

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wow moments Wellbeing	Being me in my world	Around the World	Exciting Explorers	Into the woods	Marvellous Magic	Amazing Animals
EYFS – Nursery	<p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Farm visit Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>					
EYFS - Reception	<p>Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Each class choose a country and make food from that country and learn facts about the country to share with the rest of the year group? Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p>					
					<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.</p>	
Y1		<p>Use basic geographical vocabulary to refer to key physical features e.g. forest, hill, mountain, soil, valley, vegetation. Use basic geographical vocabulary to refer to key human features e.g. city, town, village, factory, farm, house, office, shop. Understand simple geographical similarities and differences of the human geography between a small area of the UK (Tidworth) and a small area of a contrasting non-European country (Nepal). Understand simple geographical similarities and differences of the physical geography between a small area of the UK (Tidworth) and a small areas of a contrasting non-European country (Nepal). Go on a walk around Tidworth Parent/staff give talk about Nepal</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. Use simple locational and directional language (for example: near and far, left and right) to describe the location of features and routes on a map. Go for a walk in the woods. Follow their route on a map, or plan it beforehand.</p>		<p>Locate hot and cold areas of the world in relation to the equator and North and South Poles. Identify seasonal and daily weather patterns in the UK. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries. Green screen weather forecast.</p>
Y2		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK</p>		<p>Use simple compass directions (North, South, East and West) to</p>		<p>Name and locate the world’s seven continents and five oceans using globes, maps and atlases.</p>

	<p>(Tidworth) and of a small area in a contrasting non-European country (Fiji).</p> <p>Use basic geographical vocabulary to refer to key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Go on a walk around Tidworth Parent/staff give talk about Fiji.</p>		<p>describe the location of features and routes on a map.</p> <p>Use 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map.</p> <p>Use and construct basic symbols in a key.</p> <p>Go for a walk in the woods. Describe their route afterwards using a map.</p>		<p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p>
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