The Sequence of Learning:
Geography

At St. Crispin's Infant School, we believe we are laying the foundations for learning and life by providing a curriculum that is purposeful and relevant. It is designed around our belief that each child is unique and can achieve their full potential as lifelong learners. The progressive structure of lessons allows children to explore, embed and develop expertise.

In geography, we have designed our lessons around the 4 key areas of Geography focussing on locational knowledge, place knowledge, human and physical features and geographical skills. Our lessons intend to build on investigative and questioning skills throughout encouraging children to use secondary resources to find answers and extend their learning. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts. We provide opportunities for consolidation and variety to ensure interest and progression in the subject.

EARLY LEARNING GOAL	YEAR 1	YEAR 2

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Understanding the World - People, Culture and Communities ELG : Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different… 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. **I can:** Talk about where I live and what makes it interesting. Recognise that not all towns are coastal. Understand where they live in relation to school. Draw maps identifying key landmarks. Use maps of the school and local area to plot key areas of interest. Discuss different cultural communities using story books. Plot maps and plans of fictional journeys.	**Locational &** **Place Knowledge:** Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city. To know that the UK is short for 'United Kingdom'. United Kingdom and its surrounding seas To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in. Naming some key similarities between Westgate and a small area of a contrasting location within UK Naming some key differences between Westgate and a small area of a contrasting location within UK Describing what physical features may occur in a hot place in comparison to a cold place. Identify the key features of a location in order to say whether it is a city, town or village, coastal or rural area	**Locational &** **Place Knowledge:** Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. To be able to name the seven continents of the world. To be able to name the five oceans of the world. Locating the surrounding seas of the UK on a map of this area. Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city. To know that a sea is a body of water that is smaller than an ocean To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. Name and locate Ghana on a map

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	Human and Physical Geography: Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. Recognising some physical features in their locality. (Identify beach, coast, forest, hill, mountain, sea, river.) Recognising some human features in their locality. To know that human features means any feature of an area that was made by humans.	Compare a local City/town in England with a contrasting city in Ghana **Human and Physical Geography:** Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South Poles. To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. Describing the key physical features in a local river area using basic geographical vocabulary. Describing the key physical features of a coast line and how it changes over time.

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	Identify a city, town, village, house, and shop. Discuss similarities and differences. Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality? E.g. Comparing and Contrasting a farm with the seaside. **Geographical Skills and Fieldwork:** Commenting on the features they see in their school and school grounds on a walk around. Asking and answering simple questions about the features of their school and school grounds.	To know that coastlines (and other physical features) change over time. To know some key physical features of the UK. Describing and understanding the differences between a city, town and village. Describing the key human features of a coast line and how it changes over time using subject specific vocabulary. To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK. Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? **Geographical Skills and Fieldwork:** Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.

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	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. Use directional language to describe the location of features and routes on a map eg Near, far	Collecting quantitative data through a small survey of peers to answer an enquiry question. Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data. Use directional language to describe the location of features and routes on a map eg left and right Use simple compass directions (North, South, East, West

GEOGRAPHY KEY VOCABULARY	
YEAR 1	**YEAR 2**
physical features, human features, United Kingdom, maps, ocean, river, land, country, road, house, flat, street, town, shops, buildings, post office, school, parks, tree, compass, landscape, city, village, location, area, atlas, world, near, far, left, right, forwards, backwards	continent, Europe, Africa, Asia, Australia, North America, South America, Antarctica, compass points, capital city, locality, fieldwork, field data, weather, natural disasters, cyclone, rich/affluent, poor, factory, mine, bridge, mountain, aerial view, aerial map, centre, environment, settlement: beach, coast, forest, hill, mountain, ocean, river, soil, valley, cliff, season, weather.

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End OF Key Stage One Expectations
Locational & Place 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. 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; Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical Skills and Fieldwork:** 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