

Bullion Lane Primary School

Geography Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery</p> <p>Vocabulary</p> <p>Physical: weather, rainy, sunny, cloudy, windy.</p> <p>Human: house, park, shop, nursery, road</p>	<ul style="list-style-type: none"> Name and locate areas around Nursery. Talk about the features of their own immediate environment and how they might vary from one another. Recognise features of Nursery and grounds. Understand position through words alone. Discuss routes and locations, using words like 'in front of' and 'behind'. 	<ul style="list-style-type: none"> Begin to make sense of their own life story and their family history. Know about similarities and differences between themselves and others, and among families, communities and some traditions. Identify seasonal patterns focusing on the weather. Explore their local environment and talk about the changes they see linked to autumn leaves and change in weather. 	<ul style="list-style-type: none"> Finding out about a country different to England -China Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Observe and identify features in the place they live and the natural world. 	<ul style="list-style-type: none"> Children find out about the environment by talking to people and examining photographs in books and through song videos of the farm. Explore and look at the features in their immediate, familiar surroundings of the Nursery and Nursery grounds. Engage in play activities that promote the use of geographical language. Develop understanding and use of geographical terms through stories, rhymes, songs 	<ul style="list-style-type: none"> Engage in role-play and create different places. Go on local walks around the school grounds to explore new places, enjoy colour, number, shape trails. Create places and landscapes, real and imagined, with play mats, construction toys and sand etc. Use play people and vehicles to make journeys in these landscapes. Use observational skills to study nursery and grounds. 	<ul style="list-style-type: none"> Explore their local environment and talk about the changes they see. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the work and talk about the differences they have experienced or seen in photos of holidays, animals and pictures in books. Make simple weather observations.
<p>Reception</p> <p>Vocabulary</p> <p>Physical: cloud, rain, snow, hail, wind, storm, sun, sea, soil, spring, summer, autumn, winter</p> <p>Human: path, farm, office, school, sea, field</p>	<ul style="list-style-type: none"> Name and locate areas around school, e.g. office, garden, pool. Recognise features of school and grounds and places visited. Observe the weather, use a weather chart. Be introduced to seasonal changes through observation. Develop their understanding of people who they see working in school. 	<ul style="list-style-type: none"> Recognise main types of weather and be introduced to seasons. Use the computer to explore directions, simple maps, find information Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?". 	<ul style="list-style-type: none"> Know different jobs people do and where they work e.g. hospital, school. Visit places in the local community – hospital people who help us. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps thinking about where a story is set and comparing to the classroom or local area/landmarks. 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. 	<ul style="list-style-type: none"> Recognise main types of weather and the seasons. Identify seasonal patterns – focusing on plants and animals. Explore their local environment and talk about the changes they see. Understand some important processes and changes in the natural world around them, including the seasons. Explore new places through walks, trails and visits with the class. 	<p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> 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 Explain some similarities and differences between life in this country and life in other countries

Cycle A Year 1/2	<u>Geographical Skills and Fieldwork</u> <u>Around Our School</u>		<u>Locational Knowledge</u> <u>The UK</u>		<u>Human and Physical</u> <u>Weather</u>	
Cycle A Year 3/4	<u>Human and Physical</u> <u>Land Use</u>		<u>Locational Knowledge</u> <u>Around the World</u>		<u>Place Knowledge</u> <u>Whitby</u>	
Cycle A Year 4/5		<u>Human and Physical</u> <u>Settlements</u>		<u>Geography Skills and Fieldwork</u> <u>Map Skills</u>		<u>Place Knowledge</u> <u>Sheffield</u>
Cycle A Year 5/6		<u>Human and Physical</u> <u>Mountains</u>		<u>Place Knowledge</u> <u>The Americas</u>		<u>Locational Knowledge</u> <u>Our Changing World</u>

Cycle B Year 1/2	<u>Geographical Skills and Fieldwork</u> <u>Our Local Area</u>		<u>Place Knowledge</u> <u>On Safari</u>		<u>Human and Physical</u> <u>Wonderful World</u>	
Cycle B Year 3/4	<u>Human and Physical</u> <u>Extreme Earth</u>		<u>Place Knowledge</u> <u>Rainforests</u>		<u>Locational Knowledge</u> <u>The UK</u>	
Cycle B Year 4/5		<u>Human and Physical</u> <u>Settlements</u>		<u>Geography Skills and Fieldwork</u> <u>Map Skills</u>		<u>Place Knowledge</u> <u>Sheffield</u>
Cycle B Year 5/6		<u>Place Knowledge</u> <u>Eastern Europe-Greece</u>		<u>Human and Physical</u> <u>Raging rivers</u>		<u>Human and Physical</u> <u>Trading and Economy</u>