

| | Geography Coverage for Nursery | Geography Coverage for Reception (People, cultures and Communities) | Future Learning –Year 1 Curriculum |
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| Locational Knowledge | <ul style="list-style-type: none"> Communicate their route using positional language To know that the globe is made up of land and water. | <ul style="list-style-type: none"> To know that the blue parts of the globe is the sea and that the green is the land. To know the name of the country they live in. To use directional language such as near, far, forward, backwards. Maps and atlases are used to investigate different places | <ul style="list-style-type: none"> To know the name of the four of the continents (Europe, Asia, Africa and North America). To know that a continent is a group of countries. To know that they live in the continent of Europe. <p>To know the name of two of the world’s oceans (Atlantic Ocean and Pacific Ocean)</p> |
| Vocabulary | Up, down, under, over, on, next to | near, far, forwards, backwards | Europe, Africa, Asia , N and S America, Antarctica Australasia, Wales ,Scotland, Northern Ireland ,Irish Sea, North Sea, English Channel |
| Place knowledge | Learn about different countries and places around the world | <ul style="list-style-type: none"> Look on a map and compare the shapes and sizes of different countries To explore how life can be similar or different to Clee Hill in terms of hot/ cold places. Show on a map which country they live in. Where in the world is Barnaby bear? | <ul style="list-style-type: none"> To know that life elsewhere in the world can have similarities and differences to life on Clee Hill |
| Vocabulary | beach, sea, fields, hedges, | Cliff, Land, England, United Kingdom | |
| Human and Physical Geography | <ul style="list-style-type: none"> Respect and care for the natural environment. Explore the natural world around them. Learn about their senses | <ul style="list-style-type: none"> To know the four seasons of the UK. Understand the effect of changing seasons on the natural world around them. To know that ‘weather’ refers to the conditions outside at a particular time. Describe what they see, hear and feel whilst outside. Use the vocabulary ‘season’ and ‘weather’. Autumn, Spring, Summer, Winter | <ul style="list-style-type: none"> To know that a sea is a body of water that is smaller than an ocean. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. <ul style="list-style-type: none"> To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. |
| Vocabulary | Weather (sunny, rainy, windy, snowy etc.) | • Seasons (Winter, Summer, Spring, Autumn) | continents, oceans |
| Fieldwork | <ul style="list-style-type: none"> Describe what they see when walking through Clee Hill including walks around the local area Explore the surrounding natural environment | <ul style="list-style-type: none"> Explore the plants in the surrounding natural environment Explore minibeasts in the surrounding natural environment Mapping a journey around school: journey sticks | <ul style="list-style-type: none"> Have a wide range of fieldwork experiences, from free exploration and imaginative engagement with outdoor environments to more structured enquiries, which involve the use of simple techniques to record field data to answer geographical questions. The school grounds and the local area within walking distance of the school |

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| | <ul style="list-style-type: none"> Explore natural objects from the surrounding environment | <ul style="list-style-type: none"> Mapping a journey from a story book ie <i>The Gruffalo</i>, Exploring our wild woodland and trips to the local library and church. | <p>provides many opportunities for pupils to plan and conduct simple geographical enquiries that involve fieldwork. Local area walks, using and creating maps of Clee Hill, houses and homes of Clee Hill</p> <ul style="list-style-type: none"> Key stage 1 fieldwork should involve opportunities for first hand sensory exploration, observation and discussion with peers and adults. Interviewing local residents/ farmers, fire station, visiting vet/ doctor/ other health professional |
| Vocabulary | Leaf, flower | petal, fruit, berry, root, seed, | |

Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2 Ongoing