
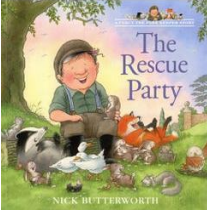
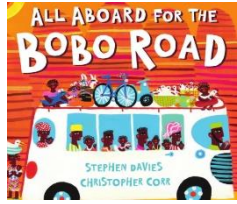











West Bridgford Infant School 'Geography' Sequence of Learning




Reception	Autumn Term	Spring Term	Summer Term
<p>Early Learning Goal: People, Culture and Communities</p> <p>Early Learning Goal: The Natural World</p>	<p>To use the environment to sequence and discuss the day's structure. <i>Visual Timetable</i></p> <p>To talk about their home and places they go in the immediate environment. <i>Family bags</i></p> <p>To create different play environments, beach, city, forest, with small world play and name the features: trees river mountain. <i>Small world sets</i></p> <p>To know that some places are far away and we cannot walk there. <i>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</i></p> <p>To talk about things they have seen: plants, animals, natural objects. <i>Percy's Park</i></p> <p>To make observations of landscapes in photos, books and videos. <i>To explore the natural world around them, making observations and drawing pictures of animals and plants;</i></p>  	<p>To understand some places are special. To know landmark buildings in the local environment. <i>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</i></p> <p>To describe the natural landscape, know we have different environments in this country: water, sea, woods, beaches. <i>Through stories.</i></p> <p>To know the country we live in is England. To name some hot and cold countries. To know that different countries have different landscapes. <i>To 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></p> <p>To know about the lifestyles of people in their countries: food home clothing buildings, language and cultures. To draw information from a simple map. To know how to draw a simple map/ plan of immediate environment. <i>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</i></p> <p>To know what a globe is and that it represents the world. To know the basic colours key on a map or globe: blue is sea, green and brown is land, white is snow. To create imaginary maps using a basic key: tree sea To know an island. To know there are many different countries. To recognise some similarities and differences between life in this country and other countries. <i>Africa and its animals</i> <i>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</i></p> <p>To describe what they see, hear and feel whilst outside and immediate changes, wind/heat from sun. To name and describe some plants and animals. To recognise some environments are different to the one in which they live. understand the effects of changing seasons on the natural world around them. <i>To 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;</i></p> 	<p>To describe the environment using knowledge from observation, discussion, texts, maps and stories. <i>To explain similarities and differences between life in their country and life in other countries.</i></p> <p>To explore the natural world around them making observations and drawings of plants and animals. To know some similarities and differences between the natural world around them and contrasting environments. To understand some important process and changes in the natural world around them: seasons and changing state of matter.</p>

West Bridgford Infant School

'Geography' Sequence of Learning

Year 1 National Curriculum WBIS Context	Autumn Term	Spring Term	Summer Term
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p> <p>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</p> <p>Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries. use simple compass directions and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Geography – key stage 1 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.</p>	<p><i>To know about seasons and weather patterns in the UK, the location of hot and cold areas of the world and the North and South Poles.</i> <i>To know, understand and use the vocabulary: season and weather</i> Hot and cold places Weather patterns</p>   	<p><i>To know about our school and its surroundings.</i> Our school and where it is.</p> <p><i>To know about the countries and seas that surround the UK.</i> Capital cities and the UK Seas around the UK</p>   <p><i>To know about key human and physical features of the local area.</i> Types of Houses. Human and Physical features in and around school.</p> <p><i>To use maps to locate the U.K.</i> Nottingham Castle Make maps, with a simple key, of the route to the park. Begin to use positional language when sharing maps.</p> 	<p><i>To know, understand and use the vocabulary beach, cliff and coastline.</i> <i>(beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil),</i> Seaside locations.</p>   

West Bridgford Infant School 'Geography' Sequence of Learning

Year 2 National Curriculum WBIS Context	Autumn Term	Spring Term	Summer Term
<p>Pupils should develop knowledge about the world. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Locational knowledge: name and locate the world's seven continents and five oceans</p> <p>Place knowledge: 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</p> <p>Human and physical geography: use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location and features and routes on a map.</p> <p>Geography – key stage 1 devise a simple map; and use and construct symbols in a key Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p><i>To know how to devise a simple map; and use and construct symbols in a key</i> Mapmaking</p> <p><i>To know, use and understand human vocabulary: city, town, village, factory, farm</i></p> <p>Farm to fork</p>  	<p><i>To know, name and locate the world's seven continents and five oceans.</i> <i>To know, use and understand human vocabulary: city, town, village, factory, farm, house, office, port, harbour and shop</i> Mexico</p>  <p><i>To know there are similarities and differences between West Bridgford and a town in Mexico.</i> Mexico - comparing and contrasting locality.</p> <p><i>To know how to use maps, globes and atlases; using compass directions and other features to describe aspects on it.</i> Mexico - outlining both physical and human features.</p> 