

Year R	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Myself</li> </ul> <p>Explore the new school environment.</p> <p>Seasonal change – Begin to learn about autumn and the signs of autumn.</p>	school, toilets, coats, office, medical room, hall, dinner, Headteachers office, Year R classrooms, autumn, seasons, leaf, yellow, brown, orange, cold, dark	<ul style="list-style-type: none"> <li>- I can observe and describe the geography of my school.</li> <li>- I can observe and describe the weather associated with autumn</li> <li>- I can observe and describe the changes caused by the autumn season.</li> </ul>	<p>Explore their setting</p> <p>Draw information from a simple map</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<ul style="list-style-type: none"> <li>- Look and explore a simple map of the school.</li> <li>- Walk around the new school environment.</li> <li>- Introduce different areas in the classroom.</li> <li>- An autumn walk around school</li> <li>- Discuss autumn and the changes that happen during the season.</li> </ul>
Autumn 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Traditional Tales and Celebrations</li> </ul> <p>Seasonal change – Begin to learn about winter and the signs of winter.</p>	Season, weather, cold, snow, rain, winter, frost, ice.	<ul style="list-style-type: none"> <li>- I can observe the changes in seasons.</li> <li>- I can observe the changes in winter.</li> <li>- I can look for signs of winter.</li> <li>- I can describe what they see, hear and feel whilst outside.</li> </ul>	Understand the effects of changing seasons on the natural world around them.	<ul style="list-style-type: none"> <li>- Discuss the changes in season and introduce the season winter.</li> <li>- A winter walk around school, looking for signs of winter.</li> </ul>
Spring 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>People Who Help Us and Instructions</li> </ul>				
Spring 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Past and Present</li> </ul>		<ul style="list-style-type: none"> <li>- I can observe the changes in seasons.</li> <li>- I can observe the changes in spring.</li> <li>- I can understand the effects of the changing seasons.</li> <li>- I can begin to describe the weather associated with the different seasons.</li> </ul>		<p>Discuss the 4 seasons and the different weathers associated with the seasons.</p> <p>Discuss the 4 seasons and discuss spring and how it is different to winter.</p>
Summer 1 <sup>st</sup>	<p>Countries and Environments</p> <p>England and comparing different countries to England.</p> <ul style="list-style-type: none"> <li>Seasonal change – learn about the spring and how it is different to summer.</li> </ul>	Country, England, capital city, money, pound, London, weather, sunny, snowy, rainy, windy, cold, warm, season, spring, map, Egypt, desert, animals, environment, Greenland, animal, beach, Pakistan.	<ul style="list-style-type: none"> <li>- I can name the country that I live in.</li> <li>- I can name different countries around the world.</li> <li>- I can locate countries on a map.</li> <li>- I can identify the key features of a country.</li> <li>- I can understand how countries have different types of weathers and compare it to this country.</li> <li>- I can recognise the differences and similarities between this country and other countries</li> <li>- I can draw information from a simple map.</li> </ul>	<p>Know there are different countries in the world and talk about the difference they have experienced or seen in photos</p> <p>Draw information from a simple map</p> <p>Recognise similarities and differences between life in this country and in other countries</p> <p>Recognise some environments that are different to the one they live</p> <p>Know there are different countries in the world and talk about the difference they have experienced or seen in photos</p>	<p><b>England and seasons</b></p> <ul style="list-style-type: none"> <li>- Look at the country England – capital city, famous buildings, money and weather.</li> <li>- Look at the environment forest and what lives there.</li> </ul> <p><b>Egypt</b></p> <ul style="list-style-type: none"> <li>- Compare the desert in Egypt to the country Egypt.</li> <li>- Compare how the country is different or the same as to where we live.</li> </ul> <p><b>Greenland</b></p> <ul style="list-style-type: none"> <li>- Look at the environment (snow) in Greenland.</li> <li>- Compare how the country is different or the same as to where we live.</li> </ul> <p><b>Australia</b></p> <ul style="list-style-type: none"> <li>- Discuss weather, flag, landmarks, animals etc.</li> <li>- Look at the environment beach.</li> <li>- Locate it on the map and discuss how long it would take to get there.</li> </ul> <p><b>Pakistan</b></p> <ul style="list-style-type: none"> <li>- Look at the country Pakistan, how is it the same/different to where we live?</li> </ul>
Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Animals</li> </ul>				

## Geography Curriculum Overview

Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Our World - Geography of the school.</li> </ul>	Landmarks, map, route, directions, left, right, forwards, backwards, human features, physical features.	<ul style="list-style-type: none"> <li>I can observe and describe the geography of my school.</li> <li>I can use simple fieldwork and observation skills to study the geography of our school and its school grounds.</li> <li>I can use aerial photographs to explore the school and the area surrounding it.</li> <li>I can identify and place key features on a map.</li> <li>I can plan a route and give directions.</li> </ul>	<p><u>Geographical skills and fieldwork -</u></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>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>Collage/junk modelling of street landmarks.</p> <p>Walk around the school noticing key features. Then place the key features on a map.</p> <p>Plan a route to the Year 2 Playground. Give directions forward, backwards, left, right. Describe and plot landmarks found on route.</p>
Autumn 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Patterns and Changes - Seasonal and weather patterns in the United Kingdom.</li> </ul>	Seasons, winter, autumn, summer, spring, weather, sunny, rainy, windy, stormy, snowy, cloudy, misty, foggy, day length.	<ul style="list-style-type: none"> <li>I can name the four seasons.</li> <li>I can observe and describe the weather associated with the different seasons.</li> <li>I can observe and describe the changes caused by the seasons.</li> <li>I can use simple fieldwork observation skills to explore the changes caused by the change of seasons.</li> <li>I can understand how day length varies across the seasons.</li> <li>I can monitor daily weather patterns.</li> </ul>	<p><u>Geographical skills and fieldwork</u></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><u>Human and Physical Geography</u></p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p><u>Cross curricular links with Science</u></p> <p>Discuss and name the different seasons. Learn about the different seasons - main focus autumn and winter. How day length varies and monitoring the weather.</p> <p>Observe and describe weather associated with the different seasons and how day length varies. Focus on current season – Autumn. Describe changes taking place – what do we need to wear? Design an 'autumn' outfit.</p> <p>Walk around the local area to explore what is happening to the trees and plants.</p> <p>Focus on changes within Winter. What do we expect to happen to our surroundings in winter? Make a prediction. What might we need to wear in Winter?</p>
Spring 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Travel and Transport – History focus.</li> </ul>				
Spring 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>United Kingdom - Name, locate and identify the key characteristics in the United Kingdom</li> </ul>	United Kingdom, country, map, globe, capital city, England, Northern Ireland, Scotland, Wales, Edinburgh, Cardiff, London, Belfast, sea, English Channel, North Sea, Celtic Sea, Ariel photograph, Luton, Countryside, city, town, village, house.	<ul style="list-style-type: none"> <li>I can name the town that I live in and its key features.</li> <li>I can compare our town Luton to a countryside.</li> <li>I can identify and name the four countries in the UK.</li> <li>I can locate the UK and the countries in the UK on a map.</li> <li>I can name and identify the capital cities in the UK.</li> <li>I can identify the capital cities on a map.</li> <li>I can identify the key features of the countries in the UK.</li> <li>I can observe aerial view photographs.</li> </ul>	<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>identify seasonal and daily weather patterns in the United Kingdom</p> <p><u>Locational Knowledge</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Luton</p> <p>Identify key places in Luton and label them. Compare the town of Luton to the countryside</p> <p>United Kingdom</p> <p>Learn about the location of the four countries. Locate the countries on a map.</p> <p>Capital Cities</p> <p>Name and identify the four capital cities in the UK. Identify the cities on a map.</p> <p>Exploring the UK</p> <p>Explore the key features of the countries in the UK. Observe aerial view photographs.</p> <p>Surrounding Seas</p> <p>Explore the surrounding seas around the UK.</p>
Summer 1 <sup>st</sup>	Animals - Explore weather features and growth in Summer.	Direction, right, left, near, far, North, South, East, West	<ul style="list-style-type: none"> <li>I can plan a route on a map</li> <li>I can use simple compass direction and directional language.</li> <li>I can use a map to show direction</li> </ul>	<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>	As a whole class- Plan a route around Whipsnade Zoo.



# Geography Curriculum Overview

				Use simple fieldwork and observational skills to study the geography of their school and its grounds	
Summer 2 <sup>nd</sup>	Plants – Labelling and classifying trees in the local environment	Map, trees, soil, ground, school, north, south, east, west, near, far, left, right.	<ul style="list-style-type: none"> <li>- I can observe aerial photographs.</li> <li>- I can use simple fieldwork and observational skills to study the geography around the school.</li> <li>- I can use simple compass direction and directional language.</li> </ul>	<u>Human and physical geography</u>  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	Explore trees in the local school environment and plot it on a map.  Label and classify trees in the local environment

Year 2	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1st	<ul style="list-style-type: none"> <li>People who make a difference – History focus.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>			<ul style="list-style-type: none"> <li></li> </ul>
Autumn 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>The Gambia</li> </ul>	Compass, directions, atlases, map, globe, United Kingdom, England, Northern Ireland, Wales, Scotland, sea, ocean, Irish Sea, English Channel, Atlantic ocean, Celtic sea, North Sea, Pacific ocean, Indian ocean, Arctic ocean, continents, Asia, Africa, North America, South America, Antarctica, Europe, Australia, Gambia, Banjul, human features, physical features, temperature, climate.	<ul style="list-style-type: none"> <li>- I can name, locate and identify key characteristics of the four countries in the United Kingdom and its surrounding seas.</li> <li>- I can name and locate the world's seven continents and five oceans.</li> <li>- I can name and locate the world's continents on a map.</li> <li>- I can recognise and name countries next to the equator and locate them on an atlas.</li> <li>- I can locate Gambia on a map and discuss its key features.</li> <li>- I can discuss the human and physical features of Gambia.</li> <li>- I can recognise the similarities and differences between Gambia and Luton.</li> <li>- I can use climate graphs to compare the climate and temperature of the UK and Gambia.</li> <li>- I can compare the living conditions of Gambia and the UK.</li> </ul>	<p><u>Locational knowledge</u> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Place knowledge</u> 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><u>Human and physical geography</u> 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><u>Geographical skills and fieldwork</u> 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 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<ul style="list-style-type: none"> <li>Recap learning from Year 1 - Label the countries, cities and the seas in the UK.</li> <li>Label the continents of the world and the 5 oceans.</li> <li>Name the countries near to the equator. Colour in map to show how climate varies depending on the equator.</li> <li>Use 'Google Earth' to look at continents. Find them in atlases and on globes.</li> <li>Locate Gambia on a map- introduce key facts discussing the images and comparing it to their locality.</li> <li>Discuss physical and human features. Compare the differences of Gambia to Luton.</li> <li>Discuss UK climate. Explore the climate/temperature in Gambia (Banjul) and the UK (London) – explore at the differences by looking at the climate graphs.</li> <li>Explore the living conditions/ lifestyle of Gambia. Discuss the differences to UK and their own living conditions.</li> </ul>
Spring 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Great Fire of London- History Focus</li> </ul>				
Spring 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Roald Dahl – History focus</li> </ul>				
Summer 1st	<ul style="list-style-type: none"> <li>Window</li> </ul>	<ul style="list-style-type: none"> <li>Luton, aerial view, map, human features, physical features, grass, town, tree, building, hill, soil, symbols, key, near, far, right, left.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use Google Earth to explore the aerial view of my school.</li> <li>- I can identify physical and human features in my local area.</li> <li>- I can name and label the physical and human features in my local area.</li> <li>- I can create a map of my local environment using basic symbols and a key.</li> </ul>	<p><u>Human and physical geography</u> Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Geographical skills and fieldwork</u> 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 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 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>	<ul style="list-style-type: none"> <li>Look at aerial views of the school from Google Earth.</li> <li>Visit the playground and label the various features, talking about their relative positions</li> <li>Describe the view from their classroom window using noun phrases and different sentence types.</li> <li>Children start creating a map of their local environment (i.e. playground) using basic symbols and a key.</li> </ul>

Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Seaside</li> </ul>	<ul style="list-style-type: none"> <li>United Kingdom, beach, seaside, coast, map, atlas, north, south, east, west, direction, key, key features, human features, physical features, beach, coast, cliff, sea, ocean, weather, sunny, summer, city, town, village, port, harbour, shop.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe the key features of a seaside/coast in the UK.</li> <li>- I can explore maps and discuss what the symbols may mean.</li> <li>- I can describe direction using north, south, east and west.</li> <li>- I can use a map to locate beaches in the UK.</li> <li>- I can use an atlas to explore the key features of a beach in the UK.</li> <li>- I can create my own key to plot features of a beach in the UK</li> <li>- I can discuss and sort physical and human features of a seaside in the UK</li> </ul>	<p><u>Human and physical geography</u></p> <p>Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 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 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 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>	<ul style="list-style-type: none"> <li>Explore key features of a seaside. What is a seaside and where do you find them? Look at features of the coast.</li> <li>Explore maps and discuss what the symbols may mean.</li> <li>Revise directions – north, south, east, and west.</li> <li>Create their own key to plot features of the UK seaside, using atlases.</li> <li>Discuss and sort physical and human features of a seaside.</li> </ul>
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SEND Adaptations – Teacher/TA to support children to achieve the Learning Objective by making adaptations such as:

- Making sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly for children to use.
- Seating on the carpet and chairs should be carefully planned to support children to communicate, respond and interact with others and the teacher/TA in discussions.
- Creating accessible wall displays or resources readily available for them eg knowledge organisers, maps and key geographical words.
- Use fieldwork to develop pupils' understanding of different environments. Eg. walking around the school environment in a small group or TA.
- Recognise that the language of geography may be challenging for many pupils –plan to teach new language explicitly.
- Build on activities, visits and field trips, using careful discussions that help children understand and use geographical vocabulary and help them to analyse and understand what they have seen.
- Use a camera to capture important findings on a field trip for future reference. Images can also be used to build a visual record.



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