



# Our Geography Curriculum

Our Geography curriculum is guided by the National Curriculum (2014) for KS1 Geography, and the statutory early years foundation stage and development matters frameworks.

## **Locational knowledge**

- 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 United Kingdom and its surrounding seas

## **Place knowledge**

- 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

## **Human and physical geography**

- 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

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

## **Geographical skills and fieldwork**

- 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
- 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; 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.

## **Intent**

Our intent is that geography teaching will give children a good understanding of the world in which they live. This begins in the EYFS as children learn familiar places that are important to them such as their home and their school. In KS1 we aim to build on this foundation of knowledge extending beyond their locality to the country in which they live, building to the United Kingdom's place in the wider world. Through teaching of geography children will become confident in recognising geographical features and through field work and exploration they can record their findings using maps, keys etc. Our geography teaching is supported by our history teaching which builds on a local, national and global theme all building children's understanding of the world. Overall, our aim is to give children the best possible introduction to geography which will give them a good base to stick further knowledge to as they move through their education. Our aim is that children become confident, enthusiastic geographers who understand and respect the world.

# Key knowledge/skills overview – Early years

At Common Road Infant School, the children in EYFS experience a rich and interwoven early years curriculum, in which many subject areas overlap during a topic or theme. The following statements, taken from the Statutory Framework and Development Matters, show the key geography focus outcomes for EYFS.

|                          |                         |                                 |                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------|-------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Three and Four-Year-Olds | Mathematics             |                                 | <ul style="list-style-type: none"> <li>• Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>                                                                                       |
|                          | Understanding the World |                                 | <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> |
| Reception                | Understanding the World |                                 | <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>                           |
| ELG                      | Understanding the World | People, Culture and Communities | <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul>  |
|                          |                         | The Natural World               | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>                              |

Children in EYFS will explore the world around them through many topics throughout the year, including:

- Their immediate environment – the school grounds, their local area and their homes.
- A range of places - such as forests and farms – observing, describing, comparing and contrasting. This includes through storytelling (e.g. Little Red Riding Hood) and school visits.
- Learning about a variety of locations by studying different cultures and religions around the world.

# KS1 GEOGRAPHY NATIONAL CURRICULUM COVERAGE AND CORE CONCEPTS

| Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Autumn Term<br>Our Local Area                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring Term<br>Comparing Localities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Summer Term<br>The United Kingdom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>Place knowledge</li> <li>Human and Physical Geography</li> <li>Geographical skills and Fieldwork</li> </ul> <b>Key skills / questions:</b><br>Can you name our local area?<br>What is a human/physical feature?<br>How are human and physical features different?<br>Which human features can you see in South Kirkby?<br>Which physical features can you see in South Kirkby?                                                                                                            | <ul style="list-style-type: none"> <li>Place knowledge</li> <li>Locational knowledge</li> <li>Human and Physical Geography</li> <li>Geographical skills and Fieldwork</li> </ul> <b>Key skills / questions</b><br>What is a human/physical feature?<br>Why is Scarborough different to South Kirkby?<br>How and why are Scarborough and South Kirkby physical features different?<br>How are Scarborough and South Kirkby different when we thinking about where they are plotted on a map?<br>How do we know Scarborough and South Kirkby are different to each other? | <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Geographical skills and Fieldwork</li> </ul> <b>Key skills / questions</b><br>What is a capital city?<br>What is the capital of England?<br>What is the capital of Scotland?<br>What is the capital of Wales?<br>What is the capital of Northern Ireland?<br>Can you name the 4 seas of the UK?<br>What is the difference between an ocean and sea?                                                                                                                                                                                                |
| Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Autumn Term<br>Our Local Area                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring Term<br>Oceans and Continents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer Term<br>Contrasting Localities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Place knowledge</li> <li>Human and Physical Geography</li> <li>Geographical skills and Fieldwork</li> </ul> <b>Key skills / questions:</b><br>What does a map show us and how might it be useful?<br>On a compass, what do N, S, E and W stand for?<br>Can you name some physical and human features of South Kirkby?<br>Can you draw a map of the local area – including some key physical and human features?<br>Can you create a key to use on your map? | <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Geographical skills and Fieldwork</li> </ul> <b>Key skills / questions:</b><br>What is an ocean?<br>Name the five oceans.<br>What is a continent?<br>Name the seven continents.<br>Can you label the oceans and continents on a world map?<br>Which are the hottest and coldest places on Earth?<br>What is the equator and where is it?                                                                                                                                                           | <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Place knowledge</li> <li>Human and Physical Geography</li> <li>Geographical skills and Fieldwork</li> </ul> <b>Key skills / questions</b><br>Can you locate Jamaica (and Kingston) on the world map? Which continent is Jamaica on?<br>Which seas / oceans surround Jamaica and England?<br>What are some of the physical and human features of Jamaica / Kingston?<br>What are the similarities and differences between the physical and human features of Kingston and South Kirkby?<br>What is the climate like in Jamaica compared to England? |

| Early Years                                                           |                                                     |                                                                                                   |                                                                       |                              |                      |
|-----------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------|----------------------|
| Marvellous Me                                                         | Traditional Tales                                   | People Who Help Us                                                                                | Transport                                                             | Growing and changing         | Under the sea        |
| Human and Physical Geography<br><br>Geographical Skills and Fieldwork | Place knowledge<br><br>Human and Physical Geography | Locational knowledge<br><br>Human and Physical Geography<br><br>Geographical Skills and Fieldwork | Human and Physical Geography<br><br>Geographical Skills and Fieldwork | Human and Physical Geography | Locational knowledge |

# Geography

## Key knowledge/skills overview – Nursery

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| <b><u>Marvellous Me (Autumn term 1)</u></b><br><br><b>Going on a bear hunt</b><br><b>Statutory Framework:</b> Listening to a broad selection of stories.... will foster their understanding of our ecologically diverse world<br><b>Development matters:</b> use all their senses in hands on explorations of natural materials. Talk about what they see using a wide vocabulary.<br>Range 4 – enjoys playing with small world reconstructions building on first hand experiences. <ul style="list-style-type: none"><li>• Exploring a variety of environments e.g grass, mud, snow, river, forest.</li><li>• Mapped out the sequence of the story using real life materials e.g water, mud.</li><li>• Acting out and role playing the story using props.</li></ul><br><b>What happens to our environment? How do we look after our environment?</b><br><b>Statutory Framework:</b> Listening to a broad selection of stories.... will foster their understanding of our ecologically diverse world.<br><b>Development matters:</b> use all their senses in hands on explorations of natural materials. Talk about what they see using a wide vocabulary.<br>Begin to understand the need to respect and care for the natural environment.<br><b>Birth to 5 Range 5</b> – Develop an understanding of growth decay and changes over time. <ul style="list-style-type: none"><li>• Talking tubs to discuss objects linked to autumn.</li><li>• Listen to a variety of stories linked to autumn.</li><li>• Using their senses when going on an autumn walk.</li><li>• Discussions around environment when on autumn walk.</li><li>• Observing and exploring their environment through play.</li><li>• Exploring the types of clothing worn in autumn.</li></ul> | <b>Substantive</b><br>Forest<br>River<br>Snow<br>Storm<br>Mud<br>Grass<br>caver<br><br><b>Disciplinary</b><br>over<br>under<br>through<br>map<br><br><b>Substantive</b><br>Autumn<br>Branches<br>Trees<br>Coat<br>Hat<br><br><b>Disciplinary</b><br>Season<br>Weather<br>Yellow<br>Orange<br>Red<br>Brown |

## People Who Help Us (Spring term 1)

**Winter – what happens to our environment? How do we look after our environment?**

**Statutory Framework:** Listening to a broad selection of stories... will foster their understanding of our ecologically diverse world.

**Development matters:** use all their senses in hands on explorations of natural materials. Talk about what they see using a wide vocabulary.

Begin to understand the need to respect and care for the natural environment.

**Birth to 5 Range 5** – Develop an understanding of growth decay and changes over time.

- Talking tubs to discuss objects linked to winter.
- Listen to a variety of stories linked to winter.
- Using their senses when going on a winter walk.
- Discussions around environment when on winter walk.
- Observing and exploring their environment through play.
- Exploring the types of clothing worn in winter.

### **Firefighters and Nurses**

**Statutory Framework:** Guiding children to make sense of their physical world and their community. Personal experiences increase their knowledge and sense of the world around them... meeting important members of society such as police officers, nurses and firefighters.

**Development matters:** show interest in different occupations.

Range 5 shows interest in different occupations and ways of life indoors and outdoors.

- Talking tubs to discuss objects linked to firefighters and nurses.
- Read 'ness the nurse'.
- Visits from fire fighters and nurses.
- Role play opportunities in provision (including dressing up in uniform, using equipment).
- Understanding the role of firefighters and nurses and how they have an impact on our society.

### **Substantive**

Winter  
Branches  
Trees  
Coat  
Hat  
Scarf  
Gloves

### **Disciplinary**

Season  
Weather

### **Substantive**

Fire fighter  
Fire engine  
Fire  
Hose  
Ladders  
helmet  
Emergency  
Nurse  
Bandage  
Plaster  
Mask

### **Disciplinary**

Uniform

## Chinese New Year

**Development matters:** Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

- Talking tubs to discuss objects linked to Chinese New Year.
- Listen to the story of the Chinese New Year.
- Taste food linked to the celebration of Chinese New Year.
- Listening to music.

## Transport (Spring term 2)

### ‘The Whales on the Bus’ ‘Whatever Next’

**Statutory Framework:** Listening to a broad selection of stories.... will foster their understanding of our ecologically diverse world

**Development matters:** use all their senses in hands on explorations of natural materials. Talk about what they see using a wide vocabulary.

Range 4 – enjoys playing with small world reconstructions building on first hand experiences.

- Exploring buses and the journeys they may take.
- Talking about their own experiences of going on bus.

### Spring – what happens to our environment? How do we look after our environment?

**Statutory Framework:** Listening to a board section of stories.... will foster their understanding of our ecologically diverse world.

**Development matters:** use all their senses in hands on explorations of natural materials. Talk about what they see using a wide vocabulary.

Begin to understand the need to respect and care for the natural environment.

**Birth to 5 Range 5** – Develop an understanding of growth decay and changes over time.

- Using their senses when going on a spring walk.
- Discussions around environment when on spring walk.
- Observing and exploring their environment through play.
- Observe the development of chicks and learn about how to care for them.
- Learn about a range of animals and their young.

### Substantive

Chinese New Year  
Lanterns  
Calendar

### Disciplinary

Celebrate

### Substantive

Transport  
Vehicle  
Bus  
Wheels  
Drive  
Road

### Disciplinary

map

### Substantive

Season  
Spring  
Weather  
Hot  
Cold  
Snow  
Wind  
Rain  
Sun

### Disciplinary

Season  
Weather

## Growing and changing (Summer 1)

### Ramadan and Eid

**Development matters:** Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

- Talking tubs to discuss objects linked to Ramadan and Eid.
- Taste food linked to the celebration of Ramadan and Eid
- Listening to music.
- Listen to stories linked to Ramadan and Eid.

### **Substantive**

Ramadan  
Eid  
Muslim

### **Disciplinary**

Celebrate

## Under the Sea (Summer 2)

**Summer – what happens to our environment? How do we look after our environment?**

**Statutory Framework:** Listening to a board section of stories.... will foster their understanding of our ecologically diverse world.

**Development matters:** use all their senses in hands on explorations of natural materials. Talk about what they see using a wide vocabulary.

Begin to understand the need to respect and care for the natural environment.

**Birth to 5 Range 5** – Develop an understanding of growth decay and changes over time.

- Using their senses when going on a summer walk.
- Discussions around environment when on summer walk.
- Observing and exploring their environment through play.
- Exploring the types of clothing worn in summer.

### **Substantive**

Summer  
Hot  
Sun  
Sun cream  
sea  
shark  
octopus

### **Disciplinary**

Season  
Weather

### Ocean environment

- Learning about sharks and octopus.
- Knowing that these sea creatures live under water.
- Exploring through play – ocean small world.

## Geography

### Key knowledge/skills overview – Reception

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary                                                                                                                                                                                      |
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| <p><b><u>Marvellous Me (Autumn term 1)</u></b></p> <p><b>Autumn 1 – All about Autumn what happens to our environment? How do we look after our environment?</b></p> <p><b>Statutory Framework:</b> Listening to a broad selection of stories, poems, rhymes.... will foster their understanding of our ecologically diverse world.</p> <p><b>Development matters:</b> explore the world around them. Describe what they see, hear, feel while outside.</p> <p><b>Birth to 5 (range 6)</b> - looks closely at similarities differences, patterns and changes in nature. Makes observations of animals and plants and explains why some things occur, and talks about changes.</p> <ul style="list-style-type: none"><li>• Talking tubs to discuss and explain objects linked to autumn.</li><li>• Listen to a variety of stories linked to autumn.</li><li>• Using their senses when going on an autumn walk.</li><li>• Discussions around environment when on autumn walk.</li><li>• Observing and exploring their environment through play.</li><li>• Talk about the types of clothing worn in autumn.</li><li>• Talk about what the weather is like.</li><li>• Looking at some common animals in autumn and learning about hibernation.</li><li>• Learning about the harvest and which foods are harvested in autumn.</li></ul> | <p><b>Substantive</b></p> <p>Windy<br/>Cloudy<br/>Breezy<br/>Raining<br/>Trees<br/>Branches<br/>Bare<br/>Fall<br/>Evergreen</p> <p><b>Disciplinary</b></p> <p>Season<br/>Weather<br/>Change</p> |
| <p><b><u>People Who Help Us(Spring term 1)</u></b></p> <p><b>All about Winter. What happens to our environment? How do we look after our environment?</b></p> <p><b>Statutory Framework:</b> Listening to a broad selection of stories, poems, rhymes.... will foster their understanding of our ecologically diverse world.</p> <p><b>Development matters:</b> explore the world around them. Describe what they see, hear, feel while outside.</p> <p><b>Birth to 5 (range 6)</b> - looks closely at similarities differences, patterns and changes in nature. Makes observations of animals and plants and explains why some things occur, and talks about changes.</p> <ul style="list-style-type: none"><li>• Talking tubs to discuss and explain objects linked to winter.</li><li>• Listen to a variety of stories linked to winter.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Substantive</b></p> <p>Windy<br/>Cloudy<br/>Breezy<br/>Snowing<br/>Raining<br/>Frosty<br/>Icy<br/>Bare<br/>Evergreen</p>                                                                  |

- Using their senses when going on a winter walk.
- Discussions around environment when on a winter walk.
- Observing and exploring their environment through play.
- Talk about the types of clothing worn in winter.
- Talk about what the weather is like.

### What do I want to be when I grow up?

**Statutory Framework:** Guiding children to make sense of their physical world and their community. Personal experiences increase their knowledge and sense of the world around them... meeting important members of society such as police officers, nurses and firefighters, crossing patrol.

**Development matters:** talk about their immediate family and community. Name and describe people who are familiar to them e.g doctors, teachers, crossing patrol.

Range 5 shows interest in different occupations and ways of life indoors and outdoors.

- Talking tubs to discuss objects linked to crossing patrol.
- Read the text 'A practical present for Phillipa Pheasant.
- Role play opportunities in provision (including dressing up in uniform, using equipment).
- Understanding the role of crossing patrol and how they have an impact on our society.

### Chinese New Year

**Development matters:** 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.

- Hear stories linked to Chinese New Year to be able to talk about how it is celebrated.
- Explore symbols / objects linked to Chinese New Year (e.g lanterns, animals). Use talking tubs.
- Role play linked to the story.
- In provision – small world area

#### Disciplinary

Season  
Weather  
Change

#### Substantive

Crossing patrol  
Super hero  
Pedestrian  
Stop sign

#### Disciplinary

Community  
Uniform

#### Substantive

China  
Chinese New Year  
Lanterns  
Calendar

#### Disciplinary

Celebration  
Festival

## Transport (Spring term 2)

### The Train Ride

**Statutory Framework:** Listening to a broad selection of stories, poems, rhymes.... will foster their understanding of our ecologically diverse world.

**Birth to 5 range 6** – Talks about the features of their own immediate environment, and how environments might vary from one another.

**Development matters** – draws information from a simple map.

- Talking tubs to discuss and explain objects linked to the text 'The Train Ride'.
- Go on a school trip to explore a train and the journey it takes.
- Looking at variety of environments e.g meadow, town, seaside
- Role play going on their own train ride through the different environments and are able to use their learnt vocabulary e.g meadow, town, seaside.
- Create their own map of the trains journey linked to the text.

### Spring

**Development matters:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand some important processes and changes in the natural world around them, including the seasons.

- Non-fiction texts based on spring.
- Read stories linked to the seasons.
- Watch educational videos for information on seasons.
- Walks to observe seasonal changes.
- Observational drawing based on the seasons.
- Describe the weather outside, what clothing would be appropriate.
- Drawing/painting linked to Van Gogh – sunflowers.

## Growing and Changing (Summer 1)

### Ramadan and Eid

**Development matters:** 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.

#### **Substantive**

Meadow  
Town  
Seaside  
Journey  
Transport  
Passengers  
Ticket collector  
ticket

#### **Disciplinary**

Map  
Sequence  
environment

#### **Substantive**

Spring  
Warm  
Cold  
Snow  
Wind  
Rain  
Sun

#### **Disciplinary**

Season  
Weather  
Change

#### **Substantive**

Ramadan  
Eid  
Muslim  
Fast

- Hear stories linked to Eid to be able to talk about how it is celebrated.
- Explore symbols / objects linked to Ramadan and Eid. Use talking tubs.
- Explore how Eid is celebrated through role play (Eid Day) – listening to music, tasting food, decorating the classroom.
- In provision – make Eid cards, traditional food in playdough area, Ramadan themed art
- Videos of how Muslim families around the world celebrate.

## Under the Sea (Summer 2)

**All about Summer what happens to our environment? How do we look after our environment?**

**Statutory Framework:** Listening to a board section of stories, poems, rhymes.... will foster their understanding of our ecologically diverse world.

**Development matters:** explore the world around them. Describe what they see, hear, feel while outside.

**Birth to 5 (range 6)** - looks closely at similarities differences, patterns and changes in nature. Makes observations of animals and plants and explains why some things occur, and talks about changes.

- Talking tubs to discuss and explain objects linked to summer.
- Listen to a variety of stories linked to summer.
- Using their senses when going on a summer walk.
- Discussions around environment when on summer walk.
- Observing and exploring their environment through play.
- Talk about the types of clothing worn in summer.
- Talk about what the weather is like.
- Looking at some common minibeasts in summer.

### **Ocean environment**

- Learning about dolphins and turtles
- Knowing that these sea creatures live in the ocean.
- Exploring through play – ocean small world.
- Looking at other creatures that live in the ocean.
- Learning how to look after our oceans.

Pray

**Disciplinary**  
Celebration  
Festival

### **Substantive**

Sunshine  
Warm  
Hot  
Sun cream  
Ocean  
Turtle  
Dolphin  
Sea creature  
Recycling  
Survive

**Disciplinary**  
Season  
Weather  
Change



# Geography Overview

## Early Years – Prior Learning linked to Year 1 Core Concepts

|                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                 |
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| <p>Talk about their walk to school – what do they see?</p> <p>Walk to Morrisons, Co-op and the church – what do they see on the way?</p> <p>Walks around the school grounds – exploring seasonal changes, using their senses</p> <p>Links to construction – building and small world</p> | <p>People who help us – nurses, firefighters, lollipop lady,</p> <p>The train ride – coastal link. The opportunity to observe and talk about many physical features such as meadow, hill.</p> <p>Identify key animals and features that you would find at the coast, including: sand, shells, crabs, seagulls. Some man-made, including boats and lighthouse.</p> | <p>Bonfire night – listen to the story of the gunpowder plot (Guy Fawkes, London, Houses of Parliament)</p> <p>Looking at London Buses (linked to 'The Whales on the Bus')</p> <p>Introduction to maps – through story maps</p> |
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## Texts / Nursery rhymes

|                                                                                                                                                                                                                                                        |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Starting School</p> <p>Train Ride</p> <p>Going on a Bear Hunt (forest, river, snowstorm, mud, cave)</p> <p>The Three Little Pigs</p> <p>Nursery rhyme - Little Bo Peep</p> <p>Nursery rhyme - Jack and Jill</p> <p>Nursery rhyme – Old McDonald</p> | <p>Ness the Nurse</p> <p>A Superhero Like You</p> <p>A Practical Present for Phillipa</p> <p>Pheasant</p> <p>Nursery rhyme - A sailor went to sea</p> <p>Nursery rhyme – The Big Ship Sails</p> | <p>What a Waste</p> <p>Nursery rhyme – London Bridge is falling down</p> <p>Nursery rhyme – The Wheels on the Bus</p> <p>Nursery rhyme - Ring O Ring O roses</p> <p>Nursery rhyme - A sailor went to sea</p> <p>Nursery rhyme – The Big Ship Sails</p> <p>Nursery rhyme – Down by the Bay</p> |
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## Year 1

| Our Local Area | Comparing Localities (Scarborough and South Kirkby) | The United Kingdom |
|----------------|-----------------------------------------------------|--------------------|
|----------------|-----------------------------------------------------|--------------------|

## Locational

|  |                                                      |                                                                                                                                                                                                                                                                                                                                                           |
|--|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Plot Scarborough and South Kirkby on the map.</p> | <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p>Name and locate the 4 countries of the UK – including flags and some key landmarks</p> <p>Identify capital cities</p> <p>Plot surrounding seas of UK on a map</p> |
|--|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Place knowledge

|                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                      |  |
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| <ul style="list-style-type: none"> <li>studying the human and physical geography of small area of the United Kingdom.</li> </ul> <p>Human and physical features of South Kirkby (see below)</p> | <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of small areas of the United Kingdom.</li> </ul> <p>Compare and contrast Scarborough with South Kirkby (see below)</p> |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## Human and physical geography

|                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                         |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest/wood, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>key human features, including: city,</li> </ul> | <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>key human features, including: city,</li> </ul> |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| town, village, factory, farm, house, office, port, harbour and shop.<br>Understand that South Kirkby is their local area.<br>Identify and sort human and physical features from their local area e.g. shops, park, school.                                                                                                     | town, village, factory, farm, house, office, port, harbour and shop.<br>Explore Scarborough through videos and pictures. Look at human and physical features and compare with South Kirkby.<br>Trip to Scarborough – walking along coastline, identifying features.                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Geographical skills and field work:</b>                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</li> <li>• use basic symbols in a key;</li> </ul> Look at locality pictures on google<br>Walk around the local area – focusing on identifying physical and human features. | <ul style="list-style-type: none"> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>• use basic symbols in a key;</li> </ul> Compare and contrast Scarborough with South Kirkby<br>Trip to Scarborough – walking along coastline, identifying features. | <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries</li> </ul>                                                                                                                                                                                                                                                                                  |
| <b>Year 2</b>                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Our Local Area</b>                                                                                                                                                                                                                                                                                                          | <b>Oceans and Continents</b>                                                                                                                                                                                                                                                                                                    | <b>Contrasting Localities – England and Jamaica</b>                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Locational</b>                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> (As a recap, not a focused lesson)                                                                                                      | <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans;</li> </ul> Use atlases and blank maps to locate.<br>Focus on Europe and Atlantic Ocean (link to the Titanic topic) – special features / characteristics in more depth.                                                   | <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans;</li> </ul> Recap the oceans and continents, focus on North America (Jamaica) and Europe (England)                                                                                                                                                                                                                 |
| <b>Place knowledge</b>                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• studying the human and physical geography of small area of the United Kingdom.</li> </ul> Look at South Kirkby – recapping physical and human features from Y1.                                                                                                                       |                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• 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.</li> </ul> Compare Kingston, Jamaica and South Kirkby – climate, key physical features (harbour, Blue Mountains, rainforest, in contrast to features of South Kirkby). |
| <b>Human and physical geography</b>                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• 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;</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>• identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> Locate on world map whilst locating continents.                                                                                                           | <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to:</li> <li>• key physical features,</li> <li>• key human features</li> </ul> Compare Kingston, Jamaica and South Kirkby                                                                                                                                                                                                            |

### Geographical skills and field work

- 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;

Children to learn about what a key is. Create their own key and map of their journey to school.

- 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.

Walk around the local area, linked to mapping – children to add physical and human features to their maps

- use world maps, atlases and globes to identify the continents and oceans studied at this key stage;

Locate the oceans and continents in atlases.

Use large floor world map to recall locations.

- use world maps, atlases and globes to identify the continents and oceans studied at this key stage;

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;

Compare Kingston, Jamaica and South Kirkby

### Through Science:

- 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;

# Key Vocabulary

| Year 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                             |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | Substantive                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Disciplinary                                                                                                                                                                                                                                                                |
| Autumn | South Kirkby                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | physical feature – has not been made by something or someone<br>human feature – has been made by something or someone                                                                                                                                                       |
|        | <div>Physical</div> <div>trees</div> <div>fields</div> <div>hills</div> <div>flowers</div> <div>Human</div> <div>house</div> <div>shop</div> <div>playground</div> <div>school</div> <div>factory</div> <div>town</div> <div>road</div>                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             |
| Spring | Scarborough                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Similar – have somethings the same<br>Different – do not have some things the same<br>Compare - to look at two or more things and find how they are alike and how they are different                                                                                        |
|        | <div>Human</div> <div>Arcade</div> <div>RNLI station</div> <div>museum</div> <div>Ferris wheel</div> <div>Restaurants</div> <div>takeaways</div> <div>Harbour – an area of water where boats park up</div> <div>town</div> <div>hotel</div> <div>lighthouse</div> <div>pier</div> <div>Physical</div> <div>cliff – a tall wall of rock</div> <div>sea</div> <div>sand</div> <div>coast</div> <div>trees</div> <div>plants</div> <div>beach</div> <div>shells</div> <div>rocks</div> |                                                                                                                                                                                                                                                                             |
| Summer | United Kingdom<br>England<br>Scotland<br>Wales<br>Northern Ireland<br>Capital city<br>London<br>Edinburgh<br>Cardiff<br>Belfast<br>Windsor Castle<br>Edinburgh Castle<br>Cardiff Castle<br>Belfast Castle<br>Atlantic Ocean<br>North Sea<br>Irish Sea<br>English Channel                                                                                                                                                                                                            | country - a large area of land where people live under the same government and rules<br>capital city - an important part of a country<br>ocean – very large body of water<br>sea – a body of water which is often a smaller part of an ocean<br>landmark - special features |

| Year 2 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                        |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | Substantive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Disciplinary                                                                                                                                                                                                                                                                                                                           |
| Autumn | South Kirkby                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | physical feature – has not been made by something or someone                                                                                                                                                                                                                                                                           |
|        | North<br>South<br>East<br>West<br>symbol<br>key                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | human feature – has been made by something or someone<br>direction – tells you which way to go<br>map – a picture of an area<br>landmark – special features<br>local area – where you live<br>features – key parts of an area                                                                                                          |
| Spring | <p>Equator - is an imaginary line around the middle of the Earth that divides it into two halves</p> <p>North Pole – top of the earth</p> <p>South Pole – bottom of the earth</p> <p><b>Oceans</b></p> <p>Atlantic</p> <p>Pacific</p> <p>Southern</p> <p>Indian</p> <p>Arctic</p> <p><b>Continents</b></p> <p>Asia</p> <p>Africa</p> <p>North America</p> <p>South America</p> <p>Antarctica</p> <p>Europe</p> <p>Oceania</p>                                                                                     | <p>compare - to look at two or more things and find how they are alike and how they are different</p> <p>continent – huge continuous areas of land</p> <p>ocean - very large body of water</p>                                                                                                                                         |
| Summer | <p>Jamaica</p> <p>Kingston</p> <p>Northern hemisphere – top half of the earth</p> <p>Equator- is an imaginary line around the middle of the Earth that divides it into two halves</p> <p>Temperature – how hot or cold something is</p> <p>Tropical – warm and sunny all year</p> <p>Caribbean Sea</p> <p><b>Kingston:</b></p> <p>Mountains</p> <p>Rainforest</p> <p>Harbour- an area of water where boats park up</p> <p>Hotel</p> <p><b>South Kirkby</b></p> <p>(Previously visited vocabulary from Year 1)</p> | <p>climate – the weather</p> <p>population – number of people living there</p> <p>compare - to look at two or more things and find how they are alike and how they are different</p> <p>contrast – showing the difference between two things</p> <p>location - A location is a place where something is, like your home or school.</p> |

## Oracy Opportunities

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Nursery</b>   | <p>From the Oracy Framework:</p> <ul style="list-style-type: none"> <li>▫ Use new vocabulary in play.</li> <li>▫ Begin to speak in simple sentences</li> <li>▫ Engage in class discussions</li> <li>▫ Begin to understand simple questions</li> </ul> <p>E.g. talking tubs – repeating words and phrases, retelling stories, role play, talking about books</p>                                                                                                                                                                                                                                                               |
| <b>Reception</b> | <p>From the Oracy Framework:</p> <ul style="list-style-type: none"> <li>▫ Understand and use a range of newly taught subject specific vocabulary words in play.</li> <li>▫ Use talk to communicate needs, ideas and opinions</li> <li>▫ Begin to speak in sentences, joining phrases together with <i>and</i> or <i>because</i></li> <li>▫ Use <i>because</i> to justify their opinion</li> <li>▫ Make relevant contributions to class discussions</li> <li>▫ Ask simple questions</li> </ul> <p>E.g. talking tubs – repeating words and phrases AND learning meanings, retelling stories, role play, talking about books</p> |
| <b>Year 1</b>    | <p>From the Oracy Framework:</p> <ul style="list-style-type: none"> <li>▫ Use vocabulary appropriate to the subject.</li> <li>▫ Speak in full sentences, using conjunctions to link ideas</li> <li>▫ Begin to use sentence stems to continue and expand upon the discussion</li> </ul>                                                                                                                                                                                                                                                                                                                                        |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <ul style="list-style-type: none"> <li>▫ Continue to use <i>because</i> to justify their opinion or an answer, offering reasons.</li> <li>▫ Contribute to class discussions and respond to others' comments.</li> <li>▫ Ask relevant questions.</li> <li>▫ Speak like an expert e.g. using tier 2/3 subject specific vocabulary.</li> </ul>                                                                                                                                                                                                                                                                                                                                                             |
| <b>Year 2</b> | <p>From the Oracy Framework:</p> <ul style="list-style-type: none"> <li>▫ Select and adapt appropriate vocabulary for the specific context or situation.</li> <li>▫ Speak in full sentences using conjunctions to organise sentences coherently</li> <li>▫ Use sentence stems to continue and expand upon the discussion</li> <li>▫ Speak like an expert e.g. using tier 2/3 subject specific vocabulary.</li> <li>▫ Use <i>because</i> to justify their opinion or an answer, offering reasons.</li> <li>▫ Build upon others' contributions in class discussions.</li> <li>▫ Ask relevant questions to continue a discussion.</li> <li>▫ Make connections with own and others' experiences.</li> </ul> |

**EYFS** - In the EYFS children have learned about their home and their school. Through books and stories they have explored some different locations such as a forest. Children have read stories set in other countries and cultures. They have started to record their findings through simple drawings and maps.

**Year 1**

**Autumn term**

**Our Local Area**

Children will explore their local area (South Kirkby) – looking at the physical and human features that make up the area. They will use their fieldwork skills to identify which features they can see whilst on a walk around the local area.



**Year 1**

**Summer term**

**The United Kingdom**

Children learn about the 4 countries and capital cities of the United Kingdom – naming and locating them on maps, and learning about some important landmarks.



**Year 2**

**Autumn term**

**Our Local Area**

Building on their previous knowledge children will learn about their town of South Kirkby and where it is located. They will use and construct simple maps and keys to show features of South Kirkby.



**Year 2**

**Summer term**

**Contrasting Localities**

Linking to their history learning about Florence Nightingale and Mary Seacole, children will study Kingston, Jamaica and South Kirkby, England – comparing and contrasting the two locations. Children will compare human and physical features as well as climate and cultural aspects.



**Year 1**

**Spring term**

**Comparing Localities**

Exploring a coastal town (Scarborough linked to RNLI), they plot this on a map and make comparisons with South Kirkby. They observe and discuss physical and human features at both locations.