

Subject: Geography

Overview:

The study of geography involves our pupils exploring the relationship and interactions between people and the environments in which they live and upon which they, and all life on Earth, depends. Many of the pupils who now attend our school will live to see the next century and potentially inhabit a world of 11 billion people. The many opportunities and challenges that will arise during their lifetime will be very much about geography at personal, national and global scales. What we intend pupils to learn in geography reflects this throughout the curriculum.

In each year, pupils will be learning to:

Themes within subject	Nursery	Year R ELG underlined	Year 1	Year 2	Year 3
Location knowledge	know we live in a country called England	To know that they go to Lilliput School To know the name of the road the school is on know where they live (Poole/Bournemouth)	find the four countries of the United Kingdom on a simple outline map of the UK. Find the English Channel, the North Sea, the Irish Sea, the Atlantic Ocean on a simple UK map. find Poole/Bournemouth on a simple map of Dorset.	Find UK on a map Know that we live in Europe, and find Europe on a map. Find Europe and Africa on a map of the world find Poole/Bournemouth on a map of Dorset and identify some known landmarks. find the equator and the North and South poles on a globe Name the UK's surrounding sea(s) ie: the English Channel, the North Sea, the Irish Sea, the Atlantic Ocean find the four capital cities of the United Kingdom on a simple outline map and infant atlas	find the continents on a World Map find Russia, Spain, Madrid, Greece, Italy on a map of Europe find Paris on a map of France find Rome on a map of Italy (prepares for Y4 Romans) find Athens on a map of Greece find Mont Blanc on a map of Western Europe find Himalayas and Mount Everest on a world map find Dorset on a UK map find Hampshire, Somerset, Wiltshire, Devon on a UK/England map

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				locate England, Scotland, Wales and Northern Ireland, the 4 countries in the United Kingdom. name the capital cities of the countries in the UK.	find Bournemouth, Wareham, Blandford and Dorchester on a map of Dorset
	Nursery	Year R	Year 1	Year 2	Year 3
Place knowledge	know that there are different countries talk about the differences between places they have experienced or seen in photos/ stories	Know that I live in Poole/ Bournemouth To recognise some similarities and differences between life in this country and other countries eg children go to school, people live in houses, there are towns and cities eg differences (from stories or pictures) summer is hotter, winter has more snow, higher mountains, more dangerous snakes, houses look different	know England is the country we live in know England's capital city is London know that Goa is in India and by the sea know that Thar is a desert in India	know there are 7 continents and name them: Africa, Antarctica, Asia, Australia, Europe, North America, and South America – (must have - Europe and Africa) know there are 5 oceans and begin to name them: Atlantic, Pacific, Indian, Arctic, Southern – (must have – Atlantic) Know Cape Town is a major coastal city in South Africa know Poole is a town in Dorset and next to Bournemouth	know Wimborne/Verwood/Poole are in the county of Dorset know Bournemouth, Blandford and Dorchester are towns in Dorset know the capitals of France, Italy, Greece and Russia know the highest mountain is Everest and K2 is next highest know Mont Blanc is the highest mountain in Europe know Ben Nevis is the highest UK mountain know Mont Blanc is in Italy and France know the main town near Mont Blanc is Chamonix
	Nursery	Year R	Year 1	Year 2	Year 3

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Physical geography	explore and respond to different natural phenomena around them e.g splashing in puddles/ using an umbrella in the rain talk about what they see using basic vocabulary e.g. trees, stream show respect for the natural environment and living things	understand why we should respect and look after the World know simple ways to look after the world name weather name seasons	understand that the world is a planet and it is represented by a globe know Poole and Bournemouth are warmer in summer and colder in winter know the North Pole and South Pole are cold all year round describe different types of weather, and know that weather can be different in different parts of the world	know Poole is on the coast know Poole is a natural harbour. know Poole has sandy beaches and small cliffs near the town know London has a big river (the Thames) explain simple patterns related to physical processes eg colder at night when dark, or warmer in the summer when there is more sun Comparison: know that in Cape Town it is warmest during our and coldest in our summer. Cape Town has a Mediterranean climate. Identify seasonal and daily weather patterns in the United Kingdom Locate hot and cold areas of the world in relation to the Equator and the North and South Poles (Climate zones) know hotter areas of the world are nearer to the equator (Climate zones) know colder areas of the world are nearer to the poles (Climate zones) Describe some ways that the world is affected by the weather (and potentially climate change)	know it is colder on land that is higher up than lower down know a mountain is larger than a hill, usually at least 300m tall know a mountain range is a group of mountains joined or close together know Dorset has hills not mountains eg Badbury rings - link to history know the Badbury Rings hill is about 100m tall, but Mont Blanc is nearly 5000 m tall know hills like Badbury Rings and mountains like Mont Blanc are usually made of harder rocks (link with science - rocks) know hills in Dorset like Badbury Rings are made of limestone know Mont Blanc is part of a mountain range called the Alps know Mont Blanc is mostly made of granite know Mont Blanc still has snow on it in summer, but the Badbury Rings hill does not
Human geography	show interest in different occupations and use related vocabulary e.g. vet	Science link - I understand that I am a human and I have an impact on the world	know Poole/Bournemouth is a town know a town has many houses, roads, people, offices and shops	know a city is usually bigger than a town know a port is where ships stop to load and unload	understand a county is a group of towns and the country that surrounds them know economic activity covers the ways a region makes money

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			know that coasts and seaside locations are changed by humans (buildings, car parks etc). Measure simple human geographical patterns (how our class get to school)	know that Cape Town and London are both cities (but London is very big and has more people) know that London, Cape Town and Poole are ports understand that Cape Town and Poole makes money from tourists measure and explain simple patterns to do with human activities (e.g., suggest why London has so much traffic, or why tourists go to Cape Town or suggest why the flow of traffic outside school changes at different times) History link: explain how human patterns and activities have changed over time	know trade is buying and selling goods know a trade route is the route the goods travel understand inland trade routes (rail and road) between France and Italy have to go through passes or tunnels, because of the mountains understand that trade routes from Dorset are more direct and include rail, road, air and sea know the main economic activity near Chamonix used to be farming animals, but is now tourism (skiing and walking) know the main economic activity is rural Dorset is farming suggest economic activities that take place in urban areas such as Dorset towns suggest why early people settled in Badbury Rings understand that later, people moved down from Badbury rings to the coast and traded with Gaul/France
Fieldwork		follow clues on a simple treasure hunt that describes easily identified features. follow instructions that include prepositions: behind, under, beside etc.	describe places in the school and how to get there. look at features of the school grounds, and describe them, including vegetation and soil	make simple measurements in the locality, eg counting traffic at different times, measuring rainfall and comparing seasonal rainfall	use a bar chart to record measurements from fieldwork use a simple database to present findings from fieldwork.

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			collect data during fieldwork such as the number of trees/houses/how we get to school answer simple questions about straightforward geographical patterns (e.g. what are the busiest parts of the playground? What is the most frequent method of getting to school?)	organise simple data from fieldwork and second hand sources, eg using tables or descriptions	analyse data, which they have collected from first hand observations and experiences, identifying any patterns record findings from field trips in words
Using maps	talk about a simple map in a story	Recognise parts of the school on a map know what a map is/what it is used for	follow a simple picture map using letter and number coordinates. identify land and sea on a map of the globe identify village, factory, farm, forest, harbour, road on aerial view of Poole/Bournemouth/rural Dorset	use simple North, South, East and West to describe location or routes on a map (large scale OS) identify landmarks on aerial photographs eg Old Harry Rocks follow a simple route from a map	use the eight points of a compass use 2 figure grid reference recognise the meaning of basic map symbols follow a route on a map eg simple trade route use map sites on internet use junior atlases
Drawing maps		draw a simple map of the classroom (with a focus on 3 things) draw a simple map from a familiar story	Draw/make a junk model simple map of the classroom (focus on 6 things in the classroom) draw a map of an imaginary place use own symbols on map of school grounds	draw a map of a real place (with some scaffolding given) use agreed symbols and some ordinance survey symbols to make a key	make a map of a short route use standard symbols
Vocabulary		aerial view building woodland river road hotter	beach, cliff, coast, ocean, river, forest, hill, mountain, sea, soil, valley, vegetation, season, weather, north, south, east, west, continent, country	beach, cliff, coast, ocean, river, forest, hill, mountain, sea, soil, valley, vegetation, season, weather, north, south, east, west, continent, country	trade, trade route, economic activity, goods, mountain, mountain range, slope, passes, inland, temperature, rural, urban, agriculture

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		colder town behind under beside	port, harbour, shop, city, tourist, village, farm, house, office, shop, building monsoon, desert	port, harbour, shop, city, tourist, village, farm, house, office, shop, building	grid reference, symbol
	<u>N</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Topics			<u>Our Local Area: Our School</u> <u>Our Local Area: Poole</u> <u>India: comparison with UK</u>	<u>All At Sea – Coasts</u> <u>Weather + Climate</u> (equator) <u>Continents + Countries</u> (South Africa – Cape Town)	
National Curriculum/EYF S		<u>Understanding the World</u> <u>ELG: People, Culture and Communities</u> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and	<u>Locational knowledge</u> ♣ 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 <u>Place knowledge</u> ♣ 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	<u>Locational knowledge</u> ♣ 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 <u>Place knowledge</u> ♣ 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 <u>Human and physical geography</u>	

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		cultural communities in this country, drawing on their experiences and what has been read in class; - 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. <u>ELG: Past and Present</u> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings,	<u>Human and physical geography</u> ♣ 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 <u>Geographical skills and fieldwork</u> ♣ 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	♣ 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 <u>Geographical skills and fieldwork</u> ♣ 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	
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		characters and events encountered in books read in class and storytelling.	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 Geography – key stages 1 and 2 3 ♣ 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.	Geography – key stages 1 and 2 3 ♣ 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.	
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