

Woodlands Infant School



Geography curriculum

Long term plan

Progression of skills, knowledge and vocabulary

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Geography Topic Overview

Topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Where I Live</u> What is special about where I live?	<u>Festivals and Places</u> How do people celebrate around the world?	<u>Story Settings</u> What kind of places do stories happen in?	<u>From Farm to Fork</u> Where does our food come from?	<u>Minibeast Habitats</u> Where do minibeasts live?	<u>Animals around the world</u> Where in the world do animals live? (Africa)
Reception	<u>Special Places</u> What places are special to me?	<u>World Celebrations</u> How do people celebrate in different countries?	<u>Tale Trail</u> What do story settings tell us about different places?	<u>Exploring the World</u> What is the world like beyond where I live?	<u>Nature Explorers</u> What do we notice about the nature around us?	<u>Journeys and Maps</u> How can we find our way and talk about journeys?
Year One	<u>Shirley – A Local Study</u> What is it like to live in Shirley?		<u>Continents and Oceans</u> What is our world made up of?		<u>Polar Regions and Climate</u> What is it like in the coldest places on Earth and how are they changing?	
Year Two	<u>London/ Locational Knowledge</u> What makes London different from where we live?		<u>Local Area/Map Skills</u> What can we find out about our area using maps and fieldwork?		<u>China</u> How is life in China different from life in England?	

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Progression in Disciplinary Knowledge

	Nursery	Reception	Year 1	Year 2
Location	Know that we live in England. Know that there are different countries in the world. Begin to use simple positional language (e.g. near, far, next to). Recognise that animals and celebrations happen in different places.	Know that we live in England and that it is part of the United Kingdom. Recognise that the world is made up of different countries and environments. Use a simple map to find familiar places. Use basic locational and directional language to describe position and movement. Identify simple landmarks on a map of the local area.	Name and locate the four countries of the United Kingdom on a map. Name and locate the seven continents and five oceans with support. Use world maps, globes and atlases to locate places studied. Understand the difference between land and sea. Use simple compass directions (North, South, East, West) and locational language to describe routes and positions. Recognise that climate zones such as polar regions are located in particular parts of the world.	Name and locate the four countries of the United Kingdom, their capital cities and surrounding seas. Independently locate the seven continents and five oceans on a world map or globe. Identify the position of the Equator and North and South poles. Use maps confidently to identify location and key characteristics of studied places. Describe routes on maps using compass directions and locational language with increasing precision. Begin to locate significant non-European countries (China) in relation to the UK.
Place, contrast and connection	Talk about home, school and immediate surroundings. Notice differences between familiar places and places seen in stories or photos. Recognise that people live in different ways in different places. Begin to talk about simple features of places (e.g. houses, shops, farms, forests)	Describe key features of familiar places and places studied. Recognise similarities and differences between life in this country and life in other countries. Compare story settings and real environments using simple geographical vocabulary. Talk about how places can be special for different reasons. Begin to explain differences in environments (e.g. hot, cold, busy, quiet).	Compare human and physical features of the local area with those of a contrasting place. Identify similarities and differences between a town, city and village. Describe how climate and location influence how people live. Use geographical vocabulary to describe features and simple contrasts. Recognise that places are connected through movement of people and goods.	Compare and contrast the human and physical geography of the local area with that of a non-European country, China Explain similarities and differences using appropriate geographical vocabulary. Describe how location, climate and physical features influence settlement, lifestyle and land use. Understand that places are connected at local, national and global scales. Begin to consider reasons for differences between places.

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	Nursery	Reception	Year 1	Year 2
Environment and Sustainability	Explore natural environments in school grounds and local area. Talk about living things and their habitats. Understand living things need care. Begin to recognise simple ways to look after the environment (not dropping litter, caring for plants)	Observe and describe changes in the natural world across the seasons. Recognise that people use and change the environment. Talk about simple ways people can help care for places. Identify differences between natural and built environments. Begin to understand that environments can be different around the world.	Identify ways people change environments locally and globally. Describe how weather and climate affect the natural environment. Recognise human activity can have positive and negative effects on places. Explain how people adapt to different environments (e.g. polar regions) Use geographical vocabulary to describe environmental features and change.	Explain how physical features (rivers, mountains, climate) influence how people live and work. Describe positive and negative impacts of human activity on environments. Compare environmental issues in the UK and China. Understand that environments can be protected and improved through responsible action. Begin to suggest ways individuals and communities can support sustainability.
Human and Physical Features	Talk about what can be seen in the home, school and local area. Begin to name simple human features (e.g. house, road, shop, playground) Begin to name simple natural features (e.g. trees, grass, water, soil) Notice some places are built by people and some are natural. Recognise simple features in story settings and photos.	Identify and name human and physical features in familiar environments. Describe features of immediate environment using observation, discussion, stories, non fiction and simple maps. Recognise environments can be different (woodland, seaside, city, hot and cold) Begin to use simple geographical vocabulary to describe what places are like.	Identify and describe key physical features (e.g. cliff, beach, coast, forest, hill, mountain, river, weather) Identify and describe key human features (e.g. city, town, factory, farm, house, office, shop) Describe seasonal and daily weather patterns in the UK. Identify and describe key human and physical features in contrasting places (inc Shirley) Begin to recognise how climate influences how people live.	Describe and compare human and physical geography of local area with a non-European Country (China) Use geographical vocabulary confidently to explain differences in settlement, land use and lifestyle. Recognise how physical features (rivers, mountains, climate) influence where and how people live. Describe characteristics and landmarks of London and Beijing. Explain how physical geography influences human activity.
Geographical Skills and Fieldwork	Explore the school grounds and immediate environment through observation and talk. Follow simple routes using everyday positional language (e.g. next to, behind, near)	Use a simple map to find familiar places in the classroom, school grounds or local area. Identify landmarks on a basic plan view.	Use world maps, globes and atlases to locate the UK, continents and oceans. Use a simple key to identify basic human and physical features.	Use atlases and digital maps to locate countries, capital cities and surrounding seas. Interpret and construct simple keys using agreed symbols.

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	Describe familiar journeys (e.g. classroom to playground) Look at simple pictorial maps and recognise familiar places. Use photographs to notice features of different places.	Use locational and directional language (near, far, left, right, forwards, backwards) Draw simple maps of familiar environments with recognisable features.	Follow a route on a simple map using compass directions (North, South, East, West) Use arial photos to recognise landmarks and physical features. Carry out simple fieldwork in local area and record findings using basic vocabulary. Draw a simple map with labelled features.	Describe and plan routes using compass directions and locational language accurately. Use arial photographs and plan perspectives to identify human and physical features. Conduct local fieldwork, collect simple data and present findings. Use maps to identify location and explain characteristics of places studied.
Disciplinary Vocabulary	Place, home, school, map, journey, near, far, next to, behind, country	England, United Kingdom, world Map, route, landmark, forwards, backwards, left, right, environment, natural, built, globe	human feature, physical feature, atlas, aerial photograph, key, symbol, North, South, East, West, compass, settlement, compare, route, location	human geography, physical geography, region, land use, scale, connection, impact

Progression in Substantive Knowledge

	Nursery	Reception	Year 1	Year 2
Our Local Area	Where I Live – Explore their home, school and immediate surroundings; Identify simple features of school and neighbourhood (roads, parks, shops). Festivals and Places – Begin to understand places can be special for different reasons.	My Special Places – Describe key features of familiar and special places; Talk about similarities and differences in local places. Nature Explorers – Explore school grounds and nearby natural areas.	Shirley: A Local Study – Identify landmarks, streets and key buildings in Shirley; Describe human and human and physical features of Shirley; Understand that settlements have different features.	Local Area / Map Skills – Explore land use in the local area of Shirley; Compare parts of Shirley with London; Understand how and why places change over time.
The World and Continents	Animals Around the World – Recognise that animals live in different parts of the world.	Exploring the World – Identify hot and cold places in the world (Africa, Antarctica); Recognise that different environments have different features; Compare life in UK with life in another country.	Continents and Oceans – Name and locate the 7 continents and 5 oceans; Understand that we live on a continent called Europe.	The UK and London – Locate the four UK countries and capital cities; Identify surrounding seas.

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	Festivals and Places – Know that celebrations happen in different countries	Journeys and Maps – Talk about places visited and where they are in the world	Polar Regions – Recognise key characteristics of the Arctic and Antarctic, and their location to the UK.	China – Compare size and location of China with the UK using maps and globes.
Homes Around the World	Story Settings – Identify simple differences in homes seen in stories (castles, cottages, flats). Festivals and Places – Begin to understand that people live in different kinds of homes.	Exploring the World – Compare homes in different story settings (igloos, huts, houses); Recognise that homes are built differently in different places; Understand that environment influences how homes are made.	Polar Regions – Compare homes in polar regions with homes in the UK; Understand that people adapt their homes to suit the environment	China – Compare homes in rural and urban China with homes in England; Identify materials and structures suited to the climate The UK and London – Observe and describe different types of housing in a capital city
People and Places	Festivals and Places – Understand that people celebrate special events in different ways. Where I Live – Recognise who lives in their home and neighbourhood.	Celebrations Around the World – Explore similarities and differences between people's lives in different countries. Tale Trail – Discuss who lives in different settings and why they might live there	Polar Regions – Compare how people live (clothing, transport, lifestyle) in different (cold) environments; Understand how climate and location affect daily life.	China – Learn about daily life, traditions and work in China and the UK; Understand how settlement patterns influence lifestyle and activity.
Cause and Effect	From Farm to Fork – Recognise that food grows on farms. Minibeast Habitats – Notice how animals and plants depend on their environments	Exploring the World – Understand how people build and adapt to different surroundings Nature Explorers – Explore how animals and plants change with seasons	Polar Regions – Explore how the cold climate affects the way people live. Shirley – Consider how people change the local environment through buildings and transport	China – Explore how rivers, mountains and cities affect how people settle and live. The UK and London – Understand how the River Thames affects London life Recognise how human activity affects natural environments.
Weather and Seasons	Minibeast Habitats – Observe how the weather affects minibeasts; Notice differences between seasons; Recognise simple differences in weather.	Nature Explorers – Observe seasonal changes (leaves, temperature, animals) Exploring the World – Compare weather in different parts of the world.	Polar Regions – Identify daily and seasonal weather patterns in the UK; Recognise features of hot and cold places; Identify extreme weather conditions (snow, ice, wind).	The UK and London – Compare weather in London and local area. China – Explore differences in climate in China compared to the UK, and its effect on people and nature

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Looking after our World	Minibeast Habitats – Talk about how to care for living things and their habitats From Farm to Fork – Discuss how we look after plants and animals that give us food.	Nature Explorers – Talk about our responsibility for nature; Reduce litter, protect habitats Exploring the World – Understand that not all people care for the environment equally	Polar Regions – Understand the importance of protecting cold environments Shirley – Identify ways people help or harm the local area (pollution, green spaces)	China – Compare environmental issues in China and the UK; Discuss water pollution, conservation Local Area / Map Skills – Investigate local environmental issues and how we can help
Journeys and Maps	From Farm to Fork – Follow simple journey around a farm; Use simple positional language like ‘next’, ‘then’, ‘over’ Festivals and Places – Describe routes to familiar places	Journeys and Maps – Use simple maps and directional language to describe a route Exploring the World – Discuss how people travel and why they go on journeys.	Shirley – Follow a route on a simple map and identify landmarks. Continents and Oceans – Describe how people and goods move between places.	Local Area / Map Skills – Plan and follow routes using basic map symbols and directional language The UK and London – Understand how transport networks connect places.
Substantive Vocabulary	Park, road, shop, house, tree, grass, soil, water, farm, forest, hot, cold	Woodland, seaside, city, village, season, weather, Africa, Antarctica, desert, jungle, polar region, igloo, hut, shelter, materials, tradition, festival, culture, temperature, protect, transport	Continent, ocean, Europe, North America, South America, Africa, Asia, Antarctica, Australasia (Oceania), land, sea, beach, cliff, coast, forest, hill, mountain, river, valley, vegetation, city, town, village, factory, farm, office, port, harbour, climate, season, weather	capital city, surrounding seas, Equator, North Pole, South Pole, hemisphere, trade, transport, adaptation, sustainability, conservation, climate zone, urban, rural, population, River Thames, Beijing, residential, commercial, agriculture, industry, renewable, responsibility