



Geography Medium Term Plan

Intent	At Talavera Infant School, Geography has a clear learning journey across the whole school. The children will develop an understanding and learn about their local environment, community as well as the wider world. Geography is taught through topics which are inspiring and aimed to engender the excitement, creativity and critical thinking about the world which will equip the children to make their own way in it. We want our children to develop skills in recognising, describing, explaining, comparing and evaluating human and physical geographical elements with a high level of technical vocabulary being accurately used and applied. We aim to produce independent and evaluative thinkers, ensuring they develop a sense of belonging, community and pride in where they live. Children should have the opportunity to ask questions, make links, allowing them to make sense of the world around them. They will have opportunities to work collaboratively and through the use of field work, trips and other experiences. Geography at Talavera is accessible to all learners, regardless of individual starting points.
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Reception Goals	Early Learning Goals Knowledge and Understanding of the World. People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and 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. Educational Programme Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	- Children learn about their familiar environment and different places around the school - Children learn how to follow a simple map - Children look at the map of the world and talk about all the different places our families have visited - Children look at celebrations finding out about places and cultures We use a simple map to find our way around the school and talk to different members of our school community. We learn about the different areas in the Early Years. We look at maps of the world with our families and talk about different places we have visited.		- Children learn about other countries - Children look at different places uses maps and globes - Children draw their own simple maps of an imaginary place with physical features We learn about the country of Fiji and look at different physical features on a map. The children use their imagination to draw their own dinosaur island with key features.		- Children learn about other countries - Children look at different places uses maps and globes - Children learn about the local area and key geographical features on their walk We learn about Nepal and look at lots of Nepalese artefacts. We go on a visit to Aldershot library and use a simple map to get there. On our way we name some Geographical features.	



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<i>Geography Focus: Wonderful weather</i> Big Question: <u>Is it always sunny?</u> Fieldwork: Investigate school grounds observing impact of weather. Objective 1 – PK & HG; I can observe my school grounds and the weather in my local area Objective 2 – GS & F; I can identify the United Kingdom on a map Objective 3 – H & PG; I can identify seasonal and daily weather patterns in the UK Objective 4 – GS & F; I can use simple fieldwork to gather information about the weather. Key Vocabulary: Season, Weather, United Kingdom, Autumn, Spring, Summer, Winter	<i>Geography Focus: My school</i> Big Question: <u>What is special about our school?</u> Fieldwork: Use a simple map of the school grounds to navigate different routes and identify specific areas with different features. Objective 1 – P & HG; I can use geographical vocabulary to identify physical and human features with in our school grounds and comparative places Objective 2 – LK; I can identify Aldershot on a map of the United Kingdom Objective 3 – PK; I can understand some geographical differences by looking at other areas in the UK Objective 4 – GS & F; I can use simple fieldwork and observational skills to study the geography of the school Objective 5 – GS & F; I can explore, understand and use a simple map. Key Vocabulary: Human Feature, Physical Feature, Map, Compass	History unit: <i>Changes within living memory</i>	History unit: <i>Significant Individuals</i> <i>Geography focus: The United Kingdom</i> Big Question: <u>Where would the King like to live?</u> Fieldwork: Use google maps to travel across the globe. Objective 1- LK; I can name and locate the four countries in the United Kingdom and their capital cities. Objective 2 – PK & HPG; I can identify characteristics of the four cities. Objective 3 – GS&F; I can use world maps, atlases and globes to find the four countries of the United Kingdom. Objective 4 - H&PG: I can use geographical vocabulary to find key physical features. Objective 5- GS & F; I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Key Vocabulary: World, Country, Island, City,	History unit: <i>Events beyond living memory</i>	<i>Geography focus: Around the world</i> Big Question: <u>Which continent or ocean is the best habitat for a polar bear?</u> Fieldwork: Use maps and atlases to locate the continents and oceans Objective 1 - LK; I can begin to understand the world has seven continents and five oceans. Objective 2 – GS&F; I can use maps, atlases and globes to locate and name the 7 continents. Objective 3 – H&PG; I can identify physical features in an area. Objective 4 - H&PG: I can identify the locations of hot and cold areas of the world. Key Vocabulary: Continent, Ocean, Habitat, Different



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<i>Geography Focus: Mapping Skills</i> Big Question: <u>Where is the wolf?</u> Fieldwork: Use directional language and create a map with a simple key. Objective 1- GS & F; I can use simple compass directions (North, South, East and West) to describe the location of features and routes on a map Objective 2- H & PG; I can use geographical vocabulary to name human and physical features Objective 3 – GS & F; I can devise a simple map Objective 4 – GS & F; I can construct basic symbols in a key Objective 5- GS & F; I can use locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map Vocabulary Compass, Aerial, Direction, Landmark	<i>History unit: Significant Individuals</i>	<i>Geography Focus: Where do we live</i> Big Question: <u>What is special about our local area?</u> Fieldwork: Walk of the local area identifying key physical and human features of Aldershot. Objective 1 – LK; I can identify Aldershot on a map of the United Kingdom Objective 2- PK; I can identify physical and human features of Aldershot Objective 3 – GS & F; I can plan routes of the local area to different landmarks using aerial photographs and plan perspectives Objective 4 – PK; I can identify changes to the local area and think about the impact of these changes Vocabulary Key, Symbol, Local area, Route	<i>Geography Focus: Hot & Cold</i> Big Question: <u>Everywhere in the world is always hot?</u> Fieldwork: Children predict carry out fieldwork and record using symbols to identify the hot and cold places in school. Objective 1 - LK; I can name the seven continents and five oceans. Objective 2- H & PG; I can locate the hot and cold areas of the world in relation to the Equator and the North and South Poles Objective 4 – PK; I can begin to describe the weather and climate of places Objective 3- GS & F; I can use simple fieldwork and add symbols to a plan perspective Objective 4 – GS & F; I can use world maps to identify countries and continents Objective 5- H & PG; I can identify physical features relating to hot and cold locations Vocabulary Atlas, Temperature, Equator, Climate	<i>History unit: Significant People</i>	<i>History unit: Local Area/ Geography Focus: Comparison</i> Big Question: <u>Are they here?</u> Fieldwork: Use google maps to travel across the globe and compare climates. Objective 1 -PK; I can locate different countries and continents on a map. Objective 2 – LK; I can explore the Asian continent. Objective 3 – H&PG; I can compare human and physical features of Kathmandu to Aldershot. Objective 4 – PK; I can describe the weather and climate of a country. Objective 5 – H & PG; I can use geographical vocabulary to describe and compare the different features and landmarks Objective 6 – GS&F; I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Vocabulary Plot, Journey, Compare, Climate



Geography Medium Term Plan

Endpoints of curriculum

By the end of Year R, pupils will know:

Place & Environmental Knowledge

- That they live in a **local area** with familiar places such as school, home, library and park.
- That **maps and globes** show different places in the world.
- That people live in **different countries** and these places may look different to where they live.
- That places can have **different features** (e.g. buildings, roads, fields, water).
- That people celebrate and live in **different ways** in different places and cultures.

Vocabulary

- Use simple geographical language such as:
map, place, school, home, road, building, country, world

By the end of Reception, pupils will be able to:

Geographical Skills

- Talk about their **immediate environment**, describing what they can see around them.
- Follow a **simple map** (e.g. of the classroom, school or route to a familiar place).
- Draw a **simple map or picture** of an imaginary or familiar place, including key features.
- Use **maps and globes** to explore different countries with adult support.
- Make **simple comparisons** between where they live and other places (e.g. “This place is hotter”, “They have different houses”).

Fieldwork & Observation

- Observe and talk about **features of the local environment** during walks and visits.
- Ask and answer simple questions about places they see and learn about.



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By the end of Year 1, pupils will know:

Locational & Place Knowledge

- That the **United Kingdom** is made up of **four countries** and can name them.
- The name and location of the **UK** on a map or globe.
- That the world has **seven continents and five oceans**.
- That places can be **hot or cold**, and that climate varies around the world.

Human & Physical Geography

- The difference between **human features** (e.g. buildings, roads) and **physical features** (e.g. rivers, hills).
- Key physical features of familiar places (school grounds, local area, places studied).
- Basic **weather patterns** in the UK and the four **seasons**.
- That different places have different environments and habitats.

Vocabulary

- Correctly use key vocabulary such as:
human feature, physical feature, season, weather, map, country, city, continent, ocean, habitat

By the end of Year 1, pupils will be able to:

Geographical Skills & Fieldwork

- Use **simple maps, globes and atlases** to locate places.
- Follow and draw **simple maps** with basic features.
- Use **aerial photographs** to identify landmarks and features.
- Carry out **simple fieldwork** in the school environment (e.g. observing weather, features).
- Use basic geographical language to **describe and compare places**

By the end of Year 2, pupils will know:

Locational & Place Knowledge

- The names and locations of the **seven continents and five oceans**.
- The position of **hot and cold areas** of the world in relation to the **Equator** and the **North and South Poles**.
- The location of their **local area (Aldershot)** within the UK.
- The location of countries and continents studied (including **Asia**).

Human & Physical Geography

- Key **human and physical features** of the local area and contrasting places (e.g. Aldershot and Kathmandu).
- That places change over time and those changes can have an **impact on people and the environment**.
- Basic understanding of **weather vs climate**.
- Physical features linked to climate (e.g. hot and cold regions).

Vocabulary

- Confident use of vocabulary such as:
compass, direction, key, symbol, route, climate, equator, temperature, compare, landmark

By the end of Year 2, pupils will be able to:

Geographical Skills & Fieldwork

- Use **compass directions** (North, South, East, West) to describe locations and routes.
- Create and interpret **maps with keys and symbols**. Use **aerial photographs and plan perspectives** to recognise landmarks. Plan simple **routes** using maps and photographs.
- Carry out **fieldwork** in the local area and record findings using symbols.
- **Compare** two places, describing similarities and differences in human and physical features.
- Use geographical vocabulary accurately to **explain and justify ideas**.



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Reception:

Awareness of own environment and simple maps

Year 1:

Understanding the UK and the wider world, identifying features and patterns

Year 2:

Comparing places, using maps confidently, understanding climate and change

By the end of Ks 1, pupils can **locate, describe and compare places**, use **maps and fieldwork confidently**, and apply **accurate geographical vocabulary** to explain the human and physical features of the local area and the wider world.