

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"> • Recognise some of the natural features of the environments in which bears live. • Describe how the environment in which a polar bear lives is different from that of all other bears. • Identify and describe some natural features of the pine forests in which brown bears live. • Know that most trees in these forests have pine needles. • Know that forests of pine trees are very cold. • Recognise that pine forests are very cold because they are in the north of the world towards the North Pole. • Recognise that brown bears build dens in pine forests in which to sleep in the winter. • Identify and describe some natural features of the Arctic. • The location in the world the Arctic and North Pole • Talk about some of the ways the Inuit live in the Arctic. • Recognise some differences in the way they live compared with the Inuit. • Know that rain comes from water droplets in clouds. • Talk about why rain is important for living things. • Know what a drought is. • Know why it is exciting when the rain finally comes in India. • Know that most of the world is covered in water rather than land. • Know that large areas of this water are called oceans. • Know that the large areas of land are called continents. • Talk about what they see at the seaside. • Know that landscapes look different in other places around the world. • Recognise some natural features of hot deserts. • Talk about the lives of people who live in deserts. • Know some of the human features of large cities. • Know some natural features of the landscape of the Serengeti in Tanzania. • Identify some of the animals that live there. • Talk about some aspects of the life of the Masai people. • Recall what an island is. • Recognise some physical and human features of the island of Montserrat. • Talk about the similarities and differences between Montserrat and the area in which they live. 	<p>Mapwork</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;">Disciplinary Knowledge</p> <p style="text-align: center;">Critical thinking skills the pupils will use to understand what they know</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;">SEND</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’. Give an account in words of something or someone	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	Select	Decide upon and choose that information considered most suitable or relevant	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Sequence	Place a set of related events or things that follow each other into an order	Compare and contrast	Find similarities and differences	Recall	Remember and recount something learned	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	<p>Children at the expected level of development will demonstrate their understanding of the wider world during this investigation through:</p> <ul style="list-style-type: none"> • Using some appropriate geographical vocabulary when talking about their observations and ideas • Describing some of the physical and human features of the environment from images seen in books and stories • Recognising some physical and human features on maps and satellite images • Knowing that they live in the country of the United Kingdom • Distinguishing between land and sea on maps and globes • Knowing that around the world there are different environments from the one in which they live • Knowing some similarities and differences between their own family life and life in other countries • Showing a developing awareness of the purpose of maps • Begin to understand the effect of weather on people <p>Achievement of these expected levels of development contribute to a summative judgement of the ELG for People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • 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; • 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.
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