



# END OF UNIT OUTCOMES IN GEOGRAPHY – YEAR A

	TERM	EYFS	YEAR 1	YEAR 2
YEAR A	Autumn	<p><b>Topic Name: All About Me and My Environment</b> <i>Big Question: What is a map?</i></p> <p>I can (EYFS assessment focus- <b>state, describe</b>):</p> <ul style="list-style-type: none"> <li>I can describe where I live and name key places.</li> <li>I can draw a messy map.</li> <li>I can describe my immediate environment using knowledge from what I have observed.</li> </ul>	<p><b>Topic name: Homes Around the World</b> <i>Big Question: How are homes around the world different to ours?</i></p> <p>I can (Year 1 assessment focus <b>locate and identify</b>):</p> <ul style="list-style-type: none"> <li>I can name different types of houses around the world.</li> <li>I can compare different homes from around the world.</li> <li>I can locate and name where some of the houses around the world are.</li> </ul>	<p><b>Topic name: Homes Around the World</b> <i>Big Question: How are homes around the world different to ours?</i></p> <p>I can (Year 2 assessment focus <b>locate, identify, retrieve and group</b>):</p> <ul style="list-style-type: none"> <li>I can name different types of houses around the world.</li> <li>I can compare different homes from around the world.</li> <li>I can locate and name where some of the houses around the world are.</li> </ul>
	Spring	<p><b>Topic Name: Changing Seasons</b> <i>Big Question: Do polar bears and penguins live together?</i></p> <p>I can (EYFS assessment focus- <b>state, describe</b>):</p> <ul style="list-style-type: none"> <li>I can name the Polar Regions (Antarctica, Arctic, North Pole, South Pole).</li> <li>I can describe the weather in these regions</li> <li>I know where polar bears and penguins live.</li> </ul>	<p><b>Topic name: Map Makers</b> <i>Big Question: What are the key features of a map?</i></p> <p>I can (Year 1 assessment focus <b>locate and label</b>):</p> <ul style="list-style-type: none"> <li>I can create a map of the school grounds and use symbols and a Key.</li> <li>I can name some human and physical features.</li> <li>I can use compass points to navigate around a map.</li> </ul>	<p><b>Topic name: Map Makers</b> <i>Big Question: What are the key features of a map?</i></p> <p>I can (Year 2 assessment focus <b>locate, label and annotate, model</b>):</p> <ul style="list-style-type: none"> <li>I can create a map of the school grounds and use symbols and a Key.</li> <li>I can name some human and physical features.</li> <li>I can use compass points to navigate around a map.</li> </ul>
	Summer	<p><b>Topic Name: Our Wonderful World</b> <i>Big Question: Are all countries the same?</i></p> <p>I can (EYFS assessment focus- <b>state, describe</b>):</p> <ul style="list-style-type: none"> <li>I can state similarities and differences about the natural world around me and contrasting environments.</li> <li>I can state some changes in the natural world around me, including seasons.</li> <li>I can state key facts about different countries-animals, weather, food etc.</li> </ul>	<p><b>Topic name: Where I Live</b> <i>Big Question: Are villages and towns the same?</i></p> <p>I can (Year 1 assessment focus <b>locate and label</b>):</p> <ul style="list-style-type: none"> <li>I can discuss the difference between a village and a town.</li> <li>I can compare my village to a village in a contrasting country.</li> <li>I can follow a map using locational and directional language to find a given place.</li> </ul>	<p><b>Topic name: Where I Live</b> <i>Big Question: Are villages and towns the same?</i></p> <p>I can (Year 2 assessment focus <b>locate, label and annotate, model</b>):</p> <ul style="list-style-type: none"> <li>I can discuss the difference between a village and a town.</li> <li>I can compare my village to a village in a contrasting country.</li> <li>I can follow a map using locational and directional language to find a given place.</li> </ul>

Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

Growing Minds, Kind Hearts, Rooted in Love

'Rooted and Grounded in Love' (Ephesians 3:16)