



Sholing Infant School – Geography Curriculum Coverage

Year 1			
Concepts	Place, Location, Mapping	Mapping, Directional knowledge, fieldwork	Location & Place
Curriculum objectives	<ul style="list-style-type: none"> ❖ Name and locate the 4 countries of the UK ❖ Identify the characteristics of the 4 countries of the UK ❖ Compare the 4 countries of the UK ❖ Use maps and globes to identify the UK countries ❖ Observe the geography of the school and the grounds around it 	<ul style="list-style-type: none"> ❖ Make a simple plan of the school grounds ❖ Follow a simple map ❖ Understand why maps need a key. ❖ Use maps and globes to identify the UK countries and seas ❖ Use locational and directional language e.g. left and right to describe the location of features and routes ❖ Use simple compass directions to describe: UK countries for reference to NSEW ❖ Observe the geography of the school and the grounds around it 	<ul style="list-style-type: none"> ❖ Identify location of hot and cold areas in relation to the north and south poles. ❖ Name surrounding seas of UK ❖ Name five oceans and seven continents ❖ Use maps and globes to identify the UK countries and seas
Sticky knowledge	<ul style="list-style-type: none"> ❖ Name and locate the 4 countries within the UK ❖ Be able to use a globe and map to identify the UK and its countries and seas 	<ul style="list-style-type: none"> ❖ Be able to devise a simple plan ❖ Follow a simple map ❖ Understand the purpose of a key ❖ Use left and right to inform direction and routes ❖ Use NSEW to describe the 4 countries of UK with support of a map ❖ Be able to use a globe and map to identify the seas surrounding the UK. 	<ul style="list-style-type: none"> ❖ Use a globe and a map to identify hot and cold areas in relation to north and south poles and the equator. ❖ Name the five oceans and seven continents using a world map or globe ❖ Know that Antarctica is a cold place because it is at the South Pole. ❖ Know that the equator passes through some countries in the continent of Africa, and South America and temperatures are constantly high.
Vocabulary	England, Scotland, Northern Ireland, Wales, London, Belfast, Edinburgh, Cardiff, Southampton, compare, similar, different, similar, different, sea, North Sea, English channel, Irish sea, Atlantic ocean, Scotland, continent, Europe, Asia, North America, South America, Antarctica, Africa, Australia, world, Earth, North/South poles,	<ul style="list-style-type: none"> ❖ Aerial map/plan, travel, direction, travel, locate, key, door, window, map, globe, UK, England, Northern Ireland, Scotland, Wales, North Sea, English channel, Irish sea, Atlantic ocean, left, right direction, route, compass, north, south, east, west, school, layout, environment, features, places, 	sea, North Sea, English channel, Irish sea, Atlantic ocean
Weather	<ul style="list-style-type: none"> ❖ recognise daily and seasonal weather patterns using vocab: rain, sun, warm, cold, hot, cloudy, fog, ice, snow, thunder, lightning ❖ describe how weather changes across the 4 seasons ❖ record data to answer questions (weather chart) 	<ul style="list-style-type: none"> ❖ recognise daily and seasonal weather patterns using vocab: rain, sun, warm, cold, hot, cloudy, fog, ice, snow, thunder, lightning ❖ describe how weather changes across the 4 seasons ❖ record data to answer questions (weather chart) 	<ul style="list-style-type: none"> ❖ recognise daily weather patterns using vocab: rain, sun, warm, cold, hot, cloudy, fog, ice, snow, thunder, lightning ❖ describe how weather changes across the 4 season ❖ record data to answer questions- Weather: rain gauges, thermometer, hand lens, equipment, data, gather
Topic	Autumn 1 - Marvellous Me	Autumn 2 - Pirates	Spring 1 – Hot or Not



Sholing Infant School – Geography Curriculum Coverage

Year 1		
Concepts	Weather	Human and physical features, settlement and land use, location
Curriculum objectives		<ul style="list-style-type: none"> ❖ Observe and explain the differences of features between 2 localities: Southampton and the New Forest ❖ Use basic geographical vocabulary to identify physical and human features. ❖ Understand that land is used for different purposes ❖ Describe the difference between how land is used in different capital cities in the UK ❖ Name and locate the UK capital cities
Sticky knowledge		<ul style="list-style-type: none"> ❖ Be able to compare 2 locations topographical features: Southampton and New Forest ❖ Use geographical vocabulary when comparing location ❖ Discuss differing uses of land in and around Southampton ❖ Recognise similarities and differences between the four countries of the UK ❖ Name the 4 capitals of the 4 countries within the UK
Vocabulary		<ul style="list-style-type: none"> ❖ Human features, physical features, Southampton, Portsmouth, cliffs, beach, channel, port, dock, naval base, beach, New forest, river, sea, hill, forest, soil, city, farm, house, shop, factory, woodland, abbey, castle, purpose, farming, housing, settlements
Weather	<ul style="list-style-type: none"> ❖ recognise daily weather patterns using vocab: rain, sun, warm, cold, hot, cloudy, fog, ice, snow, thunder, lightning ❖ describe how weather changes across the 4 season ❖ record data to answer questions- Weather: rain gauges, thermometer, hand lens, equipment, data, gather 	<ul style="list-style-type: none"> ❖ recognise daily weather patterns using vocab: rain, sun, warm, cold, hot, cloudy, fog, ice, snow, thunder, lightning ❖ describe how weather changes across the 4 season ❖ record data to answer questions- Weather: rain gauges, thermometer, hand lens, equipment, data, gather
Topic	Spring 2 – Toys and Summer 1 – The Great Fire of London	Summer 2 - Forests



Sholing Infant School – Geography Curriculum Coverage

Year 2		
Concept	Location, Settlement and land use, human and physical features	Place, Location,
Curriculum objectives	<ul style="list-style-type: none"> ❖ Name and locate the seven continents and five oceans on a world map ❖ Use a world map, globe and atlases to identify the UK and a non-European country (St. Lucia?) ❖ Identify location of hot and cold areas in relation to the equator ❖ Know what the difference is between human and physical features ❖ Use basic geographical vocabulary to refer to: physical features including coast, cliff, beach, ocean, sea, river, mountain, volcano, human features e.g. town village port harbour ❖ and compare these for Southampton and St Lucia ❖ Describe the difference between how land is used in St Lucia and Southampton ❖ Describe how daily/ seasonal weather patterns are different in the UK and in St Lucia ❖ Use maps and globes to identify the continents and oceans ❖ Compare a local city/town with contrasting city/town of another country comparing physical and human features 	<ul style="list-style-type: none"> ❖ Name and locate the capital cities of the UK and identify the characteristics and topographical features of each one ❖ Compare the capital cities of the UK ❖ Name and locate the seas surrounding the UK ❖ Name and locate the seven continents and five oceans on a world map
Sticky knowledge	<ul style="list-style-type: none"> ❖ Name and locate the seven continents ❖ Name and locate the five oceans ❖ Identify UK and a non-European country on a map, globe and atlas ❖ Identify hot and cold areas on a globe in relation to the equator ❖ Be able to discuss differences between human and physical features ❖ Be able to compare the human and physical geography of Southampton and St Lucia ❖ Comment on differences in land use between St Lucia and Southampton ❖ Be able to use maps and globes to identify continents and oceans ❖ Describe how daily/seasonal weather patterns are different in the UK and St Lucia 	<ul style="list-style-type: none"> ❖ Name and locate the four countries and capital cities of the UK and at least one example of a surrounding sea ❖ Be able to describe two features of each capital city using key vocabulary ❖ Name and locate the seas surrounding the UK in relation to the Titanic's journey ❖ Name and locate the Atlantic Ocean on a world map in relation to the Titanic's journey
Vocabulary	<ul style="list-style-type: none"> ❖ Globe, atlas, St Lucia, Island, Caribbean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, equator, pole, hot, cold, Human features, physical features, man-made, natural, artificial, city, countryside, difference, physical features including coast, cliff, beach, ocean, sea, river, mountain, volcano, town village port harbour, agriculture, infrastructure, population, industry, storm, flood, heatwave, mist wind speed 	<ul style="list-style-type: none"> ❖ Capital city, London, Belfast, Edinburgh, Cardiff, country, city, comparison, mountain lake loch,, sea, landmark port harbour river hill valley ❖ Monsoon season, dry season, wet season, autumn, winter, spring, summer, exports, volcano, beach, mountain, weather, river, eruption, harbour, port, climate, Venn diagram, coast, sea, ocean, cliff, continents, islands city, town, St Lucia, Southampton, population
Weather	<ul style="list-style-type: none"> ❖ Observe changes in weather over time (forecast) ❖ Use simple equipment to record weather; rain gauges, thermometers anemometers 	<ul style="list-style-type: none"> ❖ Observe changes in weather over time (forecast) ❖ Use simple equipment to record weather; rain gauges, thermometers anemometers
Topic	<ul style="list-style-type: none"> ❖ Wonderful World 	<ul style="list-style-type: none"> ❖ Titanic



Sholing Infant School – Geography Curriculum Coverage

Year 2		
Concepts	Mapping, directional knowledge	Fieldwork, weather
Curriculum objectives	<ul style="list-style-type: none"> ❖ Create a simple map with a simple key, following using directional language ❖ Use and follow simple compass directions (NSEW) and location and direction language e.g. near/far/right/left ❖ Devise a simple map; and use and construct basic symbols in a key ❖ Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ❖ Use a simple map with a key to move around in a different context (orienteering map) ❖ Create a simple map with a basic key and use it to move around the school grounds ❖ Use a simple aerial map/photo to move around the school grounds ❖ Use and follow simple compass directions (NSEW) and location and direction language e.g.: near, far, right, left 	<ul style="list-style-type: none"> ❖ Use aerial photographs and plan perspectives to recognise landmarks -and basic human and physical features ❖ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Sticky knowledge	<ul style="list-style-type: none"> ❖ Create a plan, with a key ❖ Follow directional language to move around school grounds using a map ❖ Follow directions NSEW on a map ❖ Use directions NSEW to instruct ❖ Use directional language near, far, left, right to describe 	<ul style="list-style-type: none"> ❖ Observe changes in weather over time ❖ Use simple equipment to record weather; rain gauges, thermometers anemometers ❖ Identify weather patterns for the UK ❖ Observe weather comparisons for 2 locations: Southampton and St Lucia ❖ Discuss seasonal weather patterns for a location of a non-European country (St Lucia)
Vocabulary	plan, map, key, follow, direction, instruction, route, path, obstacle, feature, near, far, left, right, forwards, backwards, turn, north, south, east, west, direction, compass,	measure, pictogram, source, similarity, difference
Weather	<ul style="list-style-type: none"> ❖ Create tables/charts to classify ❖ Observe changes in weather over time ❖ Use simple equipment to record weather; rain gauges, thermometers anemometers ❖ Identify weather patterns for the UK ❖ Observe weather comparisons for 2 locations: Southampton and St Lucia ❖ - Discuss seasonal weather patterns for a location of a non-European country (St Lucia) 	<ul style="list-style-type: none"> ❖ Create tables/charts to classify ❖ Observe changes in weather over time ❖ Use simple equipment to record weather; rain gauges, thermometers anemometers ❖ Identify weather patterns for the UK ❖ Observe weather comparisons for 2 locations: Southampton and St Lucia ❖ - Discuss seasonal weather patterns for a location of a non-European country (St Lucia)
Topic	❖ SOS 1	❖ SOS 2