

Year	Term	Key Concept	Intent	Nat curriculum	Milestones	Essential Characteristics	Vocabulary	Prior Learning
				objective				
Year 1	Autumn	Main Concept Place Human and physical features Location	Normacot The purpose of this unit of focuses on the location of their school and the area in which the children live. The children will be familiar with the name Normacot but they will be introduced to the physical and human features. They will use simple fieldwork and observational skills to study the geography their local environment. Key questions – Where do I live? What is special about my local area? What can be found in my local area? What could people use to find their way around- how can I help them? WOW: Local area walk.	objective Ge1/1.1 Location Knowledge Children to name their town Ge1/1.2 Place Knowledge Children to understand similarities and differences through studying the human and physical geography of the local area GE1/1.3 Human and Physical Geography Identify simple human and physical features in the local area. e.g. road, school, house, town, city, shop, trees, grass, forest GE1/1.4 Geographical Skills and Fieldwork Use simple fieldwork and observational skills to study the geography of the school and its grounds. Use aerial photographs and plan	Location — The children will know the area that they live in. I They will use maps to find where they live. Plan a route around school using language of forward, backwards, behind and next to. Place — Draw a map of different areas within school. Answer questions such as — What is this place like? What do people do here? Human and physical features — Name key physical features in local area. Name Key human features Identify key features of Normacot so that they can categorise it as a costal, city, town, village or rural area, Record use of human and physical features using a range of methods — maps,	✓ Use and apply geographical vocabulary. ✓ Begin to understand human and physical features of familiar places. ✓ An understanding of where places are and what they are like. ✓ Use skills and fieldwork to reach conclusions and express ideas linked to work completed.	Geographical names - Alexandra Infants' School, Normacot, Stoke-on-Trent, Staffordshire, United Kingdom, England, Ireland, Scotland, Wales, English Channel, North Sea, Irish Sea Geographical processes – human, physical features, city, town, factory, house – terraced, semidetached, detached, bungalow, flat, place, office, shop, mosque, church, landmarks, similarities, differences, map, Career – We are cartographers!	In EYFS children have looked at different places that have occurred through units of work or books and compared them to where they live.



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				recognise landmarks				
				and basic human and				
				physical features of				
				the local area.				
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Year 1	Spring	Location	Stoke- on- Trent	Ge1/1.1 Location	Location –		Geographical names	The children will
			Continuing on from the	<u>Knowledge</u>	✓ Children to name		– Alexandra Infants'	have been
		Communities	local rea study this	- Children to name	their town, city and		School, Normacot,	introduced
		and	unit deepens the	their town, city	country.		Stoke-on-Trent,	geographical
		settlements.	children's	and country.			Staffordshire,	terminology that
			understanding of their	- Children to name	Human and physical features –		United Kingdom,	can be applied in
			wider local area – the	the four countries	✓ Identify key features of		England, Ireland,	this unit of work.
			city of Stoke-on-Trent.	that make up the	Stoke on Trent so that		Scotland, Wales,	Allowing them to
			They will further	United Kingdom.	they can categorise it			compare the
			develop their	GE1/1.3 Human and	as a costal, city, town,		Geographical	human and
			geographical skills and	<u>Physical Geography</u>	village or rural area,		processes – human,	physical
			fieldwork observational	- Identify simple	✓ Use aerial		physical features,	geography of
			skills by using ariel	human and	photographs and plan		city, town, factory,	Stoke on Trent.
			photographs and maps	physical features	perspectives to		house, canal –	
			to look at the key	in the local area.	recognise landmarks		landmarks,	
			features of Stoke-on-	<u>GE1/1.4</u>	and basic human and		similarities,	
			Trent and describe	Geographical Skills	physical features;		differences, map,	
			ways in which the	and Fieldwork	devise a simple map;			
			physical features	-Use world maps,	and use and construct			
			supported the area	atlases and globes	basic symbols in a		Career – We are	
			becoming a city.	to identify the	key.		cartographers!	
			Key questions - What	United Kingdom	✓ Know that the canal			
			country is Stoke on	and Stoke on Trent.	was a major human			
			Trent in? What human	- Use simple	feature that supported			
			features make Stoke on	fieldwork and	the area in becoming a			
			Trent famous? What do	observational skills	city.			
			these features tell us	to study the				
			about Stoke on Trent?	geography of the	Communities and			
			How many towns are	school and its	settlements			
			there in Stoke- on-	grounds.	✓ That people settle in			
			Trent? What is different	- Use aerial	areas for a variety			
			about where we live	photographs and	of reasons.			
			and the main town	plan perspectives	✓ That settlements			



	Geograf	ony overview					
Year	Summer	Human and	Hanley? How is my city different to a village? Weather	to recognise landmarks and basic human and physical features of the local area; Ge1/1.1 Location	can change due to population. Location –	Geographical names	•
1		physical processes. Location	This unit of work enables the children to learn about different weather types and weather of their immediate environment. How seasonal change affects this. It also allows them to move beyond the UK and compare hot and cold areas of the world and the impact of different weather types. It also begins to develop the children's understanding of climate change. Key questions - What is the weather like in the UK? How is the weather different in seasons? Can I predict what kind of weather we will have in different seasons? How does the weather affect different places and why are some	Knowledge - Children to name the four countries that make up the United Kingdom. GE1/1.3 Human and Physical Geography - Identify seasonal and daily weather patterns in the United Kingdom.	 ✓ Children to name their town, city and country. ✓ Name the 4 countries of the UK ✓ Use world maps and globes to identify the UK and begin to locate other countries. Human and physical features – ✓ Recognise and name weather types in the UK ✓ Identify daily/ seasonal changes in weather ✓ Explain dangers of weather ✓ Locate hot and cold countries of the world. 	United Kingdom, England, Ireland, Scotland, Wales, English Channel, North Sea, Irish Sea, ocean weather, weather forecast, hot, cold, rain, snow, climate, sunshine, pattern, similarities, differences, map, globe, atlas, equator, extreme, flooding, drought, blizzard, heatwave, hurricane, temperature Career – we are atmospheric scientists – meteorologist! We are environmental scientists!	



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			places hotter than the				
			UK? How is our				
			weather changing?				
Year 2	Autumn	Location	The United Kingdom	Ge1/1.1 Location	Location –	Geographical names	
			(Linked with history –	<u>Knowledge</u>	✓ Children to name	United Kingdom,	
		Human and	Famous Queens of	- Children to name	their town, city and	England, Ireland,	
		physical	England)	the four countries	country.	Scotland, Wales,	
		processes.	This unit of work	that make up the	✓ Use an atlas to	English Channel,	
			widens the children	United Kingdom.	locate 4 countries of	North Sea, Irish	
		Place	understanding of the	GE1/1.3 Human and	the UK, capital	Sea, ocean	
			UK. Skills taught in	Physical Geography	cities and other key	continent,	
			year 1 when studying	- Identify simple	places (S-O-T).		
			the local area will be	human and	✓ Use an atlas to	Sketch moan, key,	
			applied to a national	physical features	locate the seven	compass rose, map	
			study. The children will	in the UK.	continents of the	symbol, route,	
			also begin to locate the	<u>GE1/1.4</u>	world.	compass,	
			UK on world maps/	<u>Geographical Skills</u>	✓ Use an atlas to		
			atlases and name the	and Fieldwork	locate the five major	Atlas, physical	
			continents, oceans and	-Use world maps,	oceans of the world	feature, aerial view,	
			seas. They will use ariel	atlases and globes		human feature	
			photographs to discover	to identify the	Place		
			human and physical	United Kingdom	✓ Draw a simple		
			features, understand	and Stoke on Trent.	sketch map of their		
			simple map symbols,	- Use simple	local area and plan	Career – We are	
			and compass directions.	fieldwork and	a route to the junior	cartographers!	
			They will look at the	observational skills	school using the		
			capital cities of the UK,	to study the	points of a compass.		
			in particular London	geography of the			
			and what identifies it	UK.	Human and physical		
			as a capital city.	- Use aerial	features		
			Key questions – Can I	photographs and	✓ Use aerial		
			plan a simple route? Do	plan perspectives	photographs to		
			I know the compass	to recognise	'view from above'		
			points? Can I draw a	landmarks and	and recognise basic		
			sketch map? What	basic human and	human and physical		
			countries make up the	physical features	features		
			UK? Where in the world	of the local area ;	✓ Ask geographical		
			is the UK? What oceans		questions – Where is		



	Geography overview				 	
		and seas are close by?		it? What is this		
		Which continent does		place like? How		
		the UK belong to? What		near/far is it?		
		are the characteristics				
		of a capital city?				
Year 2	Place	Stoke-on-Trent and	GE1/1.3 Human and	Location –	Geographical names	
		Seaside The purpose of	Physical Geography	✓ Children to name	United Kingdom,	
	Location	this unit is to compare	Identify simple	their town, city and	England, Ireland,	
		their locality to a	human and physical	country.	Scotland, Wales,	
	Human and	coastal location within	features in the UK.	✓ Use an atlas to	English Channel,	
	physical	the UK. The children		locate 4 countries of	North Sea, Irish	
	features	will now know the	GE1/1.4 Geographical	the UK, capital	Sea, ocean Local	
		different countries of	Skills and Fieldwork	cities and other	area, national,	
		the UK and	Use world maps,	Human and physical	resort, pier,	
		surrounding seas. They	atlases and globes to	features	promenade,	
		will compare human	identify the United	✓ Use aerial		
		and physical features	Kingdom and Stoke	photographs to	Geographical	
		of a costal location and	on Trent.	'view from above'	processes – human,	
		use ariel photographs	Use simple fieldwork	and recognise basic	physical features,	
		to do this. They will	and observational	human and physical	city, town, factory,	
		construct a simple map	skills to study the	features	house, beach, coast,	
		using a key and a grid	geography of the	✓ Ask geographical	coastal, climate,	
		reference.	UK.	questions – Where is	bay	
		Key questions -	Use aerial	it? What is this		
		Why do people visit a	photographs and	place like? How	Career – We are	
		seaside? How is the	plan perspectives	near/far is it?	cartographers!	
		location different to	to recognise	Place		
		where we live? Which s	landmarks and	✓ The differences		
		is the UK next to? How	basic human and	between localities		
		seas surround the UK?	physical features			
		How do we know on a	of the local area ;	Communities and		
		map of the UK where		settlements		
		the seaside towns are?		✓ That people settle in		
		What do you notice		areas for a variety		
		about the coast and		of reasons.		
		how it is different to				
		where we live? Can you				
		sort physical and				



	<u>ocogra</u>	ony overview				
			human features? What			
			sources of information			
			can you use to find out			
			about a seaside? How			
			can we help our seas			
			and seaside? (climate/			
			plastic / rubbish/			
			recycling link)			
Year 2	Summer	Place	England and Pakistan	Ge1/1.2 Place	Location	Geographical names
			After being introduced	Knowledge	✓ Use an atlas to	United Kingdom,
		Location	to comparing locations		locate the seven	England, Ireland,
			nationally the children	Children to	continents of the	Scotland, Wales,
		Human and	will then apply the	understand	world.	English Channel,
		physical	skills to an	similarities and	✓ Use an atlas to	North Sea, Irish
		features	international study.	differences through	locate the five major	Sea, ocean
			They will look at the	studying the human	oceans of the world	continent,
			physical features which	and physical	Human and physical	Atlas, physical
			define the countries.	geography of the	features	feature, aerial view,
			The children will locate	United Kingdom and	✓ Use aerial	human feature
			Pakistan on a world	of a small area in a	photographs to	Pakistan
			map and look at its	contrasting Non-	'view from above'	
			surrounding seas and	European country.	and recognise basic	
			oceans and compare		human and physical	
			this to the UK. They	GE1/1.3 Human and	features	
			will identify the	Physical Geography	✓ Ask geographical	
			equator and draw		questions – Where is	
			conclusions about the	Identify locations of	it? What is this	
			weather in each	hot and cold areas of	place like? How	
			country.	the world in relation	near/far is it?	
			Key questions - Where	to the Equator and	Place	
			in the world is	the North and South	✓ The differences	
			Pakistan? Is it close to	Poles.	between localities	
			the UK?			
			Which direction on a	Identify human and		
			map would you travel	physical features		
			to get there? What	including beach, cliff,		
			continent is it on?	coast, forest, hill,		
			What Ocean(s) is it	mountain, sea, ocean,		



	the Equator? What is the same/ different about Pakistan and where we live? What is Pakistan's capital city? Is it like London? Does it have a major river like London? What is the weather like? Can you compare the weather to the UK? Is Global warming effecting Pakistan's	river, valley, vegetation, village, factory, farm, port, harbor Use simple compass directions and locational language.		
	effecting Pakistan's weather?			