



# Geography

## Geography POLICY

<b>Policy Date:</b>	March 2021	<b>Version:</b> Summer Term 2021 (1) – Rebecca Forster – Subject Lead		
<b>Policy Review Date:</b>	March 2023	Mrs R Dulieu (Head teacher)	Signature	Date
<b>Ratified by Governing Body:</b>				
Name: Raj Gill-Harrison		Signature		Date

## **1. Curriculum Intent - Geography Curriculum Intent:**

At St Mary's Fields Primary School Geography helps to provoke and provide answers to questions about the natural and human aspects of the world, which in turn develops their curiosity to explore the world.

We are proud of our diverse community and seek to inspire children's fascination about the world; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Children are provided with opportunities to investigate and make enquiries about their local area of Leicester so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. The geography curriculum aims to not only develop each child's investigative side in all areas of geography but their spiritual, moral, social and cultural development.

Our curriculum is designed to develop knowledge and skills that are progressive and transferable throughout their time at school, to their further education and beyond.

The Geography Curriculum supports the whole school curriculum intent by delivering a curriculum that:

- Supports the acquisition of new language through the explicit teaching of vocabulary.
- Ensures the children have the opportunity to make links within the subject, across subjects and to prior learning.
- Exposes children to a broad range of memorable experiences beyond the classroom, inspiring our pupils to build a wider cultural capital and support their learning of new vocabulary.
- Provides the opportunity for children to learn more about their own culture and that of others.
- Teaches children to not only have a voice, but also to use it in order to enquire, challenge and communicate their ideas and opinions.
- Supports children to develop skills of enquiry, creativity and evaluation
- Develops children's subject specific skills
- Requires children to develop skills to work collaboratively and independently in order to achieve better outcomes.
- Develops the child's key characteristics, which are essential for learning and living.

## **2. Organisation and planning - Implementation of the Geography Curriculum**

At St Mary's Fields Primary School, we focus on the whole child. Therefore, Geography is taught in cross-curricular topics to ensure children can understand how they link together and experience all areas equally. Geographical knowledge and skills have been organised into each enquiry question (topic) and consideration has been given to ensure progression across topics throughout each year group across the school. Within each topic and lesson, careful consideration is placed on children's background knowledge, understanding of vocabulary and how this can be linked to our local area. This is supported through a specific topic knowledge organiser, which is provided at the beginning of each topic. Furthermore, teachers are encouraged to consider opportunities available to use the school grounds and the local area for fieldwork to enable children to base learning on first hand experiences to enhance teaching and learning in Geography.

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The knowledge and skills progression map for Geography ([Appendix A](#)) is organised to ensure it is delivered in the manner it is intended and demonstrates that it considers:

- That the curriculum approach is creative, broad and makes links to other subjects.
- How the skills and knowledge are designed, delivered and sequenced, considering the planning of Geography, through the use of the Knowledge Organisers as our planning documents.
- That the children have access to high quality resources and tools to enable effective curriculum delivery.

### 3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage 2020 – Early Adopters - framework](#).

### 4. Roles and responsibilities

#### 4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

#### 4.2 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **4.3 Subject Leaders**

Subject Leaders will ensure that their curriculum subject is implemented in accordance with this policy.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## **6. Subject Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through planned Governor Visits, reading the end of year Governor’s Reports and Subject Action Plans and looking at subject data and outcomes.

- Subject Leaders monitor the way their subject is taught throughout the school by: planning scrutiny – looking at Knowledge Organisers – considering the coverage, taught knowledge, skills & vocabulary. Learning walks – which monitor the quality of teaching, ensuring this reflects the intent for the subject. The monitoring of work and outcomes – looking at the impact evidence - through the work in books, on display, and in scrapbooks, etc. Staff & pupil interviews to get the teachers and children's opinions, which support measuring the impact.
- Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed and are responsible for the ordering of new resources and managing the associated budget.
- The Head Teacher and the Subject Leader will review this policy every two years. At every review, the policy will be shared with the governing board.

## 7. Links with other policies

This policy links to the following policies and procedures: The Assessment Policy & The Teaching & Learning Policy.

Appendix A = Progression & Skills Map for Geography – pages 5 - 9

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical and field-work	<p><b>Understanding the world: The World</b></p> <p>To comment and ask questions about aspects of their familiar world, such as the place where they live and their school. <i>For example: My house has a ... Where is the...?</i></p> <p>-To comment and ask questions about aspects of their familiar world, such as the natural world (park). <i>For example: There is a... Is there a...?</i></p> <p>-To talk about some of the things they have observed, such as plants, animals, natural and found objects. <i>For example: I saw a...</i></p> <p><i>I liked the...</i></p> <p>• To develop an understanding of growth, decay and changes over time. Litter in the school.</p> <p>-To show care and concern for living things and the environment.</p> <p>-To talk about how things work (roads).</p> <p><b>Personal, Social and emotional development: Making Relationships:</b></p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p>	<p>I can ask simple geographical questions. <i>For example: What does it look like in Spring? What do people ...? What does it look like?</i> (<a href="#">English link</a>)</p> <p>I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries of any other locations studied. (<a href="#">computing link</a>)</p> <p>I can use simple maps of the local area (to navigate the school and the Manor House).</p> <p>I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. (<a href="#">Maths and computing link</a>)</p>	<p>I can ask simple geographical questions. <i>For example: How did he travel to...? Why do different places have...?</i></p> <p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.</p> <p>I can use world maps, atlases and globes to identify the continents and oceans studied of the world.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. <i>For example: of the school.</i></p>	<p>I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? (Autumn 1: How can we look after our planet better?) (<a href="#">PSHE link</a>)</p> <p>I can communicate findings in appropriate ways. (Autumn 1: How can we look after our planet better?) (<a href="#">PSHE link</a>)</p> <p>I can use and interpret maps, globes, atlases and digital mapping (using zoom) to find countries and key features. (Autumn 2: Why are natural resources in Chile important to us) (<a href="#">English link</a>)</p> <p>I can use the 8 points of a compass. (Autumn 2: How can I navigate around Bradgate Park? within history unit)</p> <p>I can make more detailed field-work sketches. (Autumn 2: How can I navigate around Bradgate Park? within history unit)</p> <p>I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures. (Autumn 2: Why are natural resources in Chile important to us) (<a href="#">English link</a>)</p> <p>I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why. (Autumn 1: How can we look after our planet better?) (<a href="#">PSHE link</a>)</p>	<p>I can plan the steps for an enquiry through asking questions throughout a unit.</p> <p>I can ask geographical questions that consider "How it is changing?"</p> <p>I can understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle.</p> <p>I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts and the water cycle. (<a href="#">history and science link</a>)</p> <p>I can use four-figure grid references, symbols and key to build my knowledge of the United Kingdom and the wider world.</p> <p>I can make maps using keys (from Ordnance Survey). (where the features are in the correct place)</p>	<p>I can generate my own enquiry questions to answer. (Autumn: How do you survive a natural disaster?)</p> <p>I can ask questions that consider how things are linked. "Is the ____ the same as ____?" (Autumn: How do you survive a natural disaster?)</p> <p>I can understand and use the terms valley, erosion, headland, volcanoes and earthquakes. (Autumn: How do you survive a natural disaster?)</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Autumn: How do you survive a natural disaster?) (Summer: What did the Ancient Greeks do for us? within history unit consolidation)</p> <p>I can use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world. (Autumn: How do you survive a natural disaster?) (Spring: What has Leicestershire got to do with our Monarchy? within history unit consolidation)</p> <p>I can draw accurate maps with more complex keys from Ordnance Survey and know that not everything can be shown. (Spring: What has Leicestershire got to do with our Monarchy? within history unit)</p> <p>I can explore features on OS maps using 6 figure grid references. (Spring: What has Leicestershire got to do with our Monarchy? within history unit)</p> <p>I can measure straight line distances using the right scale (Spring: What has Leicestershire got to do with our Monarchy? within history unit)</p>	<p>I can generate my own enquiry question to investigate (Summer: How could we improve our local area?)</p> <p>I can ask questions about people's opinions. "What do you feel about this place? Why do you think this? Do you think the people like living in that area? Why?" (Summer: How could we improve our local area?) (<a href="#">PSHE link</a>)</p> <p>I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links. (Summer: How could we improve our local area?)</p> <p>I can use maps, charts etc. to support decision making about the location of places e.g. new bypass. (Summer: How could we improve our local area?)</p> <p>I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Summer: How could we improve our local area?)</p> <p>I can use Geographical Information Services (GIS): I can find 6-figure grid references and check using the Grid Reference Tool. I can combine area and point markers to illustrate a theme. I can use maps at different scales to illustrate a story or issue I can use maps to research factual information about locations and features. I can use linear and area measuring tools accurately. (Summer: How could we improve our local area?)</p>

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical and field-work vocabulary	<b>Atlas</b> <b>Globe</b> <b>Treasure map</b>	North, South, East and West near and far; left and right, Compass Map (freehand) Weather, seasons, months, spring summer autumn winter, night day longer shorter Rain hail sunny cloudy partly wind frost warm cold change	Aerial photographs/plans Birds eye view, perspective Map with symbols (own and class made) Key	8 point compass Digital maps Fieldwork Sketches, sketch map, orient- eering, landscape	Four figure grid reference Northings Eastings Ordnance survey symbols meander, floodplain, location, industry, transport, settlement, water cycle. climate zones, biomes and the water cycle. Tundra, temperate forests, rain- forest, tropical grassland, tem- perate grassland	six figure grid reference ordnance survey maps Scale Volcanoes, Tectonic plates, eruption (cloud), Magma, Lava, Vents, Outer core, Inner core, Crust, Mantle, Conduit, Cham- ber, Earthquakes, Mercalli in- tensity, seismograph, epicentre, Richter scale, Tsunami, Floods, Fluvial, Pluvial, Plumbing, Land- slides, Wildfire, Sink holes, Hurri- canes, Coastal erosion, deposi- tion, valley, headland, arch, stack, stump, Avalanche, Slab, Powder, Falls, Topples, Slides, Spreads, Flows, Drought, Global warming, Desert, Deforestation, Wildfires, Tornadoes, Fujita scale,	urban, rural, sustainability, tributary, trade links. GIS Geographical Information Systems Budget, Source, Meander, Course, Features, Tourist, attraction



	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place knowledge	<p>-I can name things in my home and classroom.</p> <p>-I can name wildlife and things in a park.</p> <p><b>Personal, Social and Emotional Development: Self confidence and Self Awareness</b></p> <p>•Confident to talk to other children when playing, and will communicate freely about own home and community.</p>	<p>I can describe places I know. (<i>English link-adjectives</i>)</p> <p>I can talk about where I live with added detail. Is it in a city or village... (<i>Computing link</i>)</p>	<p>I can name, describe and compare places I know. (<i>English link-adjectives</i>)</p> <p>I can show I know about changes that are happening in the local environment (at school). (<i>PSHE link</i>)</p>	<p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America. (Autumn 2: Why are natural resources in Chile important to us) (<i>English link</i>)</p>	<p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>I can understand why there are similarities and differences between places.</p>	<p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. (Autumn: How do you survive a natural disaster?)</p> <p>I can show I know about the wider context of places - region, county. (Spring: What has Leicestershire got to do with our Monarchy? within history unit)</p>	<p>I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America. (Spring: Which state would be best to visit?)</p> <p>I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences. (Spring: Which state would be best to visit?)</p>
Place knowledge vocabulary		<p>City, town, village, factory, farm, house, office, port, harbour and shop</p> <p>near and far; left and right north, south, east, west</p>	<p>Human/physical feature, grounds, environment</p> <p>Landmarks</p> <p>Compare, similarities, contrasts</p>	<p>Region East Midlands</p> <p>Chile</p> <p>Northern Hemisphere</p> <p>Southern Hemisphere</p>		<p>County Leicestershire</p> <p>Districts: Leicester, Blaby, Charnwood, Melton, Hinckley and Bosworth, Harborough, Rutland, North West Leicestershire</p> <p>Volcanoes, Tectonic plates, eruption (cloud), Magma, Lava, Vents, Outer core, Inner core, Crust, Mantle, Conduit, Chamber, Earthquakes, Mercalli intensity, seismograph, epicentre, Richter scale, Tsunami, Floods, Fluvial, Pluvial, Plumbing, Landslides, Wildfire, Sink holes, Hurricanes, Coastal erosion, deposition, valley, headland, arch, stack, stump, Avalanche, Slab, Powder, Falls, Topples, Slides, Spreads, Flows, Drought, Global warming, Desert, Deforestation, Wildfires, Tornadoes, Fujita scale,</p>	<p>Climate zones, Equator,</p>



	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location knowledge	<p><b>Understanding the world: The World / People and Communities</b></p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>-To know about similarities and differences in relation to places and living things. <i>A park in comparison to the school.</i></p> <p>-To know about similarities and differences in relation to places, objects, materials and living things. <i>Over time - litter and habitats.</i></p> <p>-To look closely at similarities, differences, patterns and change.</p> <p>-To know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>I can name, place and identify characteristics of the four countries. <i>(English &amp; Computing link)</i></p>	<p>I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>I can name, locate and identify characteristics of the seas surrounding the United Kingdom.</p> <p>I can name and place the world's seven continents and five oceans.</p>	<p>Consolidation of continents and oceans. <i>(Autumn 1: How can we look after our planet better?)</i></p> <p>I can understand how humans affect the environment. <i>(Autumn 1: How can we look after our planet better?) (PSHE and science link)</i></p> <p>I can explain about changes to the World environment. <i>(Autumn 1: How can we look after our planet better?) (PSHE and science link)</i></p> <p>I can understand why people seek to manage and sustain their environment. <i>(Autumn 1: How can we look after our planet better?) (PSHE and science link)</i></p>	<p>I can explain how the locality is set within a wider geographical context. <i>(Leicestershire).</i></p> <p>I can show where countries are within Europe, including Russia.</p> <p>I can show I know the location of: capital cities of countries of British Isles and U.K and European Union countries with high populations.</p> <p>I can show I know features nearby and beyond the UK.</p> <p>I can recognise that people have differing quality of life living in different locations and environments.</p>	<p>I can recognise the different shapes of countries and continents. <i>(Autumn: How do you survive a natural disaster? Continents) (Summer: What did the Ancient Greeks do for us? within history unit. Countries)</i></p> <p>I can point to where countries are within the UK and their key topographical features. <i>(Autumn: How do you survive a natural disaster?)</i></p> <p>I can describe where a variety of places are in relation to physical and human features. <i>(Autumn: How do you survive a natural disaster?)</i></p> <p>I can explain about the physical features of coasts and begin to understand erosion and deposition. <i>(Autumn: How do you survive a natural disaster?)</i></p> <p>I can show I know about the wider context of places e.g. county, region and country. <i>(Spring: What has Leicestershire got to do with our Monarchy? within history unit)</i></p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere. <i>(Autumn: How do you survive a natural disaster?)</i></p> <p>I can identify and describe the significance of day and night. <i>(Summer: What did the Ancient Greeks do for us? within history unit) (history and science link)</i></p>	<p>I can identify the physical characteristics and key topographical features of the countries within North America. <i>(Spring: Which state would be best to visit?)</i></p> <p>I can explain how rivers erode, transport and deposit materials. <i>(Spring: Which state would be best to visit?) (science link)</i></p> <p>I can identify the position and significance of, the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian and time zones. <i>(Spring: Which state would be best to visit?)</i></p>
Locational vocabulary	<p>Insects, bee, honey, honeycomb, hive, ladybird, worm, leaves, stem, flowers, petals, park, tree, grass and field, caterpillar, butterfly, egg, cocoon, chrysalis, chick, hen, lamb, sheep, litter, rubbish, bin, recycle food, good, bad, taste: sweet, sour, salty, atlas, globe, planet</p>	<p>Countries, England, Northern Ireland, Scotland, Wales</p>	<p>Capital cities, London, Belfast, Edinburgh, Cardiff</p> <p>English Channel, North Sea, Irish Sea, Atlantic Ocean</p> <p>Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean</p> <p>Continents, Asia, Europe, Africa, North America, South America, Australia and Antarctica.</p> <p>North pole, south pole</p>	<p>Environment</p> <p>Recycle, Upcycle, Waste Recyclable, Plastic, Non-recyclable, Climate, Pollution, Impact, Decay</p>	<p>Population</p> <p>European countries</p> <p>European capitals</p> <p>Quality of life</p>	<p>Latitude, longitude</p> <p>Sun, Earth, rotation</p> <p>Volcanoes, Tectonic plates, eruption (cloud), Magma, Lava, Vents, Outer core, Inner core, Crust, Mantle, Conduit, Chamber, Earthquakes, Mercalli intensity, seismograph, epicentre, Richter scale, Tsunami, Floods, Fluvial, Pluvial, Plumbing, Landslides, Wildfire, Sink holes, Hurricanes, Coastal erosion, deposition, valley, headland, arch, stack, stump, Avalanches, Slab, Powder, Falls, Topples,</p>	<p>State, avenue</p> <p>Tropics of Cancer, Tropics of Capricorn, Prime/Greenwich meridian time zones, Erode, transport, deposit</p>

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Human and physical	<p><b>Understanding the world: The World</b></p> <p>I can use the vocabulary: home and school.</p> <p>-I can use the vocabulary: park, tree, grass, flowers and field.</p> <p>-I can use the vocabulary: road and street.</p>	<p>I can identify seasonal and daily weather patterns in the United Kingdom. <i>(science link)</i></p> <p>I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather. <i>(English link)</i></p> <p>I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. <i>(English link)</i></p>	<p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (location close to the school), and of a small area in a contrasting non-European country.</p>	<p>I can show I know the physical and human features of my locality (Leicester). (Autumn 1: How can we look after our planet better?)</p> <p>I can describe how people have been affected by changes in the environment. (Autumn 1: How can we look after our planet better?) <i>(PSHE and science link)</i></p> <p>I can explain about key natural resources e.g. water in the locality. (Autumn 1: How can we look after our planet better?) <i>(PSHE and science link)</i></p> <p>(Consolidate in Autumn 2: Why are natural resources in Chile important to us) <i>(English link)</i></p> <p>I can show some sense of how places relate to each other. (Autumn 2: How can I navigate around Bradgate Park? within</p>	<p>I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <i>(history and science link)</i></p>	<p>I can describe human features of UK regions, cities and/or counties. (Autumn: How do you survive a natural disaster?)</p>	<p>I can understand the effect of landscape features on the development of a locality. (Summer: How could we improve our local area?)</p>
Human and physical vocabulary	<p>See above</p> <p>In addition: street, roads, maps, road signs, traffic, traffic lights, bus, car, bike and walk, rocks, woodland, seaside, stones home, school, bungalow, terraced house, apartment, flat, tower block, corridor, hallway, dinner hall, dining room, kitchen, bedroom, living room, classroom, road, garden, driveway, house, family, street, map 'Where do I live?', school, class, friends, mum, dad, brother, sister, baby, grandma/dad, pets...</p>	<p>See above.</p> <p>In addition: spring, summer, autumn, winter season</p>	<p>Human/physical feature, grounds, environment Mexico America North Pole, South Pole Equator Temperature, polar, arctic, temperate, Mediterranean, tropical, arid, desert</p>	<p>Recycle, Upcycle, Waste Recyclable, Plastic, Non-recyclable, Climate, Pollution, Impact, Decay</p> <p>Land use, natural resources, population</p>	<p>Settlement, land use, economic activity, trade links, distribution, natural resources, energy, food, minerals and water.</p>		
<p><b>EYF5:</b></p> <p><b>Communication and Language: Understanding:</b></p> <p>Beginning to understand 'why' and 'how' questions. They answer 'how' and 'why' questions about their experiences</p> <p><b>Speaking:</b> Uses talk to connect ideas, explain what is happening. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. They use past, present and future forms accurately when talking.</p>							