



Geography—Whole School Learning Journey

Vocab; Map, Herringthorpe, outside, inside, local area.

Children will identify typical weather in Autumn.

Children will know that they go to school in Herringthorpe.

Children will be able to locate different areas around the school and locate them on a simple map.

Children will be able to create 3D maps of different parts of the school.

The children will visit a local shop to purchase an item (Herringthorpe).

Children will explore photographic aerial maps of our school and identify key features.

Vocab; Rotherham, England, countries, world

Children will identify typical weather in Spring.

Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

Children will know that they live in Rotherham.

Children will know that Rotherham is in England.

Know that there are different countries in the world

Children will know about hot and cold places in our world.

Children will know that we do not have certain animals in England and will compare with another part of the world.

To know about people who help us within the local community e.g. dentist, doctor, police etc

Vocab; Beach, sea, sun, town, seaside, country, world

Children will identify similarities and differences between life in Rotherham and life at the seaside

Children will identify typical weather in Summer.

Children will be able to make simple comparisons between England and Pakistan.

To know that people in our community may speak different languages (Urdu)

Vocab; Continent, ocean, tropical climate, border, territory

What are the seven continents that make up planet Earth?

What are the five oceans that make up planet Earth?

What is the continent of Europe like?

What is the continent of North America like?

What is the continent of South America like?

NC Locational knowledge; Environmental, physical, and human geography; Geographical skills and fieldwork.

Disciplinary knowledge: DC4: Place and space, DC1: The physical world, DC2: Human environments.

Vocab; Ecosystem, migration, skyscraper, glacier, hemisphere

What is the continent of Oceania like?

What is the continent of Africa like?

What is the continent of Asia like?

What is the continent of Antarctica like?

Why are some parts of Earth hot and some parts cold?

NC Locational knowledge; Environmental, physical, and human geography; Geographical skills and fieldwork.

Disciplinary knowledge: DC4: Place and space, DC1: The physical world, DC2: Human environments.

Vocab; Continent, climate, savannah, nomads, outskirts, compare.

What is the continent of Oceania like?

What is the continent of Africa like?

What is the continent of Asia like?

What is the continent of Antarctica like?

Why are some parts of Earth hot and some parts cold?

NC Locational knowledge; Environmental, physical, and human geography; Disciplinary knowledge: DC1: The physical world, DC4: Place and space

ELG: People, Culture and Communities

Children at the expected level of development will: - 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, drawing on their experiences and what has been read in class; - 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.

F1

Vocab; Hall, classroom, bungalow, detached, semi-detached, flats, sign.

Children will explore the school grounds.

Children will observe and name features of their immediate environment

Children will talk about differences and similarities between themselves and people in their local community.

Children will use signs to explore the school grounds. (basic map skills)

Children will identify different homes in the immediate environment.

Vocab; Font, organ, church, shop keeper, chef, waiter, doctor, dentist

Children will visit a church in their local environment.

Children will learn about various occupations in their local community

Children will be able to name different buildings on a local walk; eg hairdresser, pub, shop etc

Vocab; Field, barn, animal names

Children will explore a farm.

Children will describe similarities and differences between their immediate environment and a farm.

Y1

Vocab; Map, local area, local landmark, home, symbol, improvements

Where do we go to school and what is it like there?

What is it like to live in our local area?

What is special about our local area?

Where do people live and work in our local area?

Can we map our local area?

What would we change about our local area?

NC - Locational knowledge and human & physical geography; Disciplinary knowledge: DC4: Place & space

Vocab; United Kingdom, capital city, national landmark, tourist, parliament, flag.

What is the United Kingdom?

What is it like to live in Scotland?

What is special about Wales?

Why do people visit Northern Ireland?

What is England famous for?

What is the Union Jack and what does it represent?

NC Locational knowledge; Environmental, physical, and human geography; Geographical skills and fieldwork. Disciplinary knowledge: DC4: Place & space

Vocab; Coast, physical feature, human feature, fairground, compass, lifeguard.

What is the seaside and where is it?

What physical features are found at the seaside?

What human features are found at the seaside?

What do people do at the seaside?

Can we plan a trip to the seaside?

How can we stay safe at the seaside?

NC Locational knowledge; Environmental, physical, and human geography; Disciplinary knowledge: DC1: The physical world, DC2: Human environments