> <td>Decide upon and choose that information considered most suitable or relevant</td> </tr> <tr> <td>Categorise/Classify</td> <td>Arrange information into particular groups according to shared qualities or characteristics</td> </tr> <tr> <td>Sequence</td> <td>Place a set of related events or things that follow each other into an order</td> </tr> <tr> <td>Compare and contrast</td> <td>Find similarities and differences</td> </tr> <tr> <td>Recall</td> <td>Remember and recount something learned</td> </tr> <tr> <td>Reason/speculate</td> <td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td> </tr> </table> <p style="text-align: center;"><b>SEND</b></p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	‘Say what you see’. 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