

Geography Yearly Overview EYFS and KS1

Bramley Infant and Nursery continue to review and reflect upon content and context of topics in light of equality, diversity and inclusion. Significant local, national and international events will also be explored as appropriate e.g. coronations

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | Topic: Autumn Begin to remember their way around a familiar environment Able to follow directions Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles | Topic: Light and Dark and Christmas Respond to some positional language | Topic: Nursery Rhymes Explore how things look from a different viewpoint including near or far away. Can talk about some of the things they have observed such as plants, animals, natural and found objects | Topic: New life and Easter Can talk about some of the details of things they have observed such as plants, animals, natural and found objects | Topic: Friends and family Enjoys playing with small world reconstructions, building on first-hand experience, e.g. visiting farms, garages, train tracks, walking by river or lake | Topic: Courage Understands 'where' in simple questions |
| Pre-School | Topic: Year 1-All about me Year 2-All about me Observing things in the natural world. Begin to use talk to explain what is happening. Following directions and respond to some positional and directional language. | Topic: Year 1-Autumn and celebrations Year 2-Autumn and celebrations Comments and asks questions about aspects of their familiar world, such as where they are. | Topic: Year 1-Winter and superheroes Year 2-Traditional tales Beginning to understand why and how questions and responding correctly. Developing an understanding of growth, decay and changes over time. Talks about why things happen and how things work. | Topic: Year 1-Superheroes and Spring Year 2-Under the sea and Spring Beginning to understand why and how questions and responding correctly. Questions why things happen and gives explanations. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Talks about why things happen and how things work. | Topic: Year 1-The great outdoors Year 2-Farms and farm animals Shows care and concern for living things and the environment. Beginning to understand the effect their behaviour can have on the environment. Developing an understanding of growth, decay and changes over time. Questions why things happen and gives explanations. | Topic: Year 1-Amazing animals Year 2-Minibeasts Questions why things happen and gives explanations using a range of tenses. Shows care and concern for living things and the environment. |
| Reception | Topic: Autumn To investigate the environment around me and compare it to others that I have experienced. Autumn- Look closely at similarities, differences, patterns and change in nature. Responds to and uses the language of position and direction. | Topic: Light and Dark Autumn into Winter- Look closely at similarities, differences, patterns and change in nature. Learning about seasonal vocabulary from non-fiction texts shared with the class. | Topic: Storytelling To describe immediate environment using knowledge from observations, stories and maps and how environments might vary from one another. To begin making simple maps of familiar and imaginative environments, with landmarks Talk about the lives of people around them and their roles in society. | Topic: Storytelling Spring- Look closely at similarities, differences, patterns and change in nature, including changes in daylight. Knows about similarities and difference in relation to places, objects, materials and living things Able to follow and uses the language of position and direction. | Topic: Not a Box Uses spatial language including following and giving directions, using relative terms and describing them from different viewpoints. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Topic: Pirates Participating in community events including Class Assemblies, Sports Day, School Fair and Leaver's Assembly at the church. |

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| Year One | <p>Topic: Here we are</p> <p>Geography National curriculum Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> | <p>Topic: Here we are</p> <p>Geography National curriculum Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p> | <p>Topic: Terrific Toys</p> <p>Geography: National curriculum Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map (imaginary place); and use and construct basic symbols in a key (own symbols).</p> <p>Exploring simple maps with key- Use Road and Rail set to create a map with a simple key.</p> | <p>Topic: Terrific Toys</p> <p>Geography: National curriculum Geographical skills and fieldwork 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</p> <p>Exploring simple maps with key- Use Road and Rail set to create a map with a simple key.</p> | <p>Out and about</p> <p>Geography: National curriculum 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.-Village walk, using newly learnt vocabulary to discuss features.</p> | <p>Out and about</p> <p>Geography National curriculum Geographical skills and fieldwork Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map (link to maths)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features within Bramley</p> |
| Year Two | <p>Topic: Castle Keepers</p> <p>Geography National curriculum Human and Physical Understand the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Understand basic subject-specific vocabulary relating to human and physical geography.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Place knowledge Develop knowledge about the world, the United Kingdom and their locality.</p> <p>Use maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Geographical skills and fieldwork Interpret a range of sources of geographical information, including maps, diagrams and aerial photographs.</p> | <p>Topic: Castle Keepers</p> <p>History topic this half term</p> | <p>Topic: World wonderers</p> <p>Geography National curriculum Human and Physical 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.</p> <p>Understand basic subject-specific vocabulary relating to human and physical geography.</p> <p>Place knowledge Identify and locate the Equator, Northern Hemisphere, Southern Hemisphere, North Pole and South Pole on a globe and a world map.</p> <p>Name and locate the world's seven continents on a globe and a world map.</p> <p>Name and locate the world's five oceans on a globe and a world map.</p> <p>Use maps, atlases and globes to locate places studied.</p> <p>Geographical skills and fieldwork Use simple compass directions (N, S, E, W.)</p> | <p>Topic: World wonderers</p> <p>Geography National curriculum Human and Physical Understand basic subject-specific vocabulary relating to human and physical geography.</p> <p>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.</p> <p>Place knowledge Understand geographical similarities and differences of the 7 continents through studying human and physical features.</p> <p>Understand geographical similarities and differences through studying human and physical features of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Geographical skills and fieldwork Use aerial/satellite photos and plan perspectives to recognise landmarks and basic human and physical features.</p> | <p>Topic: Change Champions</p> <p>Geography National curriculum Human and Physical Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Understand basic subject-specific vocabulary relating to human and physical geography.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> | <p>Topic: Change Champions</p> <p>Geographical skills and fieldwork Use simple compass directions (N, S, E, W) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.</p> <p>Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> <p>Zoom in/out of digital maps.</p> <p>Use aerial/satellite photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>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.</p> |

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| | <p>Zoom in/out of digital maps.</p> <p>Use aerial/satellite photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Use simple compass directions (N, S, E, W) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.</p> <p>Use and construct basic symbols in a key</p> | | <p>Zoom in/out of digital maps.</p> <p>Use aerial/satellite photos and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Develop numerical and quantitative skills when discussing size, population, and quantity of countries.</p> <p>Use and construct basic symbols in a key</p> <p>Use aerial/satellite photos and plan perspectives to recognise landmarks and basic human and physical features.</p> | <p>Use maps, atlases and globes to locate places studied.</p> | | |
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