

Geography whole school overview



Key Concepts	
Investigate Places	Geographical skills and fieldwork

	Nursery	Reception	Year 1	Year 2
Human and physical features	Explore features in their own environment by naming them	To have an awareness of some human and physical features in their own environment	To have an understanding of what human and physical features are and begin to identify them	To know and name human and physical and human features.
	Begin to develop observational skills, locational language. Know where things belong and what is in their environment. Children explore maps, globes.	Build on observational skills through real life contexts. Introduce different maps through stories and real life contexts. Strengthen locational language.	Use basic geographical vocabulary to refer to: key physical features and , key Human feature,	Use basic geographical vocabulary to refer to: key physical features, and key Human features
Leicester and surrounding area	To have an awareness of own class, Uplands Infants school playground, Highfields through exploration (Farm term 3)	To describe immediate environment through human and physical features	Identify and name human and physical features of Leicester.	Use human and physical features of Leicester and compare it the two cities. Describe the similarities and difference between Leicester and London populations
	Identify own class through observation and images. Explore aerial map to identify the school.	Identify local areas with maps, globes, observational field work trips of playground and Melbourne Road.	Locate Leicester on a map of UK	Explain the locations of Leicester and London through the directional language. Visit a local farm to compare the physical and human features between the city and countryside.
London, United Kingdom and the surrounding seas	London is an important city	Begin to explore human and physical features of London	Identify human and physical features of London.	Use human and physical features of Belfast and London. List the characteristics of 4 UK capital cities
			List and show countries and seas on a map that make up UK	To name the seas surrounding the UK

	Look at pictures of Buckingham palace, Big Ben?	Explore the features through aerial maps and discuss similarities and differences to own environment.	Locate London on a map and explain how far is from Leicester. Explore the archipelago of the UK through atlases and globes	Explain locations of London and Belfast through directional language. Explore the archipelago of the UK through aerial maps
Continents and oceans	Awareness of different continents and oceans	Awareness of different continents and oceans	Name the 7 continents and 5 oceans	Order the continents and oceans in size order
			Locate 7 continents and 5 oceans on a map	Explain why Antarctica is not inhabited through use of aerial map
Mapping the world	Begin to understand directional language through daily routines.	Follow simple directional language through daily routines.	Use directional language to locate the continents and oceans	Use directional language to explain the location of the continents and oceans
	Children show they are beginning to understand directional language within their immediate environment	Children to show they understand directional language by following instructions within their immediate environment	Children begin use simple compass directions in their local environment.	Use simple compass directions to create a map of local environment
Weather and climate	Explore physical processes of the seasons and weather patterns.	Begin to describe season marked by weather patterns. Recall some features of seasons.	Discuss weather in different seasons in the UK Describe physical features of polar/equatorial climates.	Discuss weather in different seasons in India Compare and contrast locations of polar/equatorial climates though human and physical features.
	Observe and record weather as a class.	Begin to describe some features of seasons through observation	Identify weather patterns in the UK using a daily weather chart Locate and label Polar/equatorial climates	Identify weather patterns by monitoring the national weather forecast Use geographical vocabulary to describe polar/equatorial climates
India and different environments	Compare physical features from stories And compare to own environment	Begin to compare own environment through human and physical features to that of India	Describe the location of India, the capital city	Compare and contract India with Leicester
	Discuss what they see.	Begin to identify India on a map/globe	Identify human and physical features of India through photos and aerial maps	Describe the locations using compass directions.

	Nursery	Reception
Environment	Explore consequences of leaving litter in own environment, tidying up. Eco –school- growing and care of plants. Care of animals.	Explain consequences of leaving litter in own/local environment through recycling. Eco- school- growing and care of plants. Looking after our planet
	Observe classroom and identify where things go. Have awareness of positional language.	Identify local recycling points on a map/ globe Use positional language to explain where things go.

Can you add please?

