



Whole School Geography Curriculum Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>‘All About Me’</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Draw information from a simple map.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>‘Let’s Celebrate/ Back in Time’</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>‘Amazing Animals’</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>‘On the Move’</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>‘Fun at the Seaside’</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>‘Our Wonderful World’</p> <p>Explore the natural world around them.</p> <p>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.</p>
Year 1		<p>‘Our School’</p> <p>To develop knowledge of the location of significant places in the context of children’s own locality.</p> <p>To use simple observation/fieldwork skills to study the immediate surroundings.</p>		<p>‘Our Local Area’</p> <p>To recognise human & physical features in the context of children’s own locality.</p> <p>To use simple fieldwork & observational skills to study the surrounding environment in the context of children’s own locality.</p>		<p>‘Our Country’</p> <p>Name and locate the four countries and capital cities of the UK and its surrounding sea.</p> <p>Identify the UK and its countries on world maps, atlases and globes.</p>

		<p>To use simple fieldwork and observation skills to study the school.</p> <p>To describe the location of features and routes on a map.</p>		<p>To use basic geographical vocabulary to refer to key human/physical features.</p>		<p>Identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>
Year 2		<p>‘Magical Mapping’</p> <p>Identify other countries, continents and oceans studied at this key stage using world maps, atlases and globes.</p> <p>Identify the location of hot and cold areas of the world in relation to Equator and the North and South Poles</p> <p>Identifies and describes human and physical characteristics and patterns [e.g. describes the conditions at the North Pole]</p> <p>Identifies a wider range of similarities</p>		<p>‘Sensational Safari’</p> <p>Study the human and physical geography of a small area in a contrasting non-European country.</p> <p>To use world maps, atlases and globes to identify the countries studied at this key stage in the context of Africa (Kenya).</p> <p>To 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-</p>		<p>‘What a Wonderful World’</p> <p>Name and locate the world's seven continents.</p> <p>Name and locate the five oceans.</p> <p>To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage.</p> <p>To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole.</p> <p>To use basic geographical</p>

		and differences in the human and physical features of localities.		European country in the context of Kenya.		vocabulary to refer to key physical and human features.
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