Geography Curriculum Overview

	Unit 1 – Personal geography	Unit 2 – UK geography	Unit 3 – Worldwide geography
Nursery	***Continue developing positive attitudes about the differences between people.*** Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. Help children to learn each other's names, modelling correct pronunciation	**Explore and respond to different natural phenomena in their setting and on trips** Encourage toddlers and young children to enjoy and explore the natural world. Suggestions: • standing in the rain with wellies and umbrellas • walking through tall grass • splashing in puddles • seeing the spring daffodils and cherry blossom • looking for worms and minibeasts • visiting the beach and exploring the sand, pebbles and paddling in the sea	**Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.** Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences
Reception	**Draw information from a simple map** - Vocabulary to introduce immediate environment - name of the road, and or village/town/city the school is located in. - Aerial views of the school setting, discuss simple features - draw simple maps of their immediate environment, or maps from	**Recognise some environments that are different from the one in which they live** - Teach children about a range of contrasting environments within both their local and national region. - Model the vocabulary needed to name specific features of the world, both natural and made by people. - Share non-fiction texts that offer an insight into contrasting environments.	**Recognise some similarities and differences between life in this country and life in other countries.** - Teach children about places in the world that contrast with locations they know well. - Use relevant, specific vocabulary to describe contrasting locations. - Use images, video clips, shared texts and other resources to bring the wider world into the classroom.

Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork

	imaginary story settings they are familiar with	- Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.	- Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on
Year 1	**What do our school grounds look like on a map?** Study geography of school and local grounds Devise simple map Use locational and directional language Use basic vocabulary to refer to key physical and human features	**What makes each country of the UK unique?** Countries and capital cities of UK and surrounding seas Maps, atlases, globes Seasonal and daily weather patterns in the UK	**How does ____ compare to Sprowston/Norwich?** Similarities and differences – UK and contrasting non-European country Maps, atlases, globes Location of hot and cold areas of the world in relation to the equator and north and south poles
Year 2	**What do I need to know to make a map of the school and its key areas?** Study geography of school and local grounds Devise simple map with key Compass directions Maps, atlases, globes	**How does ____ compare to Sprowston/Norwich?** Similarities and differences – UK and contrasting non-European country Use aerial photos to recognise landmarks and basic human and physical features Use basic vocabulary to refer to key physical and human features	Continents and oceans Maps, atlases, globes

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