



Long Term Curriculum Map for Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	In the EYFS the curriculum progression for Nursery and Reception is used in line with guidance from Development matters to ensure that the building blocks of skill and knowledge for Geography are built through real-life experiences, opportunities to experiment and the children's immediate interests.					
Year One		Why is London our capital city? <ul style="list-style-type: none"> Name and identify characteristics of the four countries of the UK Name and identify capital cities of the UK Name and identify the surrounding seas of the UK Use world maps, atlases and globes to identify the UK and its countries Use atlases and maps to identify physical features and landmarks Understand and use the terms human and physical in relation to Geography 		What is the geography of our school? <ul style="list-style-type: none"> Use geographical vocab to identify human and physical features Use simple field work and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment Use correct terms for simple geographical features (i.e. house, church, woods, library etc) 		Why do we love being beside the sea so much? <p>Revisit prior learning relating to the UK</p> <ul style="list-style-type: none"> Complete field study of a coastal location Sort human and physical features linked to coastal trip Understand and use the terms human and physical in relation to geography Devise a simple map of coastal area visited Use / construct basic geographical symbols in a key Make comparisons between map of school

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				<ul style="list-style-type: none"> Use simple positional language (I.e. near, far, left, right) Devise a simple map of the school and its grounds Use / construct basic geographical symbols in a key 		and its grounds and coast map (similarities and differences – human / physical)
	<p>Discussed daily as part of routines:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom 					
Year Two		<p>What is Europe like?</p> <ul style="list-style-type: none"> Recap learning from Year 1 in relation to countries and capital cities in the UK Find and locate UK countries these on a map Recall human and physical features of the UK Begin to Name and locate the world's seven continents Name and locate the world's five oceans Begin to Use world maps, atlases and globes to identify different continents, countries and oceans 		<p>Could a polar bear live in the UK?</p> <ul style="list-style-type: none"> Name and locate the world's seven continents Name and locate the world's five oceans Use world maps, atlases and globes to identify different continents, countries and oceans Identify the location of hot and cold areas in relation to the equator and the North and South poles Identify human and physical features within continents (famous landmarks) 		<p>How does the geography of Kampong Ayer compare with the Geography where I live?</p> <p>Use ariel photos and plan perspectives to recognise landmarks</p> <ul style="list-style-type: none"> Devise a simple map Use / construct basic symbols in a key Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map

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		<ul style="list-style-type: none"> Identify the location of hot and cold areas in relation to the equator and the North and South poles Identify human and physical features within continents (famous landmarks) 'Visit' Antarctica, Oceania and Europe 		<ul style="list-style-type: none"> 'Visit' North America, South America, Africa and Asia 		<ul style="list-style-type: none"> Use locational and directional language (i.e. near and far; left and right) to describe the location of features and routes on a map <p>Through a comparison between Taverham (village) and Kampong Ayer (village) in Brunei: Asia</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country
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Rationale:

- The geography offer at Ghost Hill supports pupils to gain geographical knowledge and skills through practical work, in their immediate interests
- A spiral based curriculum supports children to understand geographical concepts through different activities, supporting a more secure, deeper learning and mastery of geographical knowledge and skills. We also offer opportunities for retrieval practice to ensure children know more and can remember more.
- Our geography curriculum encourages children to engage with and be curious about the world around them
- Children study the seasons throughout the year so they are able to have real life opportunities to experience the seasons, including daily weather patterns in the UK through real life examples
- Key opportunities to study both physical and human processes are given to grow their knowledge and deepen their understanding of the interaction between these
- Opportunities to complete field work are built in, so children can have real life opportunities to engage in the world around them

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