

St Margaret Mary's Infant School Geography Overview

Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Topics	Myself and My Family Our Natural World Hannukah	Diwali Wow Said the Owl The Little Owl and the Christmas Star Visit to the Farm	Weather Bears	Easter Chinese New Year	Animals People Who Help Us	Holidays Olympics
Development Matters (3-4)	<ul style="list-style-type: none"> • Begin to understand the need to look after the environment and all living things. • To begin to make observations about the immediate weather conditions around them. • Talk about simple journeys that are familiar to them. • Play and interact with floor maps using small world resources. • Make observations in the outdoor environment using all their senses. • Understanding position through prepositional language. 					
Vocab	Beach, woods, volcano, hill, sea, seaside, farm, house, shop, school, country, church, world, season, autumn, winter, spring, summer, weather, sunny, wet, cloudy, rain, hot, dry, cold, snow, fog, ice, under, on top, next to, behind, in front, road, building, railway, station, fire fighter, nurse, doctor, teacher, police officer, vet, China, map, Chinese New Year, Hannukah, holiday, Olympics, sport					

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Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topics	Me and My Family Diwali	Autumn Celebrations	Winter Healthy Living	Come Outside	Our World Summer	Life at Sea Olympics
EYFS Additional Curriculum Opportunities		Bonfire Night Remembrance Poppies Anti-Bullying Week		World Book Day Mental Health Week Neurodiversity Week	World Earth Day	World Ocean Day Olympics activities
Development Matters (Reception)	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Draw information from a simple map and photographs. • Explore and interpret the natural world around them. <p>Listen, respond and interpret a range of stories, texts and genres.</p> <p><u>Geographical skills and Fieldwork</u></p> <ul style="list-style-type: none"> • Play and interact with maps using small world resources and begin to recognise geographical features. • Begin to add geographical features to simple maps. • Look and find features on a simple map • Make and discuss observations in the outdoor environment and offer for reasons. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • To show awareness of how they can look after the environment and all living things. • Describe what they see, hear and feel while outside. • Explore the natural world around them, making observations and drawing pictures of animals and plants • Observe and discuss natural weather conditions and the causes and effects that weather has. (for example, water freezing) • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Recognise features of the environment that are manmade or natural • Name and describe people who are familiar to them • Talk about members of their immediate family and community • Understand that some places are special to members of their community and recognise that people have different beliefs and celebrate times in different ways <p><u>Place Knowledge/ Locational Knowledge</u></p>					

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	<ul style="list-style-type: none"> • To recognise through observation, stories, discussion, non-fiction texts and maps the similarities and differences between their environment and another. • 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; • Recognise some similarities and differences between life in this country and other countries • Recognise some countries are different from the one in which they live 		
Early Learning Goals	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants (The Natural World ELG) • Understand some important processes and changes in the natural world around them, including changing states of matter. (The Natural World ELG) • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (The Natural World ELG) • Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps (People, culture and communities) 		
Vocab	<p>Nursery plus...</p> <p>near, far, countryside, river, soil, city, village, town, forest, mountain, same, different, changes, map, geography, farm, animals, school, country, church, world, season, map, autumn, winter, spring, summer, weather, sunny, wet, cloudy, rain, under, on top, next to, behind, in front, road, building, railway, station, religion, community, family, Diwali, religion, celebration, weather</p>	<p>Autumn plus..</p> <p>melting, freezing, frozen, cold, snow, ice, fog, weather, winter, countryside, river, soil, city, village, town, forest, mountain, same, different, changes, map, geography, bridge, farm, woods, volcano, hill, shop</p>	<p>Spring plus...</p> <p>China, Chinese, Mandarin, Great Wall of China, pandas, bamboo, chopsticks</p> <p>Australia, English, kangaroo, koala, wombat, Sydney Opera House, map, journey, sea, seaside, beach, hot, dry, spring, summer, Olympics, sport, medal, country, water, sea, ocean, animals, journey</p>

Year 1

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Where do I go to school?		Is Liverpool a village, town or city?		Where in the United Kingdom do I live?	
Topics	Museum of Life		Animal Corridor		Around the United Kingdom	
Additional Curriculum Opportunities	Bonfire Night Remembrance Poppies Anti-Bullying Week		Animals take over Neurodiversity Week World Book Day Mental Health Week		World Earth Day World Ocean Day Fieldwork Fortnight	
Fieldwork	School grounds- emotions map, field sketch of autumn		Field sketch of winter		Pilch Lane walk- What jobs could I do on Pilch Lane? Field sketch of spring and summer	
National Curriculum KS1 (Year 1)	<u>Human and Physical Geography</u> -identify daily weather patterns of the United Kingdom -use basic geographical vocabulary to refer to key physical and human features <u>Geographical skills and Fieldwork</u> -use simple 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		<u>Locational Knowledge</u> -name, locate and identify characteristics of the 4 countries United Kingdom <u>Human and Physical Geography</u> -identify daily weather patterns of the United Kingdom -use basic geographical vocabulary to refer to key physical and human features <u>Geographical skills and Fieldwork</u> -use simple 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 to recognise landmarks and basic human and physical features		<u>Locational Knowledge</u> -name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <u>Human and Physical Geography</u> -identify daily weather patterns of the United Kingdom -use basic geographical vocabulary to <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 -use world maps to identify the United Kingdom and its countries	

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Vocab	Map, Symbol, Key, school, address, building, landmark, feature, local area, Pilch Lane, Road, Feature, shop, church, fieldwork, safety, label, ariel photograph, emptions, route, observation, watch, senses, travel, scale, key, positional language, next to, in, underneath, behind, in front of, in-between, to the side of, left, right, on top of, positional language, job, interview, questions, weather, seasons, temperature, autumn and change	Town, city, village, settlement, population, house, live, rural area, urban area, industrial area, factories, recycling facilities, residential area, transportation, port, similarities, differences, human feature, physical feature, farm, office, port, harbour and shop	United Kingdom, England, Scotland, Northern Ireland, Wales, capital city, Irish Sea, London, Cardiff, Belfast, Edinburgh, compass point, north, east, south west, direction, left, right, island, forest, mountain, map, bridge, countryside, river, cliff, coast, culture			
Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Where on the globe am I?		Would I rather live in Windermere or Rio de Janeiro?		What will I find at the seaside?	
Topic	Can I Change the World?		What is a Home?		Are We all the Same?	
Fieldwork	Knowsley Safari Park- What do animals need to live a happy and healthy life at Knowsley Safari Park?				Beach- pollution at the seaside	
Additional Curriculum Opportunities	Remembrance Poppies Anti-Bullying Week Knowsley Safari Park Visit Judaism Adopt an animal WWF		World Book Day Mental Health Week Neurodiversity Week Chinese New Year Hinduism Crosby Hall residential visit		World Earth Day World Ocean Day Teddy Bear Hospital Visit Beach visit- fieldwork and litter pick Fieldwork Fortnight	
National Curriculum KS1 (Year 2)	<u>Locational Knowledge</u> -name and locate the world's 7 continents <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		<u>Locational Knowledge</u> -name and locate the world's 7 continents and 5 oceans(recaps) -name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (recaps) <u>Place Knowledge</u>		<u>Locational Knowledge</u> -name and locate the world's 7 continents and 5 oceans -name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <u>Human and physical geography</u>	

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	<p>-use basic geographical vocabulary to refer to: key physical features, and Key Human features</p> <p><u>Geographical skills and fieldwork</u></p> <p>-use world maps, atlases and globes to identify the United Kingdom as well as the countries, continents and oceans studied at this key stage</p> <p>-use aerial and satellite photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols on a map</p> <p>-use simple fieldwork and observational skills to study the key human and physical features of the school surrounding environment (Knowsley Safari Park)</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><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>-use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, farm, house, office, port, harbour</p> <p>-use world maps, atlases and globes to identify the United Kingdom 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>-use basic geographical vocabulary to refer to:</p> <p>-key physical features, including: beach, cliff, coast, sea, ocean, river, vegetation, season and weather</p> <p>-key human features, including: 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>-aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</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>Vocab</p>	<p>Year 1 plus...</p> <p>Earth, ocean, land, country, continent, globe, human feature, physical feature, mountain, valley, landmark, map, atlas, satellite, wind, Northern Hemisphere, Southern Hemisphere, North Pole, South Pole, Equator, Arctic Circle, Antarctic Circle, Ice, Desert, Rainforest, Climate Change, soil, valley, hill, thermometer, temperature, planet, space, 2D, 3D, Asia, Africa, North America, South America, Antarctica, Europe, Oceania (Australia), Southern Ocean, Arctic Ocean, ice, permanent ice, midnight Sun, solar energy,</p>	<p>Autumn plus...</p> <p>United Kingdom, Europe, South America rainforest, tropical, climate change, conservation, tourists, polar, Rio de Janeiro, Windermere, Settlements, Amazon Rainforest, Indigenous communities, conservation, deforestation, sustainability, climate, degrees Celsius, climate zone, Equator, Northern Hemisphere, Southern Hemisphere, settlements, coast, lake, Indigenous communities, deforestation, Rio de Janeiro, migration, weather, urbanization, poverty, favelas, population, vegetation, Earth, port, harbour, farm, house</p>	<p>Spring plus...</p> <p>Ocean, sea, Pacific Ocean. Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, seaside, wild life, conservation, coast, coastline, beach, cliff, sand dune, rock pool, observe, lighthouse, vegetation, shop, climate change, water level, river, cave, fieldwork, virtual fieldwork, tourism, litter, pollution, plastic pollution, collect, data, graph</p>

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