

Geography Topic Plan and Coverage Overview

| | Year R | | | Year 1 | | | Year 2 | | | | | | |
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| | Autumn 2 | Summer 2 | All Year | Autumn 1 | Spring 2 | Summer 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | |
| Topic | Rumble in my tummy | Bears | Forest Time | Bordon | School grounds | Southsea | Pangea | Planet Earth | Hong Kong | UK | | | |
| NC / Development matters focus | Locational Knowledge | Maps | Field Work | Place Knowledge | Skills and Fieldwork | Human and Physical geography | Place Knowledge | Locational knowledge | Human and Physical Geography | Locational Knowledge | Place Knowledge | Human and Physical geography | Locational knowledge |
| | | | | Skills and Fieldwork: using Geographical vocabulary | | | | | | | | | |
| Target tracker objectives | Recognise that some places are different to where they live | | Explore the natural world Describe what they see, hear and feel while outside. Understanding the changing seasons on the world around them. Recognise that some places are different to where they live. | Use simple maps of the local area. Use simple maps of the local area eg. Large scale, pictorial etc. Use locational and directional language to describe the location of features and routes. Make simple maps and plans. Name describe and compare familiar places. | Use simple observational skills to study the geography of the school and its grounds. Suggest ideas for improving the school environment. Know about some changes that are happening in the local environment. Use simple compass directions and locational and directional language to describe location of features and routes on a map. | Ask simple geographical questions eg. What is it like to live in this place? Name describe and compare familiar places. | Use world maps and globes to identify the continents. Name and locate the seven continents. Identify seasonal and daily weather patterns and the location of hot and cold areas of the world. | Use world maps and globes to identify the oceans. Name and locate the five oceans. | Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area of a non-European country. | Use world maps and atlases to identify the UK and its countries. Name, locate and identify the characteristics of the four countries and capital cities of the UK. Name, locate and identify characteristics of the seas surrounding the UK. | | | |
| Map work | Locate the country on a world map and in relation to the UK | Design an obstacle course and then build it. | | Look at a selection of maps and discuss what is on them. Draw a map of local walk. | Using a map to follow a route Points of a compass, locational language. | Locate Southsea and features of it. | Finding continents on an atlas/ globe | Finding oceans on an atlas/ globe | Air route from London to Hong Kong. What countries do you fly over? What cities do you fly near? | Use world maps and atlases to identify the UK and its countries. Name, locate and identify the characteristics of the four countries and capital cities of the UK. | | | |
| Field work | | Using the map to make the obstacle course. | Explore the natural world Describe what they see, hear and feel while outside. Understanding the changing seasons | Walking around Bordon to find local features. | What are the key features of the school grounds? Traffic survey on Budds Lane. | Walking around Southsea to identify features. | | | | | | | |

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| | | | on the world around them. Recognise that some places are different to where they live. | | | | | | | |
| Naming, locating, identifying | Locate and name China and India and some key features of those countries eg: Taj Mahal, Great Wall. | | Recognising and naming trees, minibeasts etc. | Naming local features from Google Street view. Name features that we saw on the walk. | | Naming and identifying features of Southsea. | Where are the seven continents and what are their names? What are the key human and physical features of each continent? | Where are the five oceans and what are their names? | Locating Hong Kong and its surroundings. Naming and locating areas and features of Hong Kong, | |
| Comparing and contrasting | Using construction to build different landmarks and talk about the shapes and features thereof. Compare life in China and India to their on lives. | | Understanding the changing seasons on the world around them. | | | Contrast urban, rural and seaside locations. Compare and contrast Southsea and Bordon. Is Southsea or Bordon a better place to live? | How are the features (inc. weather) in one continent similar or different to those of another continent? | | Contrasting the built up parts of Hong Kong with more rural parts eg: Victoria Peak. | |
| Using aerial photographs and plan perspectives. | | | | Looking at Aerial photographs of Bordon. | Identifying places from aerial views | Looking at Aerial photographs of Southsea. | | | | |
| Geographical Enquiry | What is different or special about this country? | | Child generated questions based on their own experience. | How can we travel safely around Bordon? | How could the school grounds be made better? | What is good or bad about Southsea? What is good or bad about Bordon? | What is this continent like? | | What is Hong Kong like to live in? What is the weather like in Hong Kong? What problems does Hong Kong have? | |