

Intent

- To have the skills to be able to work geographically.
- To understand and explore their own locality and compare this to somewhere different.
- To be aware of a range of different maps and the information these show.
- To have the geographic vocabulary to engage with the world around them.
- To be able to express an opinion about places and people.

	Curriculum	Knowledge	Skills	Vocabulary
FI	<i>Development Matters</i> 3 & 4 year olds <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	Autumn 1 – <u>Positional Language</u> <ul style="list-style-type: none"> • To know positional language. (Prepositions) <u>Reinforce as/when/if necessary according to needs of the class–</u> <ul style="list-style-type: none"> • To understand and use positional language. 	Autumn 1 – <u>Positional Language</u> <ul style="list-style-type: none"> • To discuss routes and use positional language. 	Autumn 1 – <u>Positional Language</u> in, on, under, next to, behind, over, here, there
	3 and 4 year statements from Development Matters 2021 (Understanding the World)	Autumn 2 – <u>My School</u> <ul style="list-style-type: none"> • To understand the layout of their school environment (preschool). • To understand where the features of their building are. 	Autumn 2 – <u>My School</u> <ul style="list-style-type: none"> • To use simple fieldwork and observational skills to study the geography of their school (talk about what they can see). • To talk about what they can see in the environment using a wide vocabulary. 	Autumn 2 – <u>My School</u> Pre-School, buildings, environment, Yellow Room, Blue Room, Toilets, Playground, Outside Area, car park, school.

		<p>Spring 1 – <u>Routes – wider school environment.</u> <u>Describe a familiar route(s)</u> <u>Describe a familiar route</u></p> <ul style="list-style-type: none"> To know a familiar route (from the preschool to the school hall.) <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> 	<p>Spring 1 – <u>Describe a familiar route</u></p> <ul style="list-style-type: none"> To describe a familiar route. 	<p>Spring 1 – <u>Describe a familiar route</u></p> <p>Walk forwards, walk backwards, go past, go through, go into</p>
		<p>Spring 2 – <u>Stories from around the World</u> <u>Diversity</u></p> <ul style="list-style-type: none"> To know people look different and live in different places. 	<p>Spring 2 – <u>Stories from around the World</u> <u>Diversity</u></p> <ul style="list-style-type: none"> To describe how people look different and the same. To talk about different families and ask questions. To listen and talk about stories about other countries. 	<p>Spring 2 – <u>Stories from around the World</u> <u>Diversity</u></p> <p>skin, different, same, colour, mummy, daddy, brother, sister, grandma, grandad,</p>
		<p>Summer 1 – <u>Taking care of living things and the environment.</u></p> <ul style="list-style-type: none"> To begin to understand the need to respect and care for the natural environment and all living things. 	<p>Summer 1 – <u>Taking care of living things and the environment.</u></p> <ul style="list-style-type: none"> To discuss how we can look after our environment. To think about what our environment would be like if we don't look after it. To talk about how we should treat living things. To demonstrate that we can look after the PreSchool environment by picking up litter, recycling, tidying up. 	<p>Summer 1 – <u>Taking care of living things and the environment.</u></p> <p>Environment, the world around us, our space, tidy, pick up, litter, recycle, living, alive, respect, care for</p>
		<p>Summer 2 – <u>No specific Geography Unit</u></p>	<p>Summer 2 – <u>No specific Geography Unit</u></p>	<p>Summer 2 – <u>No specific Geography Unit</u></p>

	Curriculum	Knowledge	Skills	Vocabulary
F2	<p>Children in Reception</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. <p>Reception statements from Development Matters 2021 (Understanding the World)</p> <p>ELG Understanding the World People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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>	<p>Autumn 1 – <u>My School</u></p> <ul style="list-style-type: none"> • To know the layout of their school and playground. • To know how to find their way around school. 	<p>Autumn 1 – <u>My School</u></p> <ul style="list-style-type: none"> • To use simple fieldwork and observational skills to study the geography of their school. (take photos, draw pictures and plans, talk about what they see). • To be able to recognise the features of their own environment. (natural and man made). • To be able to express their own opinions. 	<p>Autumn 1 – <u>My School</u></p> <p>School, Rainbows Classrooms, toilets, playground, dining hall / dinner hall, walk past, walk through, Natural – trees man-made – building, playground</p>
		<p>Autumn 2 – <u>Wider School Environment</u></p> <ul style="list-style-type: none"> • To know the layout of the whole school. • To know how to find their way around school. <p><u>Weather – Seasonal Change (linked to Science)</u></p> <ul style="list-style-type: none"> • To understand the effect of changing seasons on the natural world around them. • To know that leaves change colour and fall off the trees in Autumn. • To understand that the weather starts to get colder and wetter. • To understand that it gets darker earlier. 	<p>Autumn 2 – <u>Wider School Environment</u></p> <ul style="list-style-type: none"> • To use simple fieldwork and observational skills to study the geography of their school. (take photos, draw pictures and plans, talk about what they see). • To be able to recognise the features of their own environment. (natural and man made). • To be able to express their own opinions. <p><u>Weather – Seasonal Change (linked to Science)</u></p> <ul style="list-style-type: none"> • To be able to identify seasonal changes that are happening in the natural world around them. • To describe what is happening. • To observe clues in the natural world that tell us the season is changing. • To think about how seasonal change affects what we wear. 	<p>Autumn 2 – <u>Wider School Environment</u></p> <p>Hall, KS1 playground, year 1 classrooms, Year 2 classrooms, Natural – brook, Man made – hall, classrooms</p> <p><u>Weather – Seasonal Change (linked to Science)</u></p> <p>Change, season, Autumn, leaves, red, brown, orange, yellow, dry, crunchy, crinkly, fall off, bare trees, colder, wetter, windy, dark earlier.</p>

	The Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Spring 1 – <u>Stories from around the World</u> <ul style="list-style-type: none"> To know people live in different places in the world. To know that places around the world are different. To know that there are some similarities between places. 	Spring 1 – <u>Stories from around the World</u> <ul style="list-style-type: none"> To listen to and talk about stories about or from other countries. To talk about what they can see when reading stories / watching videos about places around the world. To be able to talk about things that are the same and different between places. To be able to express their own opinions 	Spring 1 – <u>Stories from around the World</u> the same, different, similar / nearly the same, features, houses, buildings, built up, open spaces, Country names / place names: Africa, India
		Spring 2 – <u>Mapwork</u> <ul style="list-style-type: none"> To know that a map is an image or picture of a place, usually from above. To know that maps show where things are located in a place. To understand that symbols can be used to represent things on a map. 	Spring 2 – <u>Mapwork</u> <ul style="list-style-type: none"> To be able to find things on a simple map. To show where their school is on a map. To point out roads, buildings, the brook on a map. 	Spring 2 – <u>Mapwork</u> Leicester, Knighton, Overdale Road, Eastcourt Road, City, aerial photograph, buildings, roads, map, field, trees, washbrook, brook, bridge, trees, church, school,
		Summer 1 – <u>Places around the World – How children live</u> <ul style="list-style-type: none"> To understand that children's lives in other places can be /are different to their own. To understand that there are some similarities between children's lives in other place and their own lives. To know that places around the world are different to where they live but that there are some similarities. 	Summer 1 – <u>Places around the World – How children live</u> <ul style="list-style-type: none"> To talk about what they can see when watching videos or reading stories about places around the world and the children's lives there. To be able to talk about things that are the same and different between their life and the lives of children in other places. To be able to express their own opinions. 	Summer 1 – <u>Places around the World – How children live</u> the same, different, similar / nearly the same, home, house, flat / apartment, mud hut, tent, school, village, town, city, built up, open spaces.

		Summer 2 – <u>No specific Geography Unit</u>	Summer 2 – <u>No specific Geography Unit</u>	Summer 2 – <u>No specific Geography Unit</u>
	Curriculum	Knowledge	Skills	Vocabulary
Year 1	National curriculum objectives Human and physical geography <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom 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 Locational knowledge <ul style="list-style-type: none"> name, locate and identify characteristics of the 4 countries and capital cities of 	Autumn 1 – <u>Weather / Seasons</u> <ul style="list-style-type: none"> To know there are different types of weather. To name the 4 seasons in the year. To know about typical weather patterns in the seasons. 	Autumn 1 – <u>Weather / Seasons</u> <ul style="list-style-type: none"> To be able to talk about and name the weather they see. To describe weather associated with a season. 	Autumn 1 – <u>Weather / Seasons</u> <p>weather, rain, wind, sun, snow, cold, hot, Autumn, Winter, Spring, Summer, typical weather, weather patterns</p> <p>Optional Vocabulary: Frost, ice, hail, sleet, fog.</p>
		Autumn 2 – <u>Human and Physical Features</u> <ul style="list-style-type: none"> To understand the terms human and physical in relation to geographical features. To understand that different locations have different features. 	Autumn 2 – <u>Human and Physical Features</u> <ul style="list-style-type: none"> To be able to identify the human and physical features of a location. To use geographical vocabulary to talk about the features of a location. 	Autumn 2 – <u>Human and Physical Features</u> <p>Human features, physical features, village, town, city,</p>

	<p>the United Kingdom and its surrounding seas</p> <p>Fieldwork and Observation</p> <ul style="list-style-type: none"> 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>Place Knowledge – Contrasting Location</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of Leicester and a small area of the United Kingdom. 			<p>harbour, port, cliff. Coastline, coast</p> <p>Optional vocabulary: castle, volcano, hill, river, building, forest, mountain, lighthouse, farm</p>
		<p>Spring 1 – <u>Destination UK (Locational Knowledge)</u></p> <ul style="list-style-type: none"> To know the names of the four countries of the UK. To know the name of the seas around the UK. To know the names of the 4 capital cities of the UK. To know some characteristics of the 4 countries and capital cities of the UK. To recognise the flags of the four UK countries. To know the significance of each of the flags. 	<p>Spring 1 – <u>Destination UK (Locational Knowledge)</u></p> <ul style="list-style-type: none"> To be able to locate the four countries of the UK on a UK map. To locate the seas around the UK on a UK map. To be able to locate the 4 capital cities on a UK map. To be able to match the flags to the UK country they belong to. To be able to use world maps, atlases and globes to locate the UK and its countries. To talk about the significance of each of the flags. 	<p>Spring 1 – <u>Destination UK (Locational Knowledge)</u></p> <p>England, Ireland, Scotland, Wales, sea, ocean, North Sea, Irish Sea, English Channel, Atlantic Ocean, London, Cardiff, Edinburgh, Belfast, landmarks, houses of Parliament, Big Ben, River Thames, Buckingham Palace, Cardiff Castle, Cardiff Bay, Llandaff Cathedral, Edinburgh Castle, The Royal Mile, Arthur's Seat, Cave Hill, Belfast Castle, Titanic Belfast, St George's Cross, Union Jack, St Andrew's Cross, St</p>

				Patricks Cross, The Red Dragon
		<p>Spring 2 – <u>Fieldwork and Observation</u></p> <ul style="list-style-type: none"> To understand what aerial photographs and plan perspectives are. To understand what a map is. To understand what a key and symbols on a map are. To understand what physical and human features are. To know what landmarks are. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <ul style="list-style-type: none"> 	<p>Spring 2 – <u>Fieldwork and Observation</u></p> <ul style="list-style-type: none"> To be able to use directional language (near, far, left, right) To be able to use aerial photographs and plan perspectives to recognise landmarks and basic features. To use simple fieldwork and observational skills to study the geography and key human and physical features of Knighton. (take photos, draw pictures and plans, talk about what they see) To be able to express their own opinions. To devise simple maps. To construct basic symbols in a key. 	<p>Spring 2 – <u>Fieldwork and Observation</u></p> <p>near, far, left, right. aerial photograph, map, plan, key, symbol, landmark, physical features, human features, Washbrook, Church, Knighton Park, shops, roads, bridge, Chapel Lane Park.</p>
		<p>Summer 1 – <u>Contrasting Location – Leicester and Hunstanton</u></p> <ul style="list-style-type: none"> To understand geographical similarities and differences between Knighton and Hunstanton. 	<p>Summer 1 – <u>Contrasting Location – Leicester and Hunstanton</u></p> <ul style="list-style-type: none"> To compare Leicester and Hunstanton. To identify similarities and differences between Leicester and a coastal locality. (Leicester and Hunstanton) To be able to express their own opinions. 	<p>Summer 1 – <u>Contrasting Location – Leicester and Hunstanton</u></p> <p>Land, sea, pier, buildings, houses, offices, shops, beach, cliffs, promenade.</p>
		<p>Summer 2 – <u>No specific Geography Unit</u></p>	<p>Summer 2 – <u>No specific Geography Unit</u></p>	<p>Summer 2 – <u>No specific Geography Unit</u></p>

	Curriculum	Knowledge	Skills	Vocabulary
Year 2	National Curriculum objectives Geographical skills and fieldwork <ul style="list-style-type: none"> 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 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 Continents and Oceans (Locational knowledge)	Autumn 1 and 2 – <u>Fieldwork and Map Skills</u> <ul style="list-style-type: none"> To understand what a key is on a map. To understand simple symbols within a key on a map. To understand what a compass is and what the directions mean. 	Autumn 1 and 2 – <u>Fieldwork and Map Skills</u> <ul style="list-style-type: none"> To understand why a key is on a map. To recognise simple symbols within a key on a map. To be able to use the key associated to a map. To devise a simple map with a basic key of a familiar place (school). To use simple compass directions to describe the location of features and routes on a map. 	Autumn 1 and 2 – <u>Fieldwork and Map Skills</u> sketch map, key, symbol, compass, North, South, East, West, near, far, left, right
		Spring 1 – <u>Continents and Oceans (Locational Knowledge)</u> <ul style="list-style-type: none"> To know the names of the world's seven continents. To understand the different sizes of continents. To understand that a continent is made up of countries. To name some countries within each continent. To know some geographical features of each continent. (desert, jungle, cities, rainforest) To know the names of the world's five oceans. To understand the difference between seas and oceans. 	Spring 1 – <u>Continents and Oceans (Locational Knowledge)</u> <ul style="list-style-type: none"> To locate the seven continents on a world map. To locate the five oceans on a world map. 	Spring 1 – <u>Continents and Oceans (Locational Knowledge)</u> Continent, country, population, largest, smallest, Australasia, Asia, Africa, North America, South America, Antarctica, Europe, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean
		Spring 2 – <u>Hot and Cold Places (Physical and Human Geography)</u> <ul style="list-style-type: none"> To know the location of the equator. To know some countries and continents that are located on the equator. 	Spring 2 – <u>Hot and Cold Places (Physical and Human Geography)</u> <ul style="list-style-type: none"> To locate the equator on a globe or world map. To identify the location of hot and cold areas of the world in relation to the equator. 	Spring 2 – <u>Hot and Cold Places (Physical and Human Geography)</u> rainforests, deserts, polar deserts, habitats, glaciers,

<ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans Hot and Cold Places (Human and Physical Geography) <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 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 Place Knowledge (Contrasting Location) <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To know how the temperature of the equator affects the temperature in different countries. To understand that seasons are different for countries depending on their location to the equator. 	<ul style="list-style-type: none"> To locate the North and South Pole on a world map or globe. 	equator, North Pole, South Pole
	Summer 1 – <u>Contrasting Locations – UK and India</u> <ul style="list-style-type: none"> To understand key differences between the UK and India. To understand similarities between the UK and India. To understand physical features and human features of the 2 places. 	Summer 1 – <u>Contrasting Locations – UK and India</u> <ul style="list-style-type: none"> To compare different environments based on their geographical features (animals, climate, temperature, human and physical features, location). To describe the similarities and differences between the UK and India. To identify key physical and human features. 	Summer 1 – <u>Contrasting Locations – UK and India</u> City / cities, town / towns, soil, valley, vegetation, village / villages, factory, rural, urban, landmark, tourist, population, similarities, differences
	Summer 2 – <u>No specific Geography Unit</u>	Summer 2 – <u>No specific Geography Unit</u>	Summer 2 – <u>No specific Geography Unit</u>