

Subject Overview - Geography



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Love Your Selfie! Me and You	The Wheels on the Bus Ticket Around the World	Dear Zoo Mad About Minibeasts	How to Catch a Dragon Once Upon a Story	Let's Grow! Owl Babies/The Gruffalo	The Most Magnificent Thing! Bright Sparks!
Reception	Love Your Selfie! Me and You	Whatever Next! Ticket Around the World	Down in the Jungle Mad About Minibeasts	Knight in Training Once Upon a Story	Let's Grow! Owl Babies/The Gruffalo	The Most Magnificent Thing! Bright Sparks!
Year 1	Love your selfie Marvellous Me	Amazing places and Spaces/ Explorers Let's Remember	Claws, Feathers and Fangs! Wriggle and Crawl	Towers, Tunnels, Turrets/Kings & Castles Once Upon a time	Let it grow Enchanted Wood	Inventors Cracking Contraptions
Year 2	Love your selfie Marvellous Me	Amazing places and Spaces/ Explorers Let's Remember	Claws, Feathers and Fangs! Wriggle and Crawl	Towers, Tunnels, Turrets/Kings & Castles Once Upon a time	Let it grow Enchanted Wood	Inventors Cracking Contraptions

Progression of Knowledge



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Talk about what they see, using a wide vocabulary. (our local area)	Talk about what they see, using a wide vocabulary. (our local area)	Talk about what they see, using a wide vocabulary. (our local area) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.	Talk about what they see, using a wide vocabulary.
Reception	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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	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	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	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	Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts.	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
Year 1	Geographical skills and fieldwork To 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.	Geographical skills and fieldwork To 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.	Locational knowledge To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Geographical skills and fieldwork	Geographical skills and fieldwork To 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.	Place knowledge To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Geographical skills and fieldwork	Human and physical geography To identify seasonal and daily weather patterns in the United Kingdom.

	<p>To 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>Human and physical geography To use basic geographical vocabulary referring to human and physical features.</p>	<p>To 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>Human and physical geography To use basic geographical vocabulary referring to human and physical features.</p>	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>To 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>Human and physical geography To use basic geographical vocabulary referring to human and physical features.</p>	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	
Year 2	<p>Geographical skills and fieldwork To 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>To 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>Human and physical geography To use basic geographical vocabulary referring to human and physical features.</p>	<p>Geographical skills and fieldwork To 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>To 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>Human and physical geography To use basic geographical vocabulary referring to human and physical features.</p>	<p>Locational knowledge To name and locate the world's 7 continents and 5 oceans.</p> <p>Geographical skills and fieldwork To use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p>	<p>Geographical skills and fieldwork To 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>To 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>Human and physical geography To use basic geographical vocabulary referring to human and physical features.</p>	<p>Place knowledge To understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p> <p>Geographical skills and fieldwork To use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p>	<p>Human and physical geography To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>

Progression of Skills



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	I can talk about what I can see.	I can talk about my school environment.	I can explore maps/globes/atlas. I can talk about simple features on a globe/map e.g. land/sea	I can begin to talk about similarities and differences in buildings/environments.	I am beginning to recognise some environments that are different to the one in which they live.	I can use my knowledge and skills to explore a new environment, e.g. school trip.
Reception	I can talk about where I live. I can talk about my school. I can use appropriate vocabulary.	I can talk about local landmarks. I can use a map to locate my school and my house.	I can talk about what I see on maps/globes/atlas. I can talk about simple features on a globe/map e.g. hot/cold, different countries.	I can talk about similarities and differences in buildings/environments. I can begin to talk about features of buildings and how they are shown on a map.	I can recognise some environments that are different to the one in which they live.	I can draw on the knowledge I have gained to explore a new environment, e.g. school trip.
Year 1	I can identify human and physical features of our locality. I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. I use locational language to describe the location of features on a map. I draw maps of my school/ local area and describe the	I can identify human and physical features of our locality. I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. I use locational language to describe the location of features on a map. I draw maps of my school/ local area and describe the	I name the countries that make up the British Isles, with their capital cities. I name the surrounding seas of the United Kingdom. I locate the four countries which make the British Isles. I use maps and atlases to locate countries of the United Kingdom.	I can identify human and physical features of our locality. I use maps and digital/computer mapping (Google Earth) to locate countries and describe features studied. I use locational language to describe the location of features on a map. I use simple field work and observational skills to look at the geography of my local area.	I name the countries that make up the British Isles, with their capital cities. I name the surrounding seas of the United Kingdom. I locate the four countries which make the British Isles. I use maps and atlases to locate countries of the United Kingdom. I compare Lincoln with a larger city like London.	I identify hot and cold places in the world. I understand that the season change.

	<p>human and physical features.</p> <p>I use simple field work and observational skills to look at the geography of my school and local area.</p>	<p>human and physical features.</p> <p>I use simple field work and observational skills to look at the geography of my school and local area.</p>			<p>I talk about the different physical and human features of these places.</p>	
Year 2	<p>I can identify human and physical features of our locality and explain the difference.</p> <p>I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>I use compass directions to describe the location of features on a map.</p> <p>I draw maps and construct a simple key.</p> <p>I use simple field work and observational skills to look at the geography of my local area.</p>	<p>I can identify human and physical features of our locality and explain the difference.</p> <p>I use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>I use compass directions to describe the location of features on a map.</p> <p>I draw maps and construct a simple key.</p> <p>I use simple field work and observational skills to look at the geography of my local area.</p>	<p>I locate the continents on a world map.</p> <p>I name the continents on a world map.</p> <p>I locate and label the five oceans.</p> <p>I can use maps, atlases and globes to locate continents and seas.</p>	<p>I can identify human and physical features of our locality and explain the difference.</p> <p>I use maps and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>I draw maps and construct a simple key.</p> <p>I use simple field work and observational skills to look at the geography of my local area.</p>	<p>I locate the continents on a world map.</p> <p>I name the continents on a world map.</p> <p>I locate and label the five oceans.</p> <p>I can use maps, atlases and globes to locate continents and seas.</p> <p>I compare England to a non-European country like Africa or Australia</p> <p>I compare the weather in different places around the world.</p>	<p>I identify seasonal and daily weather patterns.</p> <p>I compare the weather in different places.</p> <p>I identify patterns of weather around the world.</p>

Progression of Vocabulary



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Class, area, inside, outside	School, field, class, hall, inside, outside, playground	Map, globe, land, water, round	House, door, wall, window, grass, sand, special (purpose of buildings)	Place, same, different, animal, weather, (features of different countries)	Travel, map, direction, (comparison of homes)
Reception	Home, School, shop, doctors, post box, path, road, house, flat	Map, turn, straight, around, Lincoln, Birchwood, church, shop, doctors, tree,	Map, globe, atlas, land, water, ocean, sea, country, hot, cold	Same, different, compare, unique (purpose of buildings)	Country, animal, weather, same, different, environment (features of different countries)	Travel, map, direction, (features of an area)
Year 1	Human Feature, Physical Feature, Man-made, Natural, Area, Map, Aerial View, Birds eye view, local, Birchwood	Human Feature, Physical Feature, Space, Area, Lincoln, Birchwood, School, City	Map, World, Atlas, Globe, Locate, Ocean, Sea, Country, Capital City, England, Ireland, Scotland, Wales, Northern Ireland, London, Cardiff, Dublin, Glasgow,	Lincoln Castle, Lincoln, Moat, Goodrich Castle, Herefordshire, Different, Same	Physical Feature, Human Feature, London, Lincoln, Sea, River, City, Town, Farm, Castle, Cathedral	Winter, Autumn, Spring, Summer, Sunny, Rain, Leaves, Snow, Thunder
Year 2	Human Feature, Physical Feature, Han-made, Natural, Area, Map, Aerial View, Birds eye view, local, Birchwood	Human Feature, Physical Feature, Space, Area, Lincoln, Birchwood, School, City	Map, World, Atlas, Globe, Locate, Ocean, Sea, Country, Continent, Africa, Asia, North America, South America, Europe, Australia, Antarctica, Atlantic Ocean, Pacific Ocean, Antarctic Ocean, Indian Ocean, Southern Ocean, North Pole, South Pole, Equator	Castle, United Kingdom, Lincoln Castle, Compare, Derelict Castle	Africa, Kenya, Continent, Europe, Equator, Tropical, Indian Ocean, Desert, Rainforest, Lake Turkana, Human Feature, Physical Feature, Mount Kenya	Weather Patterns, Deforestation, Pollution, Transport, Extreme Weather