

	Reception	Year 1	Year 2
Geography is...	Geographers are people who learn about the land, earth and people.	Geographers are people who study maps, the land, earth and people.	Geographers study the world by looking at maps, exploring land, earth and people.
Knowledge and skills  Geographic enquiry	<ul style="list-style-type: none"> Identify and describe features in the local environment e.g. house, farm, and church. Use photos and pictures to locate landmarks in the local environment. Discuss and describe our local environment In terms of what we can see, hear and feel. 	<ul style="list-style-type: none"> Name and describe physical and human features in the local environment. Use photos and simple street plans to find places in the local environment. Talk about features of the local environment that are liked and disliked. 	<ul style="list-style-type: none"> Sort, group and compare physical and human features on the local environment. Use simple maps and simple street plans to locate places and features in the locality and further afield. Talk about and compare features of the local environment.
Human and physical geography 	<ul style="list-style-type: none"> Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop. Describe what we can see, hear feel when outside. 	<ul style="list-style-type: none"> Talk about and describe features of landmarks and describe features of landmarks within the locality. Identify and describe patterns and changes within the local environment. Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, season, weather. 	<ul style="list-style-type: none"> Identify and locate hot and cold areas of the world in relation to the Equator and the North and South Poles. Talk about and describe the function of features and landmarks within a locality. Describe and compare patterns and changes within the local environment (Brighton). To use basic geographical vocabulary to describe and compare key physical features and human features of a contrasting non-European country.
Place knowledge 	<ul style="list-style-type: none"> Understand the relevance of different places, and that some places are special to people in the community. Recognise landmarks from our immediate environment. Recognise some similarities and differences between life in this country and other countries (from stories, pictures and video's). 	<ul style="list-style-type: none"> Talk about similarities and differences between places e.g. the school playground and the local park. Name and locate the four countries and capital cities of the United Kingdom. Talk about and describe a contrasting locality in the UK (London). 	<ul style="list-style-type: none"> Talk about and describe features of the immediate local area and landmarks. Describe and compare features of known localities. Talk about and draw comparisons between contrasting localities in the UK (London). Names and locate the world's seven continents and five oceans. Name and locate the four countries and capital city of the United Kingdom and surrounding areas.

<p>Geographic skills and field work</p> 	<ul style="list-style-type: none"> • Use our geographic skills and knowledge to solve geographical problems – e.g. where is the best place on school grounds to create a bug hotel? • Draw information from a simple map. • Label photos and pictures of the local environment e.g. the church, the park etc. • Use simple aerial photos to identify landmarks and basic features. • Create a simple map of a familiar location using symbols to represent landmarks. • Use 'left', 'right', 'forward' and 'back' to describe the features and routes on maps. • Use simple world atlases, maps and globes to identify the United Kingdom. 	<ul style="list-style-type: none"> • Carry out a small survey in the school ground e.g. traffic, litter, land use. • Identify geographical features on a large scale map. • Exploring and interpreting birds eye view photos and maps. • Create a simple map of a familiar location using symbols and a simple key to represent landmarks. • Use simple compass directions (North, South, East and West) to describe the location of features on a map. • Use world maps, atlases and globes to identify world countries, continents and oceans. 	<ul style="list-style-type: none"> • Carry out a small survey in the local area e.g. traffic, litter, land use. • Identify a range of geographical features on maps. • Create simple maps of a familiar location using symbols and a simple key to represent landmarks. • Find locations on a map and create routes using compass directions.
<p>Sustainability</p> 	<p>Planet Protector Challenges</p>	<p>Planet Protector Challenges</p>	<p>Planet Protector Challenges Focus on protecting the oceans, litter picking activity.</p>
<p>Vocabulary</p> 	<p>House, school, road, park, shop, house, office, farm, river, forest, wood, mountain, hill, Map, globe, world, ocean Village, town, city Weather, season Directional language (left, right, forward, backwards,</p>	<p>Re-cap Reception vocab Landmarks, beach, river, soil, vegetation Human, physical Factory, farm, office, Aerial photo, maps – key symbols Country, Capital city, continent Directional Vocabulary (north, east, south, west)</p>	<p>Recap all Reception and Year 1 Vocab Climate, equator, Europe, non-European, urban, rural, Ocean, Sea, cliff, coast, port, harbour Compare, contrast, similarity, difference, pollution, survey.</p>
<p>Cultural</p> 	<p>Planet Protector Challenges Exploring the school grounds. Locality walks – looking at features within our locality.</p>	<p>Planet Protector Challenges Locality walks – exploring human and physical landmarks.</p>	<p>Planet Protector Challenges Litter pick on Brighton Beach Sea-life Centre visit – looking at human and physical landmarks.</p>
<p>Learning links</p> 	<p>The Natural World Communication and Language</p>	<p>Maths</p>	<p>Science</p>