

Geography Yearly Coverage, Progression and Planning

Nursery	Reception		Year 1				Year 2			
<p><u>Locational Knowledge</u></p> <p>Name the school.</p> <p>Recognise, name and locate areas around the school setting and the grounds.</p> <p>Discuss their immediate environment using knowledge from observation, discussion and maps.</p>	<p><u>Locational knowledge</u></p> <p>Name and locate areas in the school community. ■ Discuss the area surrounding the school using knowledge from observation, discussion and maps. ■ Recognise the different areas and places in the community, e.g. religious / important buildings, shops, park, playground, road and road signs. ■ Name, locate and talk about one other country, linked to what they have read</p>	<p>Unit 1</p>	<p>National Curriculum Links</p> <p><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and it's surrounding seas.</p> <p><u>Fieldwork and Mapping</u></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	Continents and Oceans	Week 1	What are the 7 continents of the world?	<p>National Curriculum Links</p> <p><u>Geographical skills and fieldwork</u></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p>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.</p> <p>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.</p>	Local Area study- Carlisle Human and Physical Features	Week 1	What are human features?
				Week 2	What are the 5 oceans of the world?	Week 2			What are physical features?	
				Week 3	What are the 7 continents and 5 oceans of the world?	Week 3			What features does Carlisle have?	
				UK countries, capital cities and surrounding seas	Week 4	What are the 4 countries of the United Kingdom?				
				Week 5	What are the capital cities of the four countries of the United Kingdom?					
				Week 6	What seas surround the United Kingdom?					

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<p><u>Place knowledge</u></p> <p>Know that there are different countries in the world, using stories and discussions about holidays.</p> <p>Talk about the differences they have experienced or seen in photos.</p> <p>Know the name of the place and street in which they live.</p> <p>Know about a city, e.g., London and that it is in England. Know some key features in London, e.g., Buckingham Palace, Big Ben, London Eye and how it is different from where they live.</p> <p>Name physical and human features from stories, e.g. woods, forest, city, ocean.</p>	<p>Place knowledge</p> <p>Know key facts about another country including some physical and human features (including weather patterns) and how life is different there from where they live.</p> <p>Name the city / town / village / country in which they live and the street where their home and school are.</p> <p>Know what type of house they live in.</p> <p>Talk about and name the physical and human features of their local environment and how environments might vary from one another.</p> <p>Name and describe human and physical features of the places they have visited and places from stories, e.g. beach, island, fields, mountain.</p>	<p><u>Unit 2</u></p> <p><u>Geographical skills and fieldwork</u></p> <p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p>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.</p> <p>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.</p>	<p>Mapping and Fieldwork</p>	<p>Week 1</p> <p>What is a map?</p>	<p><u>Place Knowledge</u></p> <p>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</p>	<p>Compare London and Nairobi</p>	<p>Week 1</p> <p>Remember UK countries and capital cities Describe London (physical and human features, aerial maps)</p>	<p>Week 1</p> <p>Remember UK countries and capital cities Describe London (physical and human features, aerial maps)</p>		
	<p>Week 2</p> <p>How do I make an imaginary map? We're going on a bear hunt</p>			<p>Week 2</p> <p>Where is the continent of Africa? Where is Kenya? Describe the physical and human features.</p>						
	<p>Week 3</p> <p>How do you show what a place is like? The Storm Whale</p>			<p>Week 3</p> <p>Where is Nairobi? Describe the physical and human features.</p>						
	<p>Week 4</p> <p>How do I make a real map?</p>			<p>Week 4</p> <p>How are London and Nairobi similar?</p>						
				<p>Week 5</p> <p>How are London and Nairobi different?</p>						
				<p>Week 6</p> <p>What do we know and remember about London and Nairobi?</p>						
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<p><u>Geographical skills and fieldwork</u></p> <p>Describe what they see using a wide vocabulary.</p>	<p><u>Geographical skills and fieldwork</u></p> <p>Draw information from a simple map.</p>	<p>Unit 3</p> <p><u>National Curriculum Links</u></p> <p><u>Locational Knowledge</u></p>	<p><u>Revisit and Review</u></p> <p>Continents and Oceans</p>	<p>Week 1</p> <p>Where are the 7 continents of the world? Locate and describe them What are the 5 oceans of the world?</p>	<p><u>Human and Physical Features</u></p> <p>use basic geographical</p>	<p>Fieldwork and map skills</p>	<p>Week 1</p> <p>How do we describe places?</p>			

<p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Use simple maps, recognise water as blue and land as green on the maps.</p> <p>Use physical resources, e.g., floor mats, small world, loose parts to make simple representations of maps to identify water / land.</p> <p>Draw simple maps of their environments or linked to stories / curriculum, e.g. a treasure map.</p>	<p>Begin to use atlases and globes to find where they live / where people / animals from the stories they have encountered live.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Human and Physical Geography</u></p> <p>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.</p>				Locate and describe them	<p>vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical skills and fieldwork</u></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to study the</p>		
					Week 2	Where are the 4 countries and capital cities of the United Kingdom? Locate and describe them		Week 2	What physical features does this place have?
					Week 3	Where are the seas and oceans that surround the United Kingdom? Locate and describe them		Week 3	What human features does this place have?
								Week 4	Map keys: how can we show what a place is like?
								Week 5	Sketch map: how can we show what a place is like?
								Week 6	How does the scale of map tell us what the area around our school is like?

							geography of their school and its grounds and the key human and physical features of its surrounding environment.				
ELG - People, Culture and Communities			Year 1				Year 2				
<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. 	<p><u>Unit 4</u></p>	<p><u>Human and Physical Geography</u></p> <p>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.</p> <p>Fieldwork and Mapping</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p>Hot and Cold Locations</p>	Week 1	Remember – Name and find the 7 continents and 5 oceans of the world.	<p><u>Place Knowledge</u></p> <p>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</p>	<p>Study a small area of a contrasting non-European country</p>	Week 1	Where are the rainforests? What are they like?		
				Week 2	Where is the equator?			Week 2	How do the Yanomami people live?		
				Week 3	Where is hot and where is cold on the Earth?			Week 3	What is different about Carlisle and the Yanomami?		
				Week 4	Where are the North and South Poles? What are they like?						
				Week 5	Where can I find hot countries? What are they like?						
				Week 6	Summary-where are hot and cold areas of the world?						
<p><u>Seasonal Change and Weather</u></p> <p>Know the difference between day and night, dark and light.</p> <p>Name more weather types, e.g. storm, thunder, lightning, rainbow, cloudy.</p> <p>Know that we wear different clothes for different weather.</p>	<p><u>Seasonal Change and Weather</u></p> <p>Know the names of the seasons and what the weather is / can be like in each.</p> <p>Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants.</p> <p>Describe how trees and plants change in different seasons.</p>	<p>KS1 Continuous Learning</p>	<p><u>Human and Physical Geography</u></p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Weather</p>	<p>Record the weather daily including:</p> <ul style="list-style-type: none"> Day Month Year Weather symbols Temperature symbols Use tier 2 elaborative vocabulary to describe the weather on sentence strips e.g. Today is bright and sunny/today is wet and gloomy. 						

	<p>Know that some animals store food for the winter.</p> <p>Know that some animals hibernate in the winter.</p>				
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