

Geography Medium Term Plan 2022/23

Nursery End of Year Expectations				
<p>Investigate places</p> <p>Know that there are different countries in the world and talk about the differences they have experienced in photos.</p> <p>Explore and respond to different natural phenomena in their setting and on their trips.</p>		<p>Geographical skills & fieldwork</p> <p>Begin to understand the effect their behaviour can have on the environment</p> <p>Comment and ask questions about aspects of their familiar world; such as the place where they live or the natural world.</p> <p>Talk about what they see using a wide vocabulary.</p>		
Topic	<p>Key Concepts</p> <p>Knowledge categories</p>		Vocab	Drivers
	<p>Investigate places</p> <p>location, physical features, human features, diversity, physical processes, human processes</p>	<p>Geographical skills & fieldwork</p> <p>maps, aerial photos, observational skills, techniques, vocabulary, compass directions, devising simple map, locational language</p>		
Term 1				
Human and physical features	Explore, name and describe objects and resources	Begin to develop observational skills, locational language. Explore maps, globes.	Names of things in the home and classroom	
My Environment	Explore, name and describe features in their familiar environments e.g home, classroom and school	Name features/ areas of their classroom and school Will be able to identify their classroom through photos of other classrooms and playgrounds. Will explore the aerial map to identify the school. Engage in small world play, begin to develop familiar environments in their play	Name of areas in their classroom and school, Highfields Class names Classroom Playground	
My local area	Explore, name and describe features in their	Children know the key areas of their local environment and have some awareness of directional language.	Uplands Infant School Building	Environment

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	locality including the local shops, library and local park.(Highfields) Eco Schools project- Sir David Attenborough	Park visit Community walk Engage in small world play- recreate familiar and imaginary environments e.g home, park, city, train tracks, block play	Street name Local shop names Library, church, terrace, flats, road Local wild life- birds	
Seasonal changes weather patterns	Know about the weather Daily weather patterns. Awareness of some of the features of Autumnal and Winter weather.	Record the weather as a class using symbols through a daily routine.	Weather Language Today Yesterday Autumn, conkers, leaves Winter, snow, ice	Environment Possibilities
London	To look at some of key landmarks in London	To begin to understand that London is an important city.	London City Buckingham Palace, London Bridge, late Queen, King	Environment
Term 2				
Comparing and contrasting from different environments.	Comparing the physical features from Handa's Surprise, Owl babies to their own locality. Compare environments from We're Going on a Bear Hunt.	Discuss what they see.	Africa, village Leicester, City weather Language Forest River Cave	Environment Diversity Possibilities
Re-visit seasonal changes	Explore the physical processes of the seasons	Record the weather as a class using symbols through a daily routine.	Weather Language	Environment

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	and daily weather patterns. Spring Compare physical processes from We're Going on a Bear Hunt.	Compare features of Spring to Winter and Autumn	Today Yesterday Seasons Snowstorm Spring Blossom Daffodils, tulips	
Taking care of our own environment	Explore the consequences of leaving litter/not tidying in their local environment through the Golden rules and daily routine Looking after birds in w Eco Schools project- Sir David Attenborough inter	Observe classrooms and identify things that need that need to be put into their correct places. Use positional language to explain where things go.	Rubbish Litter Naming objects and their places. Prepositions Naming local birds	environment
Term 3				
The farm	Explore the features of a farm	Visit to the farm and take photos of key features Compare features of a farm to those of Highfields	field hill barn pond grass soil farm city Names of animals weather language	environment diversity
Re-visit seasonal changes	Explore the physical processes of the seasons and daily weather patterns.	Record the weather as a class using symbols through a daily routine. Compare Summer weather to Spring, Autumnal and Winter weather	today yesterday seasons	environment

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<p>Re-visit Taking care of our own environment</p>	<p>Explore the consequences of leaving litter/not tidying in their local environment through the Golden rules and daily routine.</p> <p>Eco Schools project- Sir David Attenborough</p>	<p>Observe classrooms and identify things that need that need to be put into their correct places. Use positional language to explain where things go.</p>	<p>rubbish litter Naming objects and their places. Prepositions</p>	<p>environment</p>
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<p>Reception End of Year Expectations</p>			
<p>Investigate places</p> <p>Explain some similarities & 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>Understand some important processes and changes in the natural world around them, including the seasons.</p> <p>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.</p>		<p>Geographical skills & fieldwork</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	
<p>Topic</p>	<p>Key Concepts Knowledge categories</p>		<p>Vocab</p>
	<p>Investigate places location, physical features, human features, diversity,</p>	<p>Geographical skills & fieldwork maps, aerial photos, observational skills, Communicate geographically</p>	

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	physical processes, human processes	techniques, vocabulary, compass directions, devising simple map, locational language		
Term 1				
Human and physical features	To have an awareness of some human and physical features in their own environment	Build on observational skills through real life contexts. Introduce different maps through stories and real life contexts. Strengthen locational language.	Near, far, left, right, names of features in the environment	
My Environment	To have an awareness of some human and physical features in their own immediate environment	Children to show they understand directional language by following instructions within their immediate environment e.g when moving around school, PE lessons	Near, far, left, right, names of features in the environment, forwards, backwards, behind, in front	
My local area	Describe their immediate environment (school and Melbourne road) through the human and physical features. Eco Schools project- Sir David Attenborough- our planet	Identify their local areas on maps globes and atlases. Take part in their observational field work trips. Take photos to create simple maps of their local areas through construction, small world and junk and drawings- include key features	England Leicester Highfield Uplands Infant School. Name Buildings within the school and human and physical features. Local wildlife	Environment Diversity
Seasonal changes	Explore the physical processes of the seasons	Record the weather as a class using symbols through a daily routine.	Weather Language Today	Environment Possibilities

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	<p>and daily weather patterns. Describe that seasons are marked by weather patterns and daylight hours. Recall features of change in seasons.</p>		<p>Yesterday Seasons Daylight Morning Evening Conkers, fir cones, acorns</p>	
<p>Taking care of our environment</p>	<p>Explain the consequences of leaving litter/not tidying in their local environment through the Golden rules and daily routine. Explore the process that litter goes through when it is recycled Eco schools – David Attenborough Project</p>	<p>Observe classrooms and identify things that need that need to be put into their correct place with focus on recycling. Identify local recycling points on a map. Use positional language to explain where things go. Observe changes to the planet and animals and consequences of human behaviours on a global platform</p>	<p>Rubbish Litter Naming objects and their places. Prepositions Reuse Environment</p>	<p>Environment Possibilities</p>
<p>Term 2</p>				
<p>London</p>	<p>Explore the human and physical features of London. Compare the features of London with Leicester</p>	<p>Explore the human and physical features of London through aerial maps</p>	<p>London, Leicester, Highfields, City, Capital City, England, names of human and features</p>	<p>environment diversity possibilities</p>
<p>India and Leicester Homes Environments</p>	<p>Describe their immediate environment (school and Melbourne road)</p>	<p>Identify their local areas with maps globes and atlases. Take part in their observational field work trip.</p>	<p>India, Leicester,</p>	<p>Environment Diversity Possibilities</p>

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Wildlife	<p>through the human and physical features.</p> <p>Compare the above with the same in India.</p>	<p>Locate India on globes & maps.</p> <p>Observe differences through comparing photos of India & Leicester.</p>	<p>rural, city, village</p> <p>Wildlife</p>	
Seasonal changes	<p>Explore the physical processes of the seasons and daily weather patterns.</p> <p>Describe that seasons are marked by weather patterns and daylight hours.</p> <p>Recall features of change in seasons.</p> <p>Spring and Summer</p>	<p>Record the weather as a class using symbols through a daily routine.</p> <p>Compare changes in weather across the seasons</p>	<p>Weather</p> <p>Language</p> <p>Today</p> <p>Yesterday</p> <p>Seasons</p> <p>Daylight</p> <p>Morning</p> <p>Evening</p> <p>Spring,</p> <p>summer,</p> <p>autumn,</p> <p>winter</p>	Environment
Term 3				
Seasonal changes	<p>Explore the physical processes of the seasons and daily weather patterns.</p> <p>Describe that seasons are marked by weather patterns and daylight hours.</p> <p>Recall features of change in seasons.</p> <p>Eco Schools project- Sir David Attenborough- our planet</p>	As above	As above	Environment

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The farm	Identify the human and physical features	<p>Visit to the farm and take photos. Create maps from photos to show human and physical features of the farm.</p> <p>Create different environments including, naming and describing key features</p>	<p>field hill barn pond grass soil farm, city, county, Names of animals weather language</p>	environment diversity
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year 1 End of Year Expectations	
<p>Investigate places</p> <p>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 UK and its surrounding seas. Understand geographically similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-EU country. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles.</p>	<p>Geographical skills & fieldwork</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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>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>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>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>

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		use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, sea, ocean, river, soil, season. Key human features, including: city, village, farm, house, office and shop		
Topic	Key Concepts Knowledge categories		Vocab	
	Investigate places Location, physical features, human features, diversity, physical processes, human processes	Geographical skills Maps, aerial photos, observational skills, Communicate geographically & fieldwork Techniques, vocabulary, compass directions, devising simple map, locational language		
Term 1				
Human and Physical features	To have an understanding of what human and physical features are and begin to identify them	use basic geographical vocabulary to refer to: key physical features, including: hill, river, soil. key human features, including: city, factory, house, shop	Hill, river, soil, city, factory, house, shop	Environment
Leicester	Identify the human and physical features of Leicester Explain why Leicester is a diverse city. Name their local area.	Locate Leicester on a map of the UK. Create simple maps of their local environment (school) with keys e.g. classroom, hall, provision.	City, local, diverse, population name human and physical features	Environment Diversity
London	Identify the human and physical features of London Explain why London is a diverse city.	Locate London on a map of the UK. Explain how far London is from Leicester by car.	City, local, diverse, population, capital city, tourism	Environment Diversity Possibilities

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			name human and physical features	
United Kingdom & surrounding seas <i>retrieval quiz</i>	<p>List and show on a map the countries & capital cities that make up Great Britain, United Kingdom</p> <p>List the seas that surround the UK</p> <p>Explain what an archipelago is.</p>	<p>Explore the archipelago of the UK through aerial maps.</p> <p>Identify the four countries & capital cities on aerial maps, atlases & globes.</p> <p>Identify the seas that surround the UK</p> <p>Create a simple map of the UK containing all the surrounding seas, countries and capital cities.</p>	Sea, archipelago, United Kingdom, names of the seas, names of the countries and capital cities.	Environment, Diversity
Term 2				
Continents and Oceans	<p>Name the seven continents</p> <p>Name the five oceans.</p>	<p>Locate and mark on a map the seven continents.</p> <p>Locate and mark on a map the five oceans.</p>	Continent, ocean, enclosed, seas	Environment
Mapping the world		children will be able to use simple compass directions (north, south, east, west) to create a map of their local environment	North, south, east, west	Environment
Climate	<p>Describe the physical features of polar climates.</p> <p>Describe the physical features of equatorial climates.</p>	<p>Locate and label where polar climates are found.</p> <p>Locate and label where equatorial climates are found</p>	Temperatures, climate, weather, polar, equatorial,	Environment, Diversity

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Term 3				
weather	<p>Discuss the weather in the different seasons</p> <p>Discuss daily weather and record for one week</p> <p>CP – DAILY WEATHER CHART from the beginning of the year</p>	<p>Use bbc weather to identify daily weather patterns</p>	<p>Seasonal language</p> <p>weather language</p>	<p>Environment, Opportunities</p>
India	<p>Location:</p> <p>What Continent is India located in?</p> <p>Describe the location of India.</p> <p>What is the Commonwealth?</p> <p>What is India’s capital city?</p> <p>Which Ocean is on India’s peninsular?</p>	<p>Use photos and aerial maps to identify the location, human features and physical features of India.</p> <p>Locate India on a map, atlas & globe.</p>	<p>Peninsular, surrounded, urban, rural</p>	<p>Environment</p>

Year 2 End of Year Expectations	
<p>Investigate places</p> <p>name and locate the world’s seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>Geographical skills & fieldwork</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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>

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<p>Understand geographically similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-EU country.</p> <p>Identify seasonal and daily weather patterns in the UK 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 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>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>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>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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>
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In year 2 the first week of a topic will be retrieval practice based on the knowledge taught in Year 1. This will give teachers an opportunity to address any misconceptions and ensure they have a secure understanding before moving on to comparing and contrasting.

Topic	Key Concepts Knowledge categories		Vocab	
	Investigate places	Geographical skills & fieldwork		
	Location, physical features, human features, diversity, physical geography,	Maps, aerial photos, observational skills, vocabulary, compass directions, devising simple map, locational language		
Term 1				
Human and Physical features		Use basic geographical vocabulary to refer to: key physical features, including: hill, river, soil, key human features, including: city, factory, house, shop	Hill, river, soil, city, factory, house, shop	Environment
1 week				

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<p>Leicester London</p> <p>Potential 4 week block</p>	<p>Use the human and physical features of Leicester and London to compare the two cities.</p> <p>Describe the similarities and differences between Leicester and London’s populations.</p>	<p>Explain the locations of London and Leicester through the use of directional language such as north, south, east & west.</p>	<p>City, local, diverse, population name human and physical features city, local, diverse, population, capital city, tourism name human and physical features</p>	<p>Environment Diversity Possibilities</p>
<p>United Kingdom & surrounding seas <i>retrieval quiz</i></p>	<p>Use the human and physical features of Belfast and London to compare the two cities.</p> <p>List the identifying characteristics of the 4 capital cities of the UK</p>	<p>Explain the locations of London and Belfast through the use of directional language such as north, south, east & west.</p>	<p>Sea, archipelago, United Kingdom, names of the seas, names of the countries and capital cities.</p>	<p>Environment, Diversity</p>
<p>Term 2</p>				
<p>Continents and Oceans</p>	<p>Organise the continents in order of size.</p> <p>Organise the oceans in order of size</p>	<p>Use aerial maps to explain why Antarctica is not inhabited.</p>	<p>Continent, ocean, enclosed, seas, crust, submerged</p>	<p>Environment, diversity</p>

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Mapping the world		techniques – children will be able to use simple compass directions (north, south, east, west) to create a map of their local environment	North, south, east, west	
Climate	Compare and contrast the locations of polar and equatorial climates What are the similarities and differences in the physical features of polar and equatorial climates?		Temperatures, climate, weather, polar, equatorial,	Environment
Term 3				
weather	Discuss the weather in the different seasons in India Discuss daily weather and record for one week in Daman CP – DAILY WEATHER CHART from the beginning of the year	use BBC weather to identify daily weather patterns	Seasonal language weather language	Environment
India	Non EU comparison: Daman Identify the human and physical features of Daman and compare with Leicester	Use photos to compare the two locations. Describe the locations using compass directions.	Peninsular, surrounded, urban, rural, commonwealth, democratic	Environment Diversity

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	Compare and contrast the climates, weather			
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